Ph.D. Handbook for the Program in Social-Organizational Psychology
2006-2007

Program in Social-Organizational Psychology
Department of Organization & Leadership
Teachers College, Columbia University
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quick Reference: Departments and Faculty Contact information</td>
<td>3</td>
</tr>
<tr>
<td>Faculty Profiles</td>
<td></td>
</tr>
<tr>
<td>Principal Faculty</td>
<td>7</td>
</tr>
<tr>
<td>Curriculum and Requirements</td>
<td></td>
</tr>
<tr>
<td>Coursework</td>
<td>22</td>
</tr>
<tr>
<td>Research &amp; Statistics</td>
<td>23</td>
</tr>
<tr>
<td>Theory and Practice</td>
<td>23</td>
</tr>
<tr>
<td>Breadth</td>
<td>25</td>
</tr>
<tr>
<td>Integrative Experiences (Workgroup, Colloquium, TA)</td>
<td>26</td>
</tr>
<tr>
<td>Dissertation-Related</td>
<td>27</td>
</tr>
<tr>
<td>College Policy on Incompletes</td>
<td>28</td>
</tr>
<tr>
<td>Typical Course Schedule</td>
<td>29</td>
</tr>
<tr>
<td>Research Methods Exam</td>
<td>30</td>
</tr>
<tr>
<td>Qualifying Papers</td>
<td>33</td>
</tr>
<tr>
<td>Dissertation</td>
<td>38</td>
</tr>
<tr>
<td>Expected Timetable</td>
<td>41</td>
</tr>
<tr>
<td>Expectations</td>
<td>43</td>
</tr>
<tr>
<td>General</td>
<td>43</td>
</tr>
<tr>
<td>Research</td>
<td>44</td>
</tr>
<tr>
<td>Service</td>
<td>48</td>
</tr>
<tr>
<td>Coursework</td>
<td>48</td>
</tr>
<tr>
<td>Practice</td>
<td>49</td>
</tr>
<tr>
<td>TA</td>
<td>50</td>
</tr>
<tr>
<td>Teaching</td>
<td>51</td>
</tr>
<tr>
<td>Continuing Development</td>
<td>52</td>
</tr>
<tr>
<td>Mutual Expectations</td>
<td>52</td>
</tr>
<tr>
<td>Rewarding Excellence with Financial Aid</td>
<td>53</td>
</tr>
<tr>
<td>TC Map</td>
<td>56</td>
</tr>
<tr>
<td>Columbia Map</td>
<td>57</td>
</tr>
</tbody>
</table>
# Quick Reference Guide

<table>
<thead>
<tr>
<th>For Questions About:</th>
<th>Office or Website</th>
<th>Contact Person and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisors</td>
<td>Social-Organizational Psychology Ph.D. Office 226 Thompson Hall</td>
<td>Contact your advisor during office hours</td>
</tr>
<tr>
<td>Alumni Benefits and Activities</td>
<td>197 Grace Dodge Hall <a href="http://www.tc.columbia.edu/alumni/">http://www.tc.columbia.edu/alumni/</a></td>
<td>(212) 678-3215</td>
</tr>
<tr>
<td>Bookstore</td>
<td>Teachers College, corner of 120th &amp; Amsterdam Avenue Columbia University, Lerner Hall</td>
<td>(212) 678-3920 (212) 854-4131</td>
</tr>
<tr>
<td>Business School Course Registration</td>
<td>Schedule of Classes: <a href="http://www.gsb.columbia.edu/students/affairs/selection/">http://www.gsb.columbia.edu/students/affairs/selection/</a></td>
<td>Questions: contact the Social-Org Psych Program office at: (212) 678-8152 or (212) 678-8109</td>
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<tr>
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<td>Registration Form: <a href="http://www.tc.columbia.edu/academic/o&amp;ldept/socialorg/links.html">http://www.tc.columbia.edu/academic/o&amp;ldept/socialorg/links.html</a></td>
<td></td>
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<tr>
<td>Cancelled Classes</td>
<td></td>
<td>(212) 678-8152 or (212) 678-8109</td>
</tr>
<tr>
<td>* one course</td>
<td>If a class is cancelled due to exigent circumstances, the program office will make a concerted effort to inform students via e-mail. In addition, if possible, a note will be placed on the classroom door. If the school is closed due to weather or other emergencies, check the TC website <a href="http://www.tc.columbia.edu">www.tc.columbia.edu</a> or call the switchboard.</td>
<td>(212) 678-3000</td>
</tr>
<tr>
<td>* college closed</td>
<td></td>
<td></td>
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<tr>
<td>Caps and Gowns</td>
<td><a href="http://www.tc.columbia.edu/commencement/capgown.htm">www.tc.columbia.edu/commencement/capgown.htm</a></td>
<td></td>
</tr>
<tr>
<td>Clubs &amp; Student Activities</td>
<td>159 Thorndike Hall <a href="http://www.tc.columbia.edu/stlife/">http://www.tc.columbia.edu/stlife/</a></td>
<td>(212) 678-3406</td>
</tr>
<tr>
<td>Comprehensive Exam: Sign-up Information</td>
<td>Social-Organizational Psychology MA Office 222 Main Hall</td>
<td>(212) 678-8109</td>
</tr>
<tr>
<td>Comprehensive Exam: Results and Review of Exam</td>
<td>Social-Organizational Psychology MA Office 222 Main Hall</td>
<td>MA Program Advisor (212) 678-8109</td>
</tr>
<tr>
<td>Conflict Resolution Courses</td>
<td>International Center for Cooperation and Conflict Resolution (ICCCR) 232 Horace Mann Hall <a href="http://www.tc.columbia.edu/%7Eacademic/icccr/">http://www.tc.columbia.edu/%7Eacademic/icccr/</a></td>
<td>(212) 678-3289 or 678-3402</td>
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<tr>
<td>Course Assistant</td>
<td></td>
<td>(212) 678-8152 or (212) 678-8109</td>
</tr>
<tr>
<td>* Opportunities</td>
<td>To locate potential openings, contact the PhD program coordinator about course(s) which you have “mastered” Pick-up a post-hire packet at Human Resources, 112 Main Hall <a href="http://www.tc.columbia.edu/administration/hr/">http://www.tc.columbia.edu/administration/hr/</a> --and-- contact the Department’s Director of Academic Administration to complete one section which requires department sign-off.</td>
<td>(212) 678-3175 (212) 678-3258</td>
</tr>
<tr>
<td>* HR Paperwork</td>
<td></td>
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<tr>
<td>Course Override Approval</td>
<td>Office of the Registrar, 152 Horace Mann Contact the instructor of the course which you seek entrance or his/her secretary.</td>
<td>Registrar: (212) 678-4050</td>
</tr>
<tr>
<td>Course/Reading Packets</td>
<td>Duplicating, 36 Main Hall (basement of Main Hall) <a href="http://www.tc.columbia.edu/~wpcenter/">http://www.tc.columbia.edu/~wpcenter/</a></td>
<td>(212) 678-3403</td>
</tr>
<tr>
<td>Course Reserve Materials</td>
<td>Milbank Library Circulation Desk • be sure to locate the library reserve number and course number • <a href="http://educat.tc.columbia.edu/">http://educat.tc.columbia.edu/</a></td>
<td>(212) 678-3494</td>
</tr>
<tr>
<td>Diplomas</td>
<td>Office of the Registrar, 152 Horace Mann</td>
<td>(212) 678-4050</td>
</tr>
<tr>
<td>Disability Services</td>
<td>Office of Access and Services for Individuals with Disabilities (OASID), 162 Thorndike</td>
<td>(212) 678-3689 (voice/TDD)</td>
</tr>
<tr>
<td>Disciplinary Actions or Filing a Complaint</td>
<td>Associate Dean of the College, 113 Main Hall Ombudsperson, 128 Main Hall</td>
<td>(212) 678-3052 (212) 678-3391</td>
</tr>
<tr>
<td>Distance Education Courses</td>
<td>Distance Learning Project, 360 Grace Dodge Hall <a href="http://dlp.tc.columbia.edu/">http://dlp.tc.columbia.edu/</a></td>
<td>(888) 633-6933 (212) 678-3291 [fax]</td>
</tr>
<tr>
<td><strong>Doctoral Office, Social-Organizational Psychology</strong></td>
<td>Social-Organizational Psychology Ph.D. Office</td>
<td>(212) 678-8152 or (212) 678-3249 or (212) 678-8303 [fax]</td>
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<tr>
<td>Doctoral Office, Social-Organizational Psychology</td>
<td>Social-Organizational Psychology Ph.D. Office</td>
<td>(212) 678-3000 x5293</td>
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<tr>
<td>Doctoral Office, Social-Organizational Psychology</td>
<td>phone for doctoral students</td>
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</tr>
<tr>
<td>Doctoral Studies Office</td>
<td>226 Thompson Hall</td>
<td>(212) 678-4058</td>
</tr>
<tr>
<td>E-mail</td>
<td>Academic Computing, 234 Horace Mann</td>
<td>(212) 678-3302 or (212) 854-1919</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Student Aid Office, 134 Thompson</td>
<td>(212) 678-3714</td>
</tr>
<tr>
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<td><a href="http://www.tc.edu/financialaid/">http://www.tc.edu/financialaid/</a></td>
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<td></td>
<td>Also visit the Social-Organizational Psychology web page “helpful links” scholarship/financial resources link: <a href="http://www.tc.columbia.edu/academic/o&amp;ldept/socialorg/links.html">http://www.tc.columbia.edu/academic/o&amp;ldept/socialorg/links.html</a></td>
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</tr>
<tr>
<td>Graduation Activities</td>
<td><a href="http://www.tc.columbia.edu/commencement">www.tc.columbia.edu/commencement</a></td>
<td>(212) 678-8100</td>
</tr>
<tr>
<td>General Information Dates</td>
<td><a href="http://www.tc.columbia.edu/commencement/ndates.htm">www.tc.columbia.edu/commencement/ndates.htm</a></td>
<td></td>
</tr>
<tr>
<td>Graduation Form</td>
<td>(1) see your advisor for sign-off</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(2) Registrar’s Office for the form and processing, 152 Horace Mann</td>
<td></td>
</tr>
<tr>
<td>Health Insurance &amp; Immunization</td>
<td>Student Life Center, 159 Thorndike Hall</td>
<td>(212) 678-3482</td>
</tr>
<tr>
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<td>Forms: <a href="http://www.tc.columbia.edu/administration/health-services/InsuranceHealth.htm">http://www.tc.columbia.edu/administration/health-services/InsuranceHealth.htm</a></td>
<td></td>
</tr>
<tr>
<td>Housing (on-campus)</td>
<td>Office of Student Housing, 1st Floor Whittier Hall</td>
<td>(212) 678-3235</td>
</tr>
<tr>
<td>Housing (off-campus)</td>
<td><a href="http://www.tc.columbia.edu/~administration/res-life/">http://www.tc.columbia.edu/~administration/res-life/</a></td>
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</tr>
<tr>
<td></td>
<td>Off-Campus Housing Assistance Office, 419 West 119th Street • <a href="http://www.columbia.edu/cu/ire/ocha/">http://www.columbia.edu/cu/ire/ocha/</a></td>
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</tr>
<tr>
<td>Identification Cards</td>
<td>Whittier Hall Basement (enter at 1230 Amsterdam, street level)</td>
<td>(212) 678-3098</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.tc.columbia.edu/security/">http://www.tc.columbia.edu/security/</a></td>
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</tr>
<tr>
<td>Independent Study</td>
<td>Contact the respective faculty member indicating research interests.</td>
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</tr>
<tr>
<td>International Center for Cooperation and Conflict Resolution (ICCCR) general and course information</td>
<td>232 Horace Mann Hall <a href="http://www.tc.columbia.edu/%7Eacademic/iccr/">http://www.tc.columbia.edu/%7Eacademic/iccr/</a></td>
<td>(212) 678-3289 or 678-3402</td>
</tr>
<tr>
<td>International Student Services</td>
<td>163 Thorndike Hall</td>
<td>(212) 678-3406</td>
</tr>
<tr>
<td>Internships</td>
<td>Office of Career Services, 44 Horace Mann Hall</td>
<td>(212) 678-3140</td>
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<td></td>
<td><a href="http://www.tc.columbia.edu/~career-services">www.tc.columbia.edu/~career-services</a></td>
<td></td>
</tr>
</tbody>
</table>
**Program in Social-Organizational Psychology**

**Department of Organization & Leadership**

| Job Opportunities | Office of Career Services, 44 Horace Mann Hall  
| www.tc.columbia.edu/~career-services  
| Teachers College Human Resources, 112 Main Hall  
| (212) 678-3140  
| (212) 678-3175  
| Library Orientation & Tours | Milbank Library, 1st floor Information Desk  
| (212) 678-3494  
| Listserv problems | You must be registered in the program to be listed on the program listserv. If you need a past email, contact another student. If you are having technical problems, contact Academic Computing Services, 234 Horace Mann Hall.  
| (212) 678-3302  
| PIN: Personal Identification Number | New Students: Registration process or check 226 Thompson Hall  
| Returning Students: Inquire at the Office of the Registrar (152 Horace Mann Hall) →OR←  
| Department of Organization and Leadership Office (213 Main Hall)  
| (212) 678-8152 or (212) 678-3249 • (212) 678-8253 [fax]  
| (212) 678-4505  
| (212) 678-3258  
| Phone Numbers | Teachers College switchboard  
| Columbia University switchboard  
| (212) 678-3000  
| (212) 854-1754  
| Registering for Courses | Three Options (after Advisor consultation):  
| (a) online:  
| https://info.tc.columbia.edu/banprod/plsql/twgkwbis.P_WWWLogin  
| (b) phone: (212) 678-3200  
| in-person: Office of the Registrar (152 Horace Mann Hall)  
| (212) 678-3302 [for technical problems]  
| (212) 678-3258  
| Registration Holds | Determine the hold (i.e. library, student accounts) and contact the appropriate office to remedy the matter:  
| https://info.tc.columbia.edu/banprod/plsql/twgkwbis.P_WWWLogin  
| (c)  
| Social-Organizational Psychology Forms | Visit the following webpage:  
| http://www.tc.columbia.edu/academic/o&ldept/socialorg/links.html  
| (212) 678-8152 or (212) 678-8109  
| Student Information System * Technical Problems | Academic Computing and Information Services Office, 234 Horace Mann Hall  
| www.tc.columbia.edu/cis/  
| (212) 678-3302  
| Syllabi | Social-Organizational Psychology Ph.D. Office  
| 226 Thompson Hall  
| (212) 678-8152 or (212) 678-8109  
| Teaching Assistant | See COURSE ASSISTANT  
| TC Portal (aka Classweb) | Take a workshop from the Computing and Information Services Office, 234 Horace Mann Hall  
| www.tc.columbia.edu/cis/  
| (212) 678-3402  
| Transcripts | Office of Student Records/Transcripts, 153 Horace Mann Hall  
| www.tc.columbia.edu/cis/  
| (212) 678-4072  
| Tuition costs/bills | Office of Student Accounts, 133 Thompson Hall  
| www.tc.columbia.edu/administration/bursar/  
| (212) 678-3056  
| Updating Personal Information | Two Options:  
| (a) Registrars Office, 152 Horace Mann  
| (b) Student Information System, www.tc.columbia.edu  
| (212) 678-4050  
| Waiving a course | See your advisor  
| Writing Workshops | Education Leadership Office, 212 Main Hall  
| (212) 678-3139  
| Workshops and Non-Credit Courses | Center for Educational, Outreach, & Innovation (CEO&I), 107 Main Hall  
| www.tc.columbia.edu/ceoi/  
| (212) 678-3987  
| (212) 678-8417 [fax]  

Ph.D. - 5
FACULTY & STAFF

Regular Appointment Faculty
Caryn J. Block 678-3252  cjb17@columbia.edu
W. Warner Burke 679-3831  wwb3@columbia.edu
Peter Coleman 678-3112  pc84@columbia.edu  [on sabbatical 2006-2007]
L. Lee Knefelkamp 678-3678  llk6@columbia.edu
Debra Noumair 678-3395  dn28@columbia.edu
Elissa Perry 678-4107  ep248@columbia.edu
Patricia Raskin 678-3319  pmr12@columbia.edu
Loriann Roberson TBA  lroberson@tc.edu
Jim Westaby 678-3791  jdw43@columbia.edu

Full-Time Lecturer & MA Program Coordinator
Sarah Brazaitis 678-3866  sjb33@columbia.edu  [on leave until January 2007]

Full-Time Lecturer & MA Program Advisor
Gina Buontempo 678-4019  buontempo@tc.edu

Adjunct/Affiliated Faculty
Michael Bazigos 678-8109  mnb12@columbia.edu
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Kent Strong 678-8109  kstrong@k12connect.com
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Stephen Temlock 678-8109  orgconinc@aol.com

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Morton Deutsch 678-3246  md319@columbia.edu
Harvey Hornstein 678-3250  hah6@columbia.edu

Administration
Vice President for Academic Affairs and Acting Dean of the College
Bill Baldwin

Department Chair for Organization and Leadership
W. Warner Burke 678-3831  wwb3@columbia.edu

Associate Chairs for Department of Organization and Leadership:
Caroline Riehl 678-3726  riehl@tc.edu
Tom Sobol 678-3782  ts171@columbia.edu

Director of the Graduate Programs in Social-Organizational Psychology
W. Warner Burke 679-3831  wwb3@columbia.edu

Coordinator of the Ph.D. Program in Social-Organizational Psychology
Caryn Block 678-3252  cjb17@columbia.edu

Program Manager for Social-Organizational Psychology

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>Email</th>
</tr>
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<tbody>
<tr>
<td>Lynda Hallmark</td>
<td>678-3273</td>
<td><a href="mailto:hallmark@tc.edu">hallmark@tc.edu</a></td>
</tr>
<tr>
<td>Rebecca Edery</td>
<td>678-8152</td>
<td><a href="mailto:edery@tc.edu">edery@tc.edu</a></td>
</tr>
<tr>
<td>Jeanne Tao</td>
<td>678-8109</td>
<td>TBA</td>
</tr>
</tbody>
</table>
Faculty Profiles

Principal Faculty

Caryn J. Block
Associate Professor of Psychology and Education

B.S., University of Illinois, Urbana-Champaign
M.A., Ph.D., New York University

Contact Information:
Office Location: 222A Main Hall
Box: 6
Telephone: (212) 678-3252
E-Mail: cjb17@columbia.edu

Scholarly Interests:
Gender and racial issues in the workplace. Motivation and performance.

Selected Publications:
Sarah J. Brazaitis
Full-time Lecturer
M.A. Program Coordinator
Director, Group Relations Conference

B.A., University of Pennsylvania
Ed.M., Ph.D., Teachers College, Columbia University

Contact Information:
Office Location: 226D Thompson Hall
Box: 6
(212) 678-3866
E-Mail: sjb33@columbia.edu

Scholarly Interests:
Group dynamics and group relations; impact of social identities in groups and systems; racial identity.

Selected Publications:
Gina Buontempo
Full-time Lecturer
M.A. Program Advisor
Ph.D., Teachers College, Columbia University

Contact Information:
Office Location: 222B Main Hall
Box: 6
(212) 678-6627
E-Mail: gb230@columbia.edu

Scholarly Interests:
Selected Publications:

W. Warner Burke
Edward Lee Thorndike Professor of Psychology and Education
Program Coordinator and Director of Graduate Programs in Social-Organizational Psychology

B.A., Furman University
M.A., Ph.D., University of Texas, Austin

Contact Information:
Office Location: 220 Main Hall
Box: 24
Telephone: (212) 678-3831
E-Mail: wwb3@columbia.edu

Scholarly Interests:

Selected Publications:
- Organization Development: A Process of Learning and Change (Addison-Wesley).
- Organization Change: Theory and Practice (Sage Publications)
- Business Climate Shifts: Profiles of Change Makers (with W. Trahant) (Butterworth Heinzmann)
- “The New Agenda for Organizational Development” (Organizational Dynamics)
Peter T. Coleman
Associate Professor of Psychology and Education
Director, International Center for Cooperation and Conflict Resolution (ICCCR)

B.A., University of Iowa
M.Phil, Ph.D., Teachers College, Columbia University

Contact Information:
Office Location: 226E Thompson Hall
Box: 53
Telephone: (212) 678-3112
E-Mail: pc84@columbia.edu

Scholarly Interests:
Dr. Coleman's theoretical work and research address two problems fundamental to constructive social change: the conditions required for fostering constructive change in situations of protracted and intractable conflict, and the psychological processes and social conditions which foster the use of constructive social power.

Selected Publications and Presentations:
Beth Fisher-Yoshida
Full-time Lecturer
Associate Director, International Center for Cooperation and Conflict Resolution (ICCCR)

Contact Information:
Office Location: 232 Horace Mann
Box: 53
Telephone: (212) 678-8106
E-Mail: fisher-yoshida@tc.edu

Scholarly Interests:
Selected Publications and Presentations:

L. Lee Knefelkamp
Professor of Psychology and Education
B.A., Macalster College
Ph.D., University of Minnesota

Contact Information:
Office Location: 221A Main Hall
Box: 6
Telephone: (212) 678-3678
E-Mail: llk6@columbia.edu

Scholarly Interests:

Selected Publications:
- Integrating Jewish Issues into the Teaching of Psychology (with Beck and Goldberg, American Psychological Association)
- Workbook for the Practice-to-Theory Model (American College Personnel Association).
- "Education for a world lived in common with others" (Education and Democracy, College Board).
Debra A. Noumair  
Associate Professor of Psychology & Education  
Associate Director of Executive Programs in Organization Development  

B.S., Boston University  
Ed.M., Ed.D., Teachers College, Columbia University  

Contact Information:  
Office Location: 218B Main Hall  
Box: 141  
Telephone: (212) 678-3395  
E-Mail: dn28@columbia.edu  

Scholarly Interests:  
Group and organizational dynamics and the application of systems thinking to individual, team, and organizational performance. A related domain of inquiry is examining the influence of diversity and authority on leadership and followership behavior in groups, organizations, institutions, and society.  

Selected Publications:  
- "Group dynamics, organizational irrationality, and social complexity: Group Relations Reader 3 (The A. K. Rice Institute)."  
- "Personality assessment in organization development" (Handbook of Organization Development).  
- "The tiller of authority in a sea of diversity: Empowerment, disempowerment, and the politics of identity" (Dynamic consultation in a changing workplace).
Elissa L. Perry
Associate Professor of Psychology and Education

B.S., Trinity College
M.S., Ph.D., Carnegie Mellon University

Contact Information:
Office Location: 226C Thompson Hall
Box: 6
Telephone: (212) 678-4107
E-Mail: ep248@columbia.edu

Scholarly Interests:
The role of personal characteristics (e.g., age, gender, race, disability) in human resource judgments and organizational behavior. Specifically, age discrimination and sexual harassment issues in organizations. Organizational efforts (e.g., training) to address sexual harassment and manage diversity.

Selected Publications:
Patricia Raskin  
Associate Professor of Psychology and Education  
B.S., M.Ed., Pennsylvania State University  
Ph.D., New York University  

Contact Information:  
Office Location: 226B Thompson Hall  
Box: 65  
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E-Mail: pmr12@columbia.edu

Scholarly Interests:  

Selected Publications:  
Loriann Roberson
Professor of Psychology and Education
Ph.D., University of Minnesota

Contact Information:
Office Location: 223 Main Hall
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Telephone: TBA
E-mail: LRoberson@tc.edu

Scholarly Interests:
Dr. Roberson's research has investigated employee motivation and work attitudes, and workforce diversity issues, including diversity training and the effects of stigmatization on performance.

Selected Publications:
- Roberson, L., Kulik, C.T., & Pepper, M.B. Individual and environmental factors influencing the use of transfer strategies after diversity training. Manuscript accepted for publication in *Group and Organization Management*.

James D. Westaby
Associate Professor of Psychology and Education
Coordinator of the Ph.D. program in social-organizational psychology

B.A., University of Wisconsin
M.A., Ph.D., University of Illinois

Contact Information:
Office Location: 226A Thompson Hall
Box: 6
Telephone: (212) 678-3791
E-Mail: jdw43@columbia.edu

Scholarly Interests:
Selected Publications:

Morton Deutsch
Professor Emeritus of Psychology and Education

B.S., City University of New York  
M.S., University of Pennsylvania  
Ph.D., Massachusetts Institute of Technology

Contact Information:  
Office Location: 232D Horace Mann Hall  
Box: 53  
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E-Mail: md319@columbia.edu

Dr. Deutsch studied with Kurt Lewin at MIT's Research Center for Group Dynamics where he obtained his Ph.D. in 1948. He has published extensively and is well known for his pioneering studies in intergroup relations, cooperation and competition, conflict resolution, social conformity, and the social psychology of justice. His books include: Interracial Housing (1951); Research Methods in Social Relations (1951, 1959); Preventing World War III: Some Proposals (1962); Theories in Social Psychology (1965); The Resolution of Conflict (1973); Applying Social Psychology (1975); Distributive Justice (1985); The Handbook of Conflict Resolution: Theory and Practice (2000). His work has been widely honored by such awards as the Kurt Lewin Memorial Award, the G. W. Allport Prize, the Carl Hovland Memorial Award, the AAAS Socio-psychological Prize, the Samuel Flowerman Award, the Distinguished Scientific Contribution Award, the Distinguished Research Scientist Award, the Nevitt Sanford Award, and the Teachers College Medal. Dr. Deutsch has also been a William James Fellow. He has been president of the Society for the Psychological Study of Social Issues, the International Society of Political Psychology, the Eastern Psychological Association, the New York State Psychological Association, and several Divisions of the APA.

Selected Publications:
Dr. Hornstein operates a private consulting practice and has been a consultant to senior management groups in more than thirty firms in various businesses including communication, banking, life insurance, air travel, chemicals, agriculture, entertainment, and oil. As a management educator he has worked with thousands of men and women from dozens of organizations. He was Director of the NTL Institute of Applied Behavioral Science’s Division of Professional Development and has trained organization consultants in many countries throughout the world. For the past decade he has served as director of two Columbia University continuing education programs: Organization Development and Human Resources Management and Principles and Practices of Organization Development. Dr. Hornstein is also a licensed psychologist and maintains a psychotherapy practice in New York City.

Selected Published Books:
- The Haves and The Have Nots: The Abuse of Power and Privilege the Workplace... and How to Control It. Financial Times/Prentice Hall, 2002.
Ph.D. CURRICULUM & REQUIREMENTS
SOCIAL-ORGANIZATIONAL PSYCHOLOGY

The doctoral program places strong emphasis on the development of research competence, and also strongly emphasizes practical experience and teaching as a vehicle to professionalism. Our goal is to provide an environment that is conducive to the development of scholars and professionals who are prepared to assume the diverse responsibilities of positions at leading organizations or research universities.

Although social-organizational psychology is a broad field, we expect students to gain a foundation of knowledge in social-organizational theory, research and practice, and to develop expertise in human resource management, organizational behavior, organizational theory, conflict resolution, social-cognitive psychology, and/or organizational change.

Skills to be Acquired Throughout the Program of Study

Students will acquire a variety of skills during the time in the doctoral program including:

- Content Knowledge
- Quantitative Research Methods
- Qualitative Research Methods
- Theoretical and Conceptual Thinking
- Critical Thinking
- Practice-based (Consulting) Skills
- Teamwork Skills
- Written Communication
- Oral Communication

These skills are acquired in various ways – through formal coursework, participation in research projects, participation in practica and practice-based courses, assisting in teaching activities, developing and writing required papers, working formally and informally with peers and faculty.

Depending on the ultimate career goal, a student may emphasize development of some of these skills to a greater extent than others; however all students are expected to develop skills in all of these areas.

Students are encouraged to design an individually meaningful course of study within the larger context of our field. Opportunities for doing this are available through coursework, work with faculty members, independent research and study, and teaching activities.

Students are to take a series of required courses to obtain a strong foundation in social-organizational psychology and select a series of more specialized supporting courses depending on their specific areas of interests. Additional focus and expertise are developed through collaboration on major research projects with faculty members, practice-based or consulting activities under faculty supervision, and work experiences in organizations.
Overview of Requirements

The Ph.D Program in Social-Organizational Psychology is a scholar-practitioner program and as such focuses on both research and practice. The curriculum represents the dual emphasis of the program. There are six basic categories of requirements for obtaining the Ph.D., each of which is described in detail in the following sections:

1. Formal Coursework in research and statistics, theory and practice in social-organizational psychology and more general breadth courses.
2. Participation in eight research and/or practice-based workgroups
3. Serving as a Teaching Assistant for at least one course
4. Research Methods Certification Exam
5. Three Qualifying Papers (Empirical, Theory, and Practice)
6. Dissertation

COURSEWORK

Following are areas from which students select courses:

| Area 1: Research and Statistics | 6 courses | 18 credits |
| Area 2: Theory and Practice in Soc-Org Psychology | 13 courses | 40 credits |
| Area 3: Breadth Requirement | 2 courses | 6 credits |
| Area 4: Integrative Experiences: (a) Workgroups | 8 semesters | 12 credits |
| (b) Colloquium | 8 semesters | 0 credits |
| Area 5: Dissertation-related courses | 1-2 courses | 1-4 credits |
| (Dissertation Advisement) | (0 credits) |

Students take 29-31 required courses for a total of 80-84 credit points. Variable point courses should be taken for the minimum rather than the maximum number of points in order to have both the required number of points and the desired distribution of courses.

Typically students would take the following number of courses per year:

1\textsuperscript{st} year → 8 courses 22 credits
2\textsuperscript{nd} year → 8 courses 23 credits
3\textsuperscript{rd} year → 8 courses 22 credits
4\textsuperscript{th} year → 5 courses 9-10 credits
5\textsuperscript{th} year → Dissertation 1-4 credits

Following are requirements and course options in each of the areas. This is not an exhaustive list and some courses from the Graduate School of Arts and Sciences Psychology Department and the Business School Management Department can be substituted.
Area 1: Research and Statistics (6-7 courses required)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Points</th>
<th>Required/Optional</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORLJ 5040</td>
<td>Research Methods in Social Psychology</td>
<td>3</td>
<td>required</td>
</tr>
<tr>
<td>HUDM 5122</td>
<td>Applied Regression Analysis</td>
<td>3</td>
<td>required*</td>
</tr>
<tr>
<td>HUDM 5123</td>
<td>Experimental Design</td>
<td>3</td>
<td>required</td>
</tr>
<tr>
<td>HUDM 6122</td>
<td>Multivariate Analysis I</td>
<td>3</td>
<td>required</td>
</tr>
<tr>
<td>ORL 5000</td>
<td>Ethnography and Participant Observation</td>
<td>3</td>
<td>optional</td>
</tr>
<tr>
<td>HUDM 5055</td>
<td>Evaluation of Institutions Programs</td>
<td>3</td>
<td>optional</td>
</tr>
<tr>
<td>HUDM 5059</td>
<td>Psychological Measurement</td>
<td>3</td>
<td>optional</td>
</tr>
<tr>
<td>HUDM 5124</td>
<td>Multidimensional Scaling and Clustering</td>
<td>3</td>
<td>optional</td>
</tr>
<tr>
<td>HUDM 6030</td>
<td>Multilevel and Longitudinal Data Analysis</td>
<td>3</td>
<td>optional</td>
</tr>
<tr>
<td>HUDM 6055</td>
<td>Latent Structure Analysis</td>
<td>3</td>
<td>optional</td>
</tr>
<tr>
<td>HUDM 6123</td>
<td>Multivariate Analysis II</td>
<td>3</td>
<td>optional</td>
</tr>
<tr>
<td>HUDM 5053</td>
<td>Instrument Design &amp; Validation</td>
<td>3</td>
<td>optional</td>
</tr>
<tr>
<td>ORL 6500</td>
<td>Qual Res Meth Orgs: Data Collection</td>
<td>3</td>
<td>optional</td>
</tr>
<tr>
<td>ORL 6501</td>
<td>Qual Res Meth Orgs: Data Anal Design</td>
<td>3</td>
<td>optional</td>
</tr>
</tbody>
</table>

*In addition to these 6 courses, **Probability & Statistical Inference** (HUDM 4122) or an equivalent course is a prerequisite for Applied Regression Analysis (HUDM 5122). Though most students opt to take HUDM 4122, some students may place out of HUDM 4122.

Area 2: Theory and Practice in Social-Organizational Psychology (13 courses required)

Courses in this section are sub-divided into lecture, seminar, and practice courses. Of the 13 required courses, there are 7 courses that are set (4 lecture courses, 2 pro-seminars, and 1 practicum). The 6 remaining courses may be selected from among the optional courses as long as 3 of the 6 remaining courses selected are seminars.

**LECTURE/THEORY**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Points</th>
<th>Required/Optional</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORLJ 4002</td>
<td>Functions of Organizations</td>
<td>3</td>
<td>required</td>
</tr>
<tr>
<td>ORLJ 5045</td>
<td>Organizational Dynamics &amp; Theory</td>
<td>3</td>
<td>required</td>
</tr>
<tr>
<td>ORL 5362</td>
<td>Group Dynamics: A Systems Perspective</td>
<td>3</td>
<td>required</td>
</tr>
<tr>
<td>ORLJ 6040</td>
<td>Fundamentals of Coop. &amp; Conflict Resolution</td>
<td>3</td>
<td>required</td>
</tr>
<tr>
<td>ORLJ 5005</td>
<td>Leadership and Supervision</td>
<td>3</td>
<td>optional</td>
</tr>
<tr>
<td>ORLJ 5018</td>
<td>Using Survey Research in Org. Consulting</td>
<td>3</td>
<td>optional</td>
</tr>
<tr>
<td>ORLJ 5019</td>
<td>Data-based Interventions in Org. Change</td>
<td>3</td>
<td>optional</td>
</tr>
<tr>
<td>HUDK 5198</td>
<td>Psychology of Instructional Systems Designs</td>
<td>3</td>
<td>optional</td>
</tr>
<tr>
<td>ORLJ 5046</td>
<td>Intercultural Communication</td>
<td>3</td>
<td>optional</td>
</tr>
<tr>
<td>ORLJ 5047</td>
<td>The Multicultural Self</td>
<td>3</td>
<td>optional</td>
</tr>
<tr>
<td>ORLJ</td>
<td>Coaching Theory</td>
<td>3</td>
<td>optional</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>ORLJ 5020</td>
<td>Organizational Change (MA version)</td>
<td>3 optional</td>
<td></td>
</tr>
</tbody>
</table>
# SEMINARS

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Points Required/Optional</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORLJ 5540</td>
<td>Pro-seminar in Social Psychology</td>
<td>3 required</td>
</tr>
<tr>
<td>ORLJ 5541</td>
<td>Pro-seminar in Organizational Psychology</td>
<td>3 required</td>
</tr>
<tr>
<td>ORLJ 5017</td>
<td>Small Group Intervention</td>
<td>3 optional</td>
</tr>
<tr>
<td>ORL  6010</td>
<td>Work/Family Issues</td>
<td>3 optional</td>
</tr>
<tr>
<td>ORLJ 6045</td>
<td>Demography in Organizations</td>
<td>3 optional</td>
</tr>
<tr>
<td>ORLJ 5020</td>
<td>Organization Change (PhD, not MA)</td>
<td>3 optional</td>
</tr>
<tr>
<td>ORLJ 9706</td>
<td>Leadership – Warner</td>
<td>3 optional</td>
</tr>
<tr>
<td>G 9650</td>
<td>Individual/Collective Behavior in Orgs (Brockner)</td>
<td>3 optional</td>
</tr>
<tr>
<td>ORLJ 5016</td>
<td>Professional Ethics</td>
<td>3 optional</td>
</tr>
</tbody>
</table>

*temporary course codes have been assigned

Note: You may not count both the Org Change lecture course and the Org Change PhD seminar course – only one can count toward meeting the requirements. You are strongly encouraged to take the seminar version of the course, whenever possible.

# PRACTICE

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Points Required/Optional</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORLJ 6343</td>
<td>Practicum: Org. Change &amp; Consultation</td>
<td>4 required</td>
</tr>
<tr>
<td>ORLD 5055</td>
<td>Staff Development and Training</td>
<td>3 optional</td>
</tr>
<tr>
<td>ORLD 5061</td>
<td>Advanced Staff Development and Training</td>
<td>3 optional</td>
</tr>
<tr>
<td>ORLJ 5210</td>
<td>Preparation for Coaching</td>
<td>3 optional</td>
</tr>
<tr>
<td>ORLJ 5214</td>
<td>Individual Assessment &amp; Development in Orgs</td>
<td>3 optional</td>
</tr>
<tr>
<td>ORLJ 5340</td>
<td>Practicum in Conflict Resolution</td>
<td>3 optional</td>
</tr>
<tr>
<td>ORLJ 6350</td>
<td>Advanced Practicum in Conflict Resolution</td>
<td>3 optional</td>
</tr>
<tr>
<td>ORLJ 6244</td>
<td>Fieldwork in Organizational Consultation</td>
<td>3 optional</td>
</tr>
<tr>
<td>ORLJ 6349</td>
<td>Process Consultation</td>
<td>2 optional</td>
</tr>
<tr>
<td>ORLJ 6048</td>
<td>Teaching to Cognitive and Cultural Complexities</td>
<td>3 optional</td>
</tr>
</tbody>
</table>

*Area 3: Breadth Requirement → 2 courses required from list below*

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Points Required/Optional</th>
</tr>
</thead>
<tbody>
<tr>
<td>G 4630</td>
<td>Theories of Personality (Columbia University)</td>
<td>3 optional</td>
</tr>
<tr>
<td>HUDK 5029</td>
<td>Personality Development Across the Life Span</td>
<td>3 optional</td>
</tr>
<tr>
<td>HUDK 5023</td>
<td>Cross-cultural Developmental Psychology</td>
<td>3 optional</td>
</tr>
<tr>
<td>CCPX 5034</td>
<td>Developmental Psychopathology</td>
<td>3 optional</td>
</tr>
<tr>
<td>G 4230</td>
<td>Sensation &amp; Perception (Columbia University)</td>
<td>3 optional</td>
</tr>
<tr>
<td>HUDK 5023</td>
<td>Cognitive Development</td>
<td>3 optional</td>
</tr>
<tr>
<td>CCPX 6352</td>
<td>Cognition, Emotion, &amp; Health</td>
<td>3 optional</td>
</tr>
</tbody>
</table>
PROGRAM IN SOCIAL-ORGANIZATIONAL PSYCHOLOGY
Department of Organization & Leadership

CCPJ 5020  Racism & Racial Identity in Psych & Ed  3 optional
HUDM 5059  Psychological Measurement  3 optional
ORL 6010  Work/Family Issues  3 optional
ORL 5013  Psychological Anthropology  3 optional
ORLD 4051  How Adults Learn  3 optional
CCPJ 5062  Career Counseling  3 optional
ORLD 4827  Fostering Transformational Learning  3 optional
CCPX 4035  Personality and Behavior Change  3 optional
B 9706  Individual/Collective Behavior in Orgs  3 optional
G 9650  Theories Social Science of Psych  3 optional
B 8712  Managerial Decision Making  3 optional
CCPJ 5563  Multicultural Consultation in Org Development  3 optional

* To meet college requirements, you must take 3 breadth courses (3 courses outside of ORLJ). On the college forms, you may count one of your statistics/methods as a breadth course.

Notes:
If a course is listed in more than one category, it can only be counted once.
If a student wishes to take a course not listed here, he/she must submit a request in writing to the Ph.D. coordinator. The request will be discussed at the program faculty meeting following receipt of the request. If the student is at risk of being closed out of course by waiting for approval, it is best to register for the course during the interim period and then drop it, if necessary.

♦ Area 4: Integrative Experiences

Integrative experiences include participation in 8 semesters of workgroups and colloquia as well as a teaching assistantship.

Area 4a: Workgroups

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Points Required/Optional</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORLJ 6340</td>
<td>Workgroup -- Knefelkamp</td>
<td>2 optional</td>
</tr>
<tr>
<td>ORLJ 6341</td>
<td>Workgroup -- Raskin</td>
<td>2 optional</td>
</tr>
<tr>
<td>ORLJ 6344</td>
<td>Workgroup -- Coleman</td>
<td>2 optional</td>
</tr>
<tr>
<td>ORLJ 6345</td>
<td>Workgroup -- Perry</td>
<td>2 optional</td>
</tr>
<tr>
<td>ORLJ 6346</td>
<td>Workgroup -- Westaby</td>
<td>2 optional</td>
</tr>
<tr>
<td>ORLJ 6347</td>
<td>Workgroup -- Block</td>
<td>2 optional</td>
</tr>
<tr>
<td>ORLJ 6348</td>
<td>Workgroup -- Burke</td>
<td>2 optional</td>
</tr>
</tbody>
</table>

Notes:
1. One workgroup per semester for a minimum of eight semesters is required from the time a student enters the PhD program.
2. Students must take 6 of the 8 workgroups for credit points. An exception may be made for students who participated in a workgroup as a Masters student in our program, in which case, the student must take at least 4 of the 8 work groups for credit points.

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

4. Students are required to actively engage in at least 2 different workgroups over the 8 semesters. Students typically spend two years in each workgroup.

5. Incoming doctoral students will be assigned to a workgroup by a faculty committee. Workgroup assignments for continuing students will be based on mutual discussions with the faculty.

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

**Area 4b: Colloquium**

Each semester, the program holds a number of colloquia and related activities including invited speakers from academia and consulting, presentations from program members, and general meetings. These are important developmental experiences for learning about research, practice, and professionalism. **Attendance is required throughout the first four years of the program.**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Points Required/Optional</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORLJ 6640</td>
<td>Colloquium in Social-Organizational Psychology</td>
<td>0 required</td>
</tr>
</tbody>
</table>

**Teaching Assistantship**

Each student is required to serve as teaching assistant for a minimum of one course. Details of this requirement are described in a later section.

**Area 5: Dissertation-related Courses**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Points Required/Optional</th>
</tr>
</thead>
<tbody>
<tr>
<td>IND 6000</td>
<td>Doctoral Candidate (Proposal Research)</td>
<td>0 optional</td>
</tr>
<tr>
<td>ORLJ 7501-2</td>
<td>Dissertation Seminar</td>
<td>1-4 required</td>
</tr>
<tr>
<td>ORLJ 8900</td>
<td>Dissertation Advisement</td>
<td>0 optional</td>
</tr>
</tbody>
</table>

In completing the dissertation, there is a sequence of courses that vary in course credit and fee. Details of this course sequence are contained in the Dissertation section below.
College Policies on Incompletes

The grade of Incomplete is to be assigned only when the course attendance requirement has been met but, for reasons satisfactory to the instructor, the granting of a final grade has been postponed because certain course assignments are outstanding. If the outstanding assignments are completed within one calendar year from the date of the close of term in which the grade of Incomplete was received and a final grade submitted, the final grade will be recorded on the permanent transcript, replacing the grade of Incomplete, with a transcript notation indicating the date that the grade of Incomplete was replaced by a final grade.

If the outstanding work is not completed within one calendar year from the date of the close of term in which the grade of Incomplete was received, the grade will remain as a permanent Incomplete on the transcript. In such instances, if the course is a required course or part of an approved program of study, students will be required to re-enroll in the course including repayment of all tuition and fee charges for the new registration and satisfactorily complete all course requirements. If the required course is not offered in subsequent terms, the student should speak with the faculty advisor or Program Coordinator about their options for fulfilling the degree requirement. Doctoral students with six or more credits with grades of Incomplete included on their program of study will not be allowed to sit for the certification exam.
TYPICAL COURSE SCHEDULE

Year 1

Fall
Research Methods in Social Psychology
Probability and Statistical Inference (or breadth)
Work Group
Pro-Seminar in Social Psychology
Colloquium

Spring
Organizational Dynamics
Applied Regression Analysis*
Work Group
Pro-Seminar in Org. Psychology
Colloquium

Year 2

Fall
Experimental Design
Group Dynamics
Work Group
Seminar of choice
Colloquium

Spring
Multivariate Analysis I
Practicum in Org. Change & Cons.
Work Group
Functions of Organizations
Colloquium

Year 3

Fall
Research/Stat of choice
Fundamentals of Coop. & Conflict Resolution
Work Group
Theory/Practice of choice
Colloquium

Spring
Statistics of choice
Breadth Requirement
Work Group
Seminar of choice
Colloquium

Year 4

Fall
Breadth Requirement
Seminar of choice
Theory/Practice course of choice
Workgroup
Colloquium

Spring
Workgroup
Colloquium
Theory/Practice of choice

Year 5 and beyond
Dissertation-related courses or Dissertation Advisement
RESEARCH METHODS EXAM (RME)

The Research Methods Examination (RME) in Psychology is part of the certification process for doctoral students in all of the psychology programs at Teachers College. The examination measures students knowledge in statistics, measurement, and research design and is developed by the Research Methods Examination Committee. The committee consists of four faculty members from various departments, one of whom is typically from our program. The examination is given in October and February. The exam is not administered during the summer.

Structure of the Exam

The exam consists of a morning and an afternoon session. Both sessions are 3 hours each and must be taken in the same day. The morning portion of the exam has 3 parts: a statistics question (this usually consists of two parts: a short research scenario that requires students to state what statistic should be used to analyze the data, and a simple computation), research vignettes (the identification of flaws in research), and the design of a study. The afternoon session focuses on the critique of a research article.

FREQUENTLY ASKED QUESTIONS (FAQ’s) ABOUT THE RME

Can I see prior examinations?

Yes. Some of the prior examinations are on reserve in the library under Professor Peverly.

What content/courses does the Examination Cover?

The examination covers statistics, measurement and research design. The relevant courses are: Probability and Statistical Inference (HUDM 4122), Applied Regression Analysis (HUDM 5122), Experimental Design (HUDM 5123), and Psychological Measurement (HUDM 5059). You should also take a course in research design. There are several offered at the college (e.g., Research Methods in Social Psychology, ORLJ 5040).

How can I get more information on the exam?

Professor Peverly will be glad to meet with students in groups and answer their questions. In the past, it has proved easiest to meet with students by program/department. To arrange this, a representative of the program/department should call Professor Peverly (3084) to arrange a place and time.

When should I take the Examination?
Students should take the examination after they have completed all of the aforementioned courses. The committee as well as our program highly recommends that students take the examination in the *spring of the second year or during the third year* of their programs of study.

**Can I take the exam more than once?**

Yes. You can take the exam twice. If you fail the exam the first time, you should make an appointment to see Professor Peverly. He will provide a general overview of your performance on the exam, and tell you how to get feedback from the members of the committee who wrote the question and scored your responses.

Many students ask if they can retake only those portions of the exam on which they did poorly. The answer is no. The student must retake the entire examination.

**Where do I sign up for the Examination?**

Applications for the examination are available in the Office of Doctoral Studies. Application deadlines for Fall and Spring change from year to year. Please consult the catalog for deadlines.

**Can I take the exam on computer?**

You have the choice of taking the exam on computer or writing your responses in blue books provided at the exam site.

**How Do I Study for the Exam?**

The Committee recommends that students: (a) review texts and notes from the classes that are the basis of the exam (discussed above), (b) form study groups, and (c) practice answering past exam questions that are on reserve in the library. Students should be aware that the committee gives greater weight to the study design (morning) and the article critique (afternoon) portions of the exam when tabulating students’ scores. Students should take this into account when studying.

**When do I get the results?**

It takes 4 to 6 weeks before the results of the exam are disseminated. The chair of the Research Methods Examination Committee sends the results to your Department and Program Chairs. They will communicate the results to you.
QUALIFYING PAPERS

All doctoral candidates in social-organizational psychology must submit a series of three qualifying papers (Empirical, Theory, and Applied). The primary purposes of the qualifying papers are diagnostic, pedagogical, and evaluative. The qualifying papers are examples of the kind of work students will be doing as social-organizational psychologists. The procedure provides an opportunity for the faculty to help develop and evaluate the student’s skills in an iterative process. In completing the qualifying papers, students are expected to gain skills in critical and theoretical thinking, conducting research, developing theory, writing, linking science to practice, and responding to constructive feedback from multiple perspectives.

Through formal coursework, and integrative experiences, students develop competencies in research, theory, and practice. Qualifying papers are means to demonstrate, enhance, and further develop these skills. Each of these final products are anchored within developmental experiences and courses; the table below illustrates the likely courses and experiences in which these research, theory, and practice skills are developed (each column in the table). The primary course or experience which anchors the development of the paper (e.g., empirical paper in workgroup, theory paper in seminar) are bolded while the non-bolded entries in the respective columns and rows provide additional experiences which are likely sources to augment the student’s learning in developing and writing the paper. For example, it is expected that the empirical paper will be derived from a project from a workgroup experience, with statistics and methods classes, seminars, colloquia, and practice courses providing supplemental skills that are needed to write the paper.

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<tr>
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<th>RESEARCH SKILLS</th>
<th>THEORY SKILLS</th>
<th>PRACTICE SKILLS</th>
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<tbody>
<tr>
<td><strong>EMPIRICAL PAPER</strong></td>
<td>• Workgroup</td>
<td>• Lecture Courses</td>
<td>• Practice Courses</td>
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<td></td>
<td>• Required Statistics and Methods</td>
<td>• Doctoral seminars</td>
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<td><strong>THEORY PAPER</strong></td>
<td>• Workgroup</td>
<td>• Advanced Doctoral Seminar</td>
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<td><strong>APPLIED PAPER</strong></td>
<td>• Workgroup</td>
<td>• Workgroups</td>
<td>• Teaching</td>
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<td>• Required Statistics and Methods</td>
<td>• Colloquia</td>
<td>• Practicum</td>
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Empirical Paper

The empirical paper must reflect a student’s ability to work with ideas and data systematically. Typically, the empirical paper is narrowly focused on a specific topic area. Literature is reviewed
and used to develop rationales leading to specific hypotheses (e.g., looking for patterns of research findings across studies and integrating findings of different studies and theoretical models to derive a narrow set of new ideas that can be tested). These hypotheses are empirically tested by designing a study, and by collecting and analyzing data in a manner that allows the researcher to be confident in the results. The paper may be quantitative or qualitative. If qualitative, a student must have completed appropriate coursework in qualitative methods. Articles published in the Journal of Applied Psychology and Journal of Personality and Social Psychology contain good examples of empirical papers.

An empirical study can take several forms including an extension of previous work, an empirical examination of a theoretical question, or perhaps a research-based study of a practical matter. A typical empirical paper contains four sections (introduction, methods, results, discussion) although deviations from this norm are appropriate for certain topics and research methods. Typically, the paper begins with an introduction section that a) clearly highlights the research question or problem, b) shows how the problem is grounded, shaped, and directed by theory, c) connects the problem to previous work in the literature, and d) leads to statements of the explicit hypotheses under investigation. The methods section clearly describes the procedures, measures, methods and design used for data collection and analysis. The results section presents the results of the statistical analysis (quantitative or qualitative) that tested the hypotheses. Finally, in the discussion section, conclusions resulting from the study are presented, indicating how the study helped address the original problem or question, and identifies and discusses the theoretical and practical implications that can be drawn from the study.

**Theory Paper**

The theory paper must reflect a student’s ability to think critically and conceptually. Students must demonstrate the ability to review and critique existing theory and research as well as extend theory and propose new theoretical ideas. A theory paper typically includes an analysis of previous work, theoretical concepts, and models that are used to derive new ideas, new theoretical models and/or new propositions. Theory can be extended by integrating ideas from different theoretical perspectives, or disciplines to identify new theoretical models and areas for exploration, or by incorporating new concepts into an existing theoretical model to better explain organizational phenomena. Articles published in the Academy of Management Review and Human Resource Management and Review are good examples of theory papers.

The paper should advance theory or the theory development process by challenging or clarifying current theory, synthesizing ideas into a more comprehensive theoretical perspective, or initiating a search for new theory by pointing out and carefully delineating a novel type of problem or crafting ways to improve the process of theory development. Papers can take many different formats, for example, a theoretical syntheses of different perspectives, development of new and exploratory conceptual models, a point-counter-point debate with a clear theoretical message, a theoretically grounded discussion of methodology, an historical essay with clear implications for current and future theory, a theoretically relevant discussion of timely and important social issues, or a comprehensive literature review with strong theoretical implications. Regardless of position or style, authors should argue research implications and ramifications for practice or public policy explicitly and persuasively.
Applied Paper

The applied paper must reflect a student’s ability to link science to practice. The focus of the paper should be on a practical problem or issue. The goal of the paper is to lead to a better understanding of practice by showing how theory and research inform practice and/or how practice can inform the relationship between theory and practice. For example, one could start with a well-established theory or concept from academia and show how that concept or theory can be applied and used in a practical way in organizational settings to enhance organizational functioning. As another example, one could start with a practical problem or issue faced in organizational settings and show how a better understanding of this practical issue can enhance current theories or models. Articles published in the Academy of Management Executive, Organizational Dynamics, and Consulting Psychology contain good examples of applied papers.

A typical paper might begin with either a clear statement of a practical concern, such as a brief case illustrating the primary theme, or posing certain questions and issues that practitioners undoubtedly face (or perhaps need to address). The core of the paper should be grounded in theory and research that is directly linked to the practical issue. That is, an examination of how theory helps explain and inform the practical concern and/or how the practical concern helps inform current theory. Additional support for illustrating the practical concern and its links to theory might also be provided through some qualitative, interview or survey data. Clear implications should be provided so that practitioners will be provided with relevant tools and information based on theory and research.

Alternatively, teaching a course can be used as the stimulus for the applied paper if the following criteria are met:

1. A paper is submitted following the completion of a course taught.
2. The paper must reflect the student’s ability to teach a course according to a model. That is, a theoretical/conceptual framework (e.g., learning theories, training theories) should be used to show the link between the course designing, teaching techniques, and theory.
3. A syllabus for the course as a whole and a detailed outline for each class session is included;
4. A discussion of learning experiences from teaching the course as well as recommendations for teaching the course in the future is included.

Approval Process for Empirical and Applied Papers

A faculty committee consisting of 2 members must accept the empirical and applied qualifying papers: the first reader and a second reader. Both readers evaluate the paper and provide constructive feedback to the student. It is extremely rare that both members of the committee will consider the first version of the paper submitted to be satisfactory. Typically, students will be required to revise the paper in accordance with the suggestions of the committee and then resubmit the paper for evaluation (often multiple times). The primary purposes of this iterative review process are to help students enhance the quality of their papers and enable them to
produce papers that can make substantive contributions to the field, refine their thinking, research, writing skills, and learn to incorporate feedback from multiple people and perspectives.

Steps in the Approval Process:

1. Student discusses paper with First Reader and then submits paper to the faculty member.
2. First Reader provides constructive feedback on the paper to the student.
3. Student revises paper and re-submits to First Reader. Revisions and resubmission are typically requested multiple times.
4. When First Reader determines that the paper is “generally acceptable,” the student notifies the program manager (see below) and submits the paper to Second Reader. First reader does not sign off on the paper until after Second Reader has reviewed it.
5. The Second Reader provides feedback to student and a copy or summary of feedback to First Reader.
6. Student revises paper and resubmits to Second Reader for review. Additional revisions and resubmission are often requested.
7. First and Second Reader confer and decide to approve or return for further revisions.

Readers:

The First Reader is determined jointly by the student and a faculty member. For empirical papers, the first reader will most often be the faculty member conducting the workgroup in which the paper was based. For the applied paper, the first reader will depend on whether the paper was based in workgroup, a practice course or practicum or teaching a course.

Once the First Reader has deemed the paper ready for review by the Second Reader, the student will notify the program manager via e-mail (soc-org-psych@columbia.edu). A second reader will be assigned within 1-2 weeks. The student then submits the paper to the assigned second reader.

Turnaround Time for Comments:

The faculty members have agreed to make every effort to provide comments on the papers within 4-6 weeks. This is a norm only and is not intended as absolute standard. At certain times (e.g., during summer break, during particularly busy times, or when teaching, committee or service demands are especially high), a faculty member may require additional time to provide comments. It is advisable to discuss the expectations for turnaround time with the reader when the paper is submitted. Further, the 4-6 week norm, applies only to active students who are on-track and making sufficient progress in the program.

The Revision Process:

The primary reason why revisions are asked for is to improve the quality of the paper. It is an extremely rare event when a first version of a paper is deemed “acceptable.” In general, readers will raise important points about conceptual issues, additional literature or theory that might be appropriate, clarity of expression, the extent to which ideas are well formulated and expressed, additional analyses that are needed to better test hypotheses, additional implications for practice, and so forth. Getting feedback from others and learning how to incorporate this feedback and alternate perspectives is an important skill to learn. Ultimately, by thinking through readers’ comments and attending to the issues raised by them, a higher quality paper will result.
For some people, a number of revisions iterations may be required until the paper is acceptable; for others, only one revision might be required. The number of revisions required typically depends on the quality and comprehensiveness of the first version. It is also important to realize in a review and revision process, additional issues or concerns about the paper may arise later, that were not detected in the first round. That is, it is often case that other issues or concerns about the paper become clear only after some issues of the prior issues have been resolved in a revision. Thus, you should not be surprised if “new” issues emerge after completing a revision of the paper.

Approval Process for Theory Papers

Students are expected to develop conceptual, critical thinking and theoretical skills largely through doctoral seminars but supplemented by lecture and practice courses, and workgroups. Students are required to take a minimum of 5 doctoral seminars – two prosems (social psychology and organizational psychology) and 3 advanced doctoral seminars (of their choosing). Throughout these seminars, students will write a number of theory-based papers and will receive feedback and make revisions through the standard requirements for the course. Thus, through course requirements, students will have multiple opportunities to write and revise theory papers in courses taught by several different faculty members.

The Qualifying theory paper will be a revision of one of the papers that was written as part of an advanced doctoral seminar taken from one of the social-org faculty members. After the course is completed, students will complete one additional revision of the paper based on final comments from the faculty and resubmit it to that faculty member for approval.

The choice of which paper from which doctoral seminar to put forth as the qualifying theory paper should be based on discussions with faculty members. That is, if a student is considering putting forth a particular paper as the theory paper, the student should first discuss the overall quality of the completed course paper with the faculty member who taught the course, the probability that an additional revision would result in a strong theory paper, and the extent of revisions required. Students must have taken the two prosems and at least 2 advanced doctoral seminars before submitting one of their papers.

Given that multiple opportunities for writing papers, receiving feedback, and revising papers take place throughout the sequence of courses, and that students will receive feedback from different faculty members with different perspectives throughout these courses, a second reader is not required for the formal qualifying theory paper.

Important Notes on Qualifying Papers

1. If a student submits a paper to a peer-reviewed journal for publication and it is accepted, only the First Reader is required. Students are strongly encouraged to submit completed qualifying papers to conferences and to journals for publication.
2. If two students work together on a project, each must submit an independent paper.
3. Students must complete all qualifying papers in order to continue in the doctoral program. Students should have completed two of the papers by the end of their third year. If a student has not completed two papers by the end of their fourth year, the faculty will consider this as making insufficient progress and may drop the student from the program.
Working on a dissertation may not occur until two of the papers have been accepted and a student may not proceed to dissertation advisement until all qualifying papers are accepted.

THE DISSERTATION

The doctoral dissertation is a report of independently conducted research. The dissertation is viewed not as the end product of a student's work in the program, but as another piece of research in a long line that begins very early in the student's career and is continued after he/she earns the Ph.D.

Dissertation Committee

The dissertation process is formally marked by 3 sequential phases, each culminating in a formal meeting with your dissertation committee: 1) Proposal Hearing; 2) Advanced Seminar; and 3) Final Oral Defense.

When your Sponsor approves your proposal, students apply for a proposal hearing by completing an application (available in the Counseling & Clinical Psychology Department). Students must submit a copy of the proposal with the completed application. The deadline for submitting applications for hearings is typically around mid-April – consult the TC academic calendar for the exact date. A 3rd reader is assigned to participate in your proposal hearing. The third reader is a faculty member, who is a psychologist, but not a member of the Soc-Org program faculty. Once the 3rd reader has been assigned, the student schedules the Proposal Hearing.

At the first meeting, the Proposal Hearing, your Sponsor and second reader are present along with the assigned third reader. While you may decide to invite the third reader for your proposal hearing to remain on your committee, it is not required.

At the second meeting, the Advanced Seminar, a third reader who serves as chair of both the Advanced Seminar and the Final Oral Defense joins your Sponsor and second reader. The Chair must be a tenured faculty member. Note that all 3 qualifying papers must be completed prior to the seminar.

At the third meeting, the Final Oral Defense, 5 faculty members are present: Sponsor; Second Reader; Chair; and 2 Examiners, one of whom is outside of the Social-Organizational Psychology program, and one of whom is from outside of TC.

When comprising your dissertation committee, please consider that 3 of the 5 faculty members must be approved Columbia University Graduate School of Arts and Sciences (GSAS) members, 1 must be from outside of TC and 1 must be from outside of the Social-Organizational Psychology program. The Chair of the final oral must be a tenured faculty member. In order to comprise a committee with the correct composition, faculty members fulfill more than one of these requirement, e.g. the Chair is tenured and an approved GSAS faculty member. Forms, including details related to committee composition, are available in the Office of Doctoral Studies, 154 Horace Mann.
A Checklist of the Dissertation Process and additional information are available on the Social-Org Psych class web site, or from the academic secretary in 226 Thompson.

Summary of the Dissertation Process

1. Student selects dissertation Sponsor.
2. In consultation with Sponsor, student selects 2\textsuperscript{nd} Committee Member.
3. When Sponsor approves the document for a proposal hearing, student applies for a proposal hearing by completing an application (available in Counseling & Clinical Psychology Department). Student must submit a copy of the proposal with the completed application. Please note the deadline for submitting applications for hearings is typically around mid-April (check the TC academic calendar).
4. Once a 3\textsuperscript{rd} reader is assigned, student schedules proposal hearing.
5. After proposal hearing, student collects and analyzes data.
6. Once Sponsor approves, student plans for Advanced Seminar (data hearing). In consultation with Sponsor, the student invites a tenured faculty member to chair the Advanced Seminar and Oral Defense (the Chair can be, but does not have to be, the 3\textsuperscript{rd} Reader assigned for the Proposal Hearing).
7. Student schedules Advanced Seminar (materials for this meeting include method, hypotheses, and results chapter including tables).
8. Following the Advanced Seminar, student makes revisions, writes discussion chapter, and plans for Oral Defense.
9. In consultation with Sponsor, student invites 2 additional faculty members to be outside examiners at the Oral Defense (one of these faculty members must be from outside of TC and on the Columbia University Graduate School of Arts and Sciences faculty or be an approved substitute).
10. Student defends dissertation, makes revisions, and submits final copy according to procedures detailed by the Office of Doctoral Studies.

Dissertation Course Credits

The curriculum is designed to facilitate students’ completion of all three qualifying papers and the preparation of a dissertation proposal in the first 4 years of the program. Students typically need to register for dissertation related classes beyond their fourth year in the program. In completing the dissertation, there is a sequence of courses that vary in course credit and fee.

While preparing to write the dissertation and/or completing qualifying papers, students may register for IND 6000, which allows a student to be enrolled at the College without paying for course credit. The expectation of IND 6000 is that the student is working independently on the dissertation while having access to the resources of the College. Students should register for IND 6000 each semester until the semester in which they have their dissertation proposal defense.

During the semester in which the dissertation proposal defense is held, students are expected to register for ORLJ 7501(Fall). This course is offered for 1-3 credits and students can register for the minimum number of credits. Once a student has passed the proposal defense and has registered for ORLJ 7501, the college requires that the student continue to register for ORLJ 7502 each semester for 3 credits until the final dissertation defense. A one semester exemption is allowed (and you do not need to register for this course during summer term).
Once the dissertation proposal has been successfully defended, students are required to register for ORLJ 8900 for 0 credits for every semester until completion of the final oral defense. Examples of scenarios:

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<tr>
<th>Season</th>
<th>Event</th>
<th>Course Registration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring semester</td>
<td>proposal defense</td>
<td>register for ORLJ 7501 for 1 credit</td>
</tr>
<tr>
<td>Summer</td>
<td>no registration required</td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Hold advanced seminar</td>
<td>apply for exemption from ORLJ 7502</td>
</tr>
<tr>
<td>Spring</td>
<td>Final defense</td>
<td>register for dissertation defense</td>
</tr>
</tbody>
</table>

Fall semester  
Spring semester | proposal defense               | register for ORLJ 75501 for 1 credit |
Spring semester | exemption                      | register for ORLJ 7502 for 3 credits |
Summer         | no registration required       | register for dissertation defense |
Fall           | hold advanced seminar & Final defense |
Spring         |                               |                               |

**Other requirements of All Doctoral Students at Teachers College**

All doctoral students at Teachers College are required to complete a “Statement of Total Program” and a “Statement of Residency” and submit both documents to the Office of Doctoral Studies (ODS). The Statement of Total Program is a complete list of courses taken as part of fulfilling program requirements that has been developed by the Office of Doctoral Studies. The Statement of Residency is a description of the activities you have engaged in, over and above course work, that have contributed to your education and professional socialization. Such activities include but are not limited to: attending conferences and professional meetings, publishing papers, participating in professional training outside of course work, working on program committees, attending professional social events in the program, College, and greater professional community. While the program does not require students to complete these documents per se, it is essential that all students obtain, complete, and submit them to ODS in a timely fashion.
Expected Timetable for Completion of Program

Years 1-2

- Take required courses
- Work with faculty on research projects in work group
- Teaching assistantship
- Complete at least one required paper
- Complete certification exam (Year 2)

Year 3

- Complete required courses and some supporting coursework
- Work with faculty on research projects in work group
- Complete second required paper
- Begin or complete third required paper
- Teach a course and/or internship experience

Year 4

- Complete additional coursework
- Work with faculty on research projects in work group
- Finish third required paper if not completed
- Begin dissertation proposal
- Teach a course and/or internship experience

Year 5

- Complete and defend dissertation
Progress in the Program and Feedback Meetings

Each year, individual developmental feedback meetings with students are held. The meetings are not, in any way, critical evaluations of performance. The primary purpose of the meeting is to provide students with an opportunity to discuss career goals, progress, developmental needs, concerns, and any other issues of relevance.

Students are required to complete a progress report form each year. The faculty meet to discuss each student – our discussion focuses on identifying the accomplishments of each student and simply noting ways to help the student continue to develop and progress through the program. This information and discussion is then shared with the student during an individual meeting with faculty. These meetings are a great opportunity for students to have some individual time with faculty to discuss how to keep progressing through the program in a way that meets their needs and goals.

We do not hold meetings with students who are in the dissertation phase and have already passed their proposal hearing. We believe feedback meetings are not necessary for students at this stage (and they have plenty of meetings and get plenty of feedback throughout the dissertation process). For the remainder of the students, each student meets with 1 or 2 faculty members. Typically, students who are considered “ABD” (i.e., have finished all required coursework, passed the RME, have at least 2 required papers accepted, and are actively working on their dissertation proposal) will meet with only 1 faculty member.
EXPECTATIONS FOR THE DOCTORAL PROGRAM

General Attributes and Expectations

The Ph.D. graduate school experience is intense and time-consuming. Students are expected to:

- Be serious about obtaining the degree
- Work up to their potential, putting forth maximum effort in all endeavors
- Be open to constructive, developmental feedback
- Be able to work independently
- Be self-disciplined
- Be open-minded, open to new ideas
- Be willing to learn about yourself
- Be conscientious
- Be a “good citizen”
- Respect the ideas and feelings of all individuals
- Behave with integrity and in an ethical manner
- Be willing to share ideas, experiences, and efforts with others in the spirit of teamwork
- Aim for high quality, innovation and efficiency in all work endeavors
- Be proactive

The doctoral program is largely a guided self-learning experience. Faculty provide guidance but much of the learning and what students take away from the program depends on what they put into it and how they form their own program. Faculty provide opportunities for students in a number of ways – through coursework, workgroups, research projects, consulting work, practice-base experiences, and so forth. Students are expected to be active and proactive in taking advantage of these opportunities. This includes thinking about and determining career interests and goals, designing a program of study that helps achieve those goals, structuring time and setting deadlines, and fully participating in coursework, workgroups, experiences, colloquia and the like.

Commitment to the Program

We expect our students to be dedicated and committed to the program and to obtaining their doctoral degree. This means making it one of the top priorities. We recognize that there are other priorities and we certainly do not expect that this should be the top priority, but we do expect that it is one of the top priorities.

We expect a full-time commitment to the doctoral program until all course requirements, required papers, and exams are completed. Full-time enrollment is necessary to develop the skills and values for effective scholarship and professional positions, and to facilitate collegial relationships among faculty and students. Full-time enrollment entails taking 9-12 points of coursework each semester and working closely with faculty members and other doctoral students. Thus, we expect students to devote primary attention to their doctoral studies that should allow for completing the degree within 5 years.
Students are expected to be enrolled continuously until all requirements for the degree have been fulfilled. If the program must be interrupted for one or more semesters, the student may apply for leave status, not to exceed one calendar year. An application for leave status must be granted by the program. Students are expected to have a strong and compelling reason for requesting a leave. A student who interrupts their program of study without obtaining a leave status may be removed automatically from the program, under the assumption that he/she has decided to discontinue the program.

Doctoral students are expected to serve as “apprentices” to experienced scholars to learn research and teaching skills, typically by participating in research workshops and serving as teaching assistants for courses.

**Expectations for Research**

Students are expected to gain a solid foundation in research theory, methodologies and application. These skills will be developed through formal coursework; participation in research workgroups, writing required empirical and theoretical papers, and independent research.

Students are expected to participate in one workgroup each semester, for a total of 8 workgroups. Workgroups are designed primarily to develop research and thinking skills. The primary purpose of workgroup is to develop research-related skills. At the same time, students will be provided with opportunities to work on their empirical paper based on a project in workgroup.

Students are expected to work with at least two different faculty members throughout their workgroup experiences in order to gain breadth of research experience. Students are strongly encouraged to participate in a particular faculty member’s workgroup for a minimum of 2 years. Students are also encouraged to participate in work groups until all qualifying papers and their dissertation proposal are completed.
Students are strongly discouraged from participating in more than one workgroup at a time. Exceptions may be made in rare instances when a student has demonstrated that he/she has the commitment, skills, and time available to participate in 2 workgroups. Further, we recommend that students do not participate in more than two research projects at any one time. The purpose of this is to insure that students can finish the program in a timely fashion, gain breadth of experience in other areas (e.g., content knowledge, practice-based skills), and complete high quality projects. A focus on a limited number of projects at any one time is more likely to result in completing projects, writing papers, and perhaps submitting papers to conferences and/or to journals in the field.

It is expected that students will participate to different degrees in different research projects throughout their workgroup experiences. For example, during some periods in the program of study, the student will provide only “support” for a particular research project as agreed upon with the faculty member. At other periods in the program of study, the student will intensely engage in a long-term research project with the aim to publish articles from the project. Students are expected to “support” faculty research within each workgroup. However, during their program of study, students are expected to have engaged in at least one long-term project, participating in a research project from inception to completion of a paper.

Research is typically collaborative. The research process is typically long (often 1-3 years) and completion of a project may involve lags and delays in collecting needed data or information. Students who have made a commitment to participate intensely in a long-term research project are expected to continue work on the project, even if the student is no longer formally taking the workgroup course.

It is expected that the quality of students’ work on research projects be targeted to the level of prestigious, high quality journals in the field (academic or practitioner/professional). This includes work completed as part of the workgroups, independent work with peers or faculty members, and work on the required papers. Sacrificing quality for quantity or speed is not a recommended strategy.

Students are strongly encouraged to conduct research that results in conference presentations and/or publishable papers in top-quality academic or practitioner journals. We strongly encourage students, prior to the dissertation phase, to have at least one conference presentation submission and/or one manuscript submitted for publication.

Levels of Participation in Research Projects

Three levels of research participation are described (support, springboard, and full participant). At a minimum, each student in a given workgroup is expected to provide “support” functions for one or more research projects. Students are expected to be a full participant on at least one research project during their program of study.
Support Role:

Providing support for a research project provides students with the opportunity to gain basic research skills and content knowledge. The primary outcomes from participating in a project at a “support” level are gaining an understanding of the research process, developing research skills, and learning about a particular content area.

Examples of Supporting Tasks and Behaviors:
- Conducting Literature Searches
- Developing Content Knowledge
- Collecting Data
- Preparing “working notes” that reflect the data collection experience and “self-as-instrument”
- Developing Study Materials (e.g., surveys, interview protocols, etc.)
- Developing a coding system for qualitative data
- Entering Data
- Analyzing Data

Springboard Role:

Participating in a research project can spark new ideas to further your own research agenda or support your graduate studies. The primary outcomes from participating in a project at this level are developing more advanced research skills, developing expertise in a particular content area, possibly meeting graduate school requirements (e.g., required paper).

Examples of Tasks and Behaviors (in addition to participating in a supporting role):
- Delving more deeply into a particular topic area
- Developing a new conceptual model
- Outlining or writing one of the “required” empirical or conceptual papers
- Proposing a new research study (possibly leading to a dissertation study)

Full Participation/Co-Author on Paper:

Participation in one of the research projects may eventually lead to a student being a co-author on a submission to a conference or journal. This may occur as part of the result of involvement on one of the projects suggested by the professor, a project that develops through discussions during the workgroup, or a project that a student proposes and takes the lead role in. As a general rule, faculty adhere to the guidelines in the APA publication manual concerning authorship. To paraphrase, authorship is reserved for persons who receive primary responsibility for published work. It encompasses those who have made substantial scientific contributions to the study...Substantial professional contributions may include formulating the problem or hypotheses; structuring the experimental design; determining, organizing and conducting the statistical analyses; interpreting the results; or writing a major portion of the paper. Lesser contributions may include such supportive functions as designing or building apparatus, collecting literature, suggesting or advising
about statistical analysis, collecting data, modifying or structuring a computer program, arranging for research subjects. Lesser contributions, which do not constitute authorship, may be acknowledged in a footnote.

Examples of Tasks and Behaviors (in addition to participating in a supporting role):
- Long-term commitment to the project, through the submission and review process
- Involvement throughout multiple phases of the project
- Making significant contributions in at least one of the following (ideas and conceptual development; study design; data collection and data analysis; writing)
- Developing an in-depth understanding of the topic and results (i.e., the student could fully explain the concepts, design, and findings to another researcher or practitioner)
Expectations for Program and Professional Service Activities

Students perform service and citizenship duties when they participate in the life of the program, by attending colloquia, helping to recruit and socialize new students, serving on committees, and aiding peers.

Students are expected to regularly attend all program functions, such as orientation sessions, colloquia, job candidate meetings, presentations, and social functions.

Students are expected to develop an informal cohort with peers to share their experiences and knowledge.

Students are expected to develop mentoring-type relationships between more advanced and newer students. New students should receive guidance and advice from more advanced students, and when they become advanced students, do the same for newer students.

Students are expected to serve on at least one program committee per year. This entails working with faculty members and other students on efforts to improve the operations and function of the program. Students are expected to attend all meetings, participate fully, and complete assigned tasks in a timely fashion.

Students are encouraged to serve on professional committees and engage in professional activities. These activities can include attending professional conferences, serving as student representatives on professional committees, serving as a reviewer for conference papers, and participating in doctoral consortia at conferences.

Expectations for Coursework

Students are encouraged to maintain steady progress in completing required and supporting coursework. This includes:

- Obtaining appropriate course materials as required.
- Reading all required materials and coming fully prepared for class
- Actively participating in class discussions
- Being willing to work with other students, share ideas, work collaboratively
- Completing assignments on time

Students are expected to maintain a minimum of a B+ average in their coursework.

Students are expected to complete the majority of their coursework by the end of their third year in the program.

Students are expected to design a sequence of courses, beyond the required courses, that are targeted to their own interests and areas of specialization. This may be done in consultation with faculty members.
Expectations for Practice-Skills and Organizational Experience

Students are expected to gain application, practice and consulting skills. These skills will be developed through participation in coursework, practice-based courses, process consultation, teaching, internships or work experience with local organizations, field experiences, and presentations.

Students are expected to complete at least one internship or engage in part-time work for an organization during their program of study. Students with prior relevant work experience may opt not to work or do an internship.

Students are encouraged to take internships that provide practical experience in an area directly related to their program of study, one that allows for applying research, communication, and practice-based skills learned in the program.

Students are strongly encouraged to make at least one formal presentation of their work (research, theory, or application). This might be a conference presentation, presentation to a local business, or presentation at a program colloquium. The annual soc-org psych mini-conference is also a convenient opportunity to practice one’s research presentation skills in a low stress and supportive environment.

Students are expected to behave with decorum and professionalism when interacting with the local community, organizations, and businesses.

Students are expected to take a sequence of practice-based courses in the program designed to enhance their practice and consulting skills.
Expectations for Teaching Assistantships

The Social-Organizational Psychology faculty believe strongly in the value of teaching assisting (TA'ing). TA'ing can provide students with valuable opportunities to learn new material, review material previously acquired and obtain teaching skills and materials. The objective of the required teaching assistantship is to provide doctoral students with a quality learning experience that will benefit them regardless of whether they pursue academic or nonacademic careers.

Doctoral students are required to serve as a teaching assistant for one Masters level course within their first three years of the Social-Organizational Psychology Program. Students are expected to act as teaching assistants for the Master’s level core courses (Functions in Organizations, Human Resources Management, Organizational Psychology, Psychological Aspects, and Understanding Behavioral Research). Every effort will be made to match student preferences with available opportunities, but students should expect that they may not always receive their first preference. Beyond this, additional teaching assistantship opportunities are available for more advanced courses (e.g., Organizational Dynamics, Leadership and Supervision, Group Dynamics, Practicum in Organizational Change and Consultation, etc.).

In order to ensure that everyone benefits from the teaching assistantship program, we offer the following expectations and responsibilities for required as well as non-required teaching assistantships:

1. Faculty and graduate students will meet on a regular basis to coordinate activities related to teaching the course. This will provide the graduate student with insights into how courses are organized and run on an ongoing basis. It will also allow the faculty member and graduate student to provide a well-integrated and well-run course.

2. Faculty will provide graduate students with feedback regarding the performance of their teaching assistant responsibilities. This will provide the teaching assistant with opportunities for learning.

3. Faculty will provide students with opportunities to engage in a variety of teaching related experiences including but not limited to: grading; development of tests and assignments; lecturing and/or providing exam review sessions; holding office hours; managing class exercises/activities.

4. Teaching Assistants are responsible for attending weekly lectures. This will provide graduate students with a basis for future lecture notes, which can be invaluable, if they teach similar courses in the future. Attendance at lectures also provides graduate students with the substantive knowledge necessary to provide effective instruction and counseling to students.

5. Teaching Assistants are responsible for grading assignments and fulfilling their other responsibilities in a timely fashion. Students in the course derive greater benefits when assignments and exams are returned in a timely manner.

6. Teaching Assistants are responsible for reading the assigned material. This provides graduate students with opportunities for learning and will allow them to fulfill their teaching responsibilities more effectively.
7. Teaching Assistants are responsible for providing weekly office hours of approximately 1 hour per course as well as being available just prior to and following class meetings. It is also important that teaching assistants be responsive to emails and other means by which our students may wish to communicate with them.

8. Treat students with respect and be responsive to their needs.

In return for being a Teaching Assistant, the College provides a standard financial reward package, typically a stipend. Although students are required to T.A. one course, some students may choose to TA for two sections of the same course or two different courses in one semester. However, this is not often recommended as it could prevent students from having sufficient time to devote to their course work, research, practice, and service activities.

**Expectations for Teaching**

Students are strongly encouraged to teach a course during their course of studies. While the benefits of teaching are obvious and necessary to those interested in pursuing an academic career, teaching is also an excellent way to develop some needed practice and consulting skills. For example, teaching a course is an excellent way to develop and refine presentation skills — skills that are critical to practice and consulting careers. Further, teaching helps to develop skill in time management, organizing large amounts of material in a meaningful way, culling the most important points and issues from voluminous information, providing performance-related feedback to others, and translating complex ideas into a manner that inexperienced and less knowledgeable individuals can understand.

A number of teaching opportunities are available, for example, by teaching core MA courses at TC, undergraduate courses at Columbia or Barnard, MBA courses at NYU and other courses in institutions in the NYC area.

**REQUIREMENTS PRIOR TO TEACHING:**

1. The student must have fulfilled the TA requirement.
2. For the course to be taught, the student should have TA'd the course or taken the equivalent of the course. Even if the student has taken the course, priority will be given to students who first serve as a TA for the course (or a very similar course) so that they will be equipped with a solid framework, notes, and general structure for the course. This will make prepping the course the first time much easier.
3. Prior to teaching, students must either: a) take the teaching and supervision course (ORLJ 6048, Teaching to Cognitive and Cultural Complexities) or b) co-facilitate if teaching an ICCCR course. Exceptions to this may be made when students have prior teaching experience.

In addition to the aforementioned benefits in terms of learning and development, in return for teaching at TC, the College provides a standard financial reward package, typically course credits, pay, or some combination of the two. The financial rewards vary considerably at other institutions.
CONTINUING DEVELOPMENT

Students are expected to continuously develop their skills based on feedback from faculty that is received during their coursework, required papers, workgroups, activities, and meetings.

Students will complete a progress report each year. The report documents the student’s accomplishments and activities during the year. Self-evaluations are to be made pertaining to course progress, research progress, publication progress, teaching activities, practical or business experience, and service/citizenship to the program and profession. Students are also expected to set developmental goals for the upcoming year. Each year, at least one faculty member will hold a formal meeting with the student to discuss the student’s progress report and developmental plans.

MUTUAL EXPECTATIONS

Students can expect from faculty:

- A high degree of dedication and commitment to our work and the program
- A series of courses and experiences designed to provide breadth and depth of research and practice skills.
- Attendance at meetings, colloquia, and the like
- A quest for high quality and innovation in all our work endeavors
- An effort to continuously improve our own skills
- An effort to continuously improve our program
- A respect for different methodological approaches to research
- An effort to understand each individuals’ unique needs, concerns, and problems

Faculty expect from students:

- Basic respect for our position and knowledge/expertise
- An effort to understand the conditions and constraints under which we work
- An effort to understand that we do our best to look after students’ interests
- Respect for our time
- A respect for different methodological approaches to research
- Patience and tolerance as we attempt to balance our teaching, research, and service demands
REWARDING EXCELLENCE WITH FINANCIAL AID

It is the objective of the Social-Organizational Psychology Program to provide students with opportunities to obtain financial assistance. Financial assistance is subject to the availability of funds, with eligible students generally receiving higher levels of support early in their program tenure and decreasing levels of support over time.

Students are considered for financial assistance at the date of enrollment in the Ph.D. program. Eligibility for financial assistance is based on requirements including, but not limited to: 1) cumulative grade point average; 2) completion of required teaching assistantships; 3) and compliance with internship and employment guidelines. Each of these requirements is described below.

1. Cumulative Grade Point Average

All incoming students are eligible to receive financial assistance during their first semester, subject to availability. However, from the second semester forward, students must maintain a B+ or better cumulative grade point average and comply with the other requirements to be eligible for financial assistance. Cumulative G.P.A. will be assessed at the end of each semester. If a student’s cumulative G.P.A. is a B+ or better at the semester’s end, then the student will be eligible for assistance for the following semester.

If a student’s cumulative grade point average drops below a B+ at the end of any given semester, the student will be on financial probation the following semester. The student will still receive financial assistance during the probation semester but they will not receive assistance from that point forward, unless their cumulative G.P.A. reflects a B+ or better. Students who raise their cumulative G.P.A. to a B+ or better will again be eligible for financial assistance. (Because eligibility is assessed at the end of each semester, the student will not be eligible for assistance during the semester in which they re-established the B+ cumulative average).

2. Teaching Assistantships

In order to maintain eligibility for financial assistance, a required teaching assistantship must be completed during the first three years in the program. While many students may choose to TA during their first year in the program, all students must have made a commitment to TA a specific course by the end of their first year in the program. At the end of their first year in the program, students who have not either completed or committed to a specific course may not receive financial assistance in their second year.

3. Internships and Employment

While we strongly encourage students to obtain teaching and research assistantships within Columbia University during the first two years in the doctoral program, full and part-time paid employment is not encouraged. In order to benefit most from your experience in the program, students need to be on campus and interacting with other students and faculty. This is especially important during the first two to three years of the program, when students are forming relationships and taking course work that will be the foundation for their doctoral experience.
Students employed full-time during the first two years of the doctoral program are therefore not eligible for financial assistance.

While we encourage third year students to abstain from full and part-time employment, if a third year student chooses to do an internship or job related course work, the work must be limited to 20 hours per week in order to maintain eligibility for financial assistance. Students are required to provide written documentation about the existence and nature of their internship and job experiences from the organization or employer. This documentation should include the number of hours that are worked per week. For experiences relevant to the program, it should also include a brief description of job responsibilities, a student experience summary, and a written performance evaluation. The standard performance evaluation form utilized by the organization is acceptable. Forms are available in the Program office.

During summers, students are encouraged to do full-time internships. Some students find that summer internships are useful for gaining more intensive work experience, dissertation data collection, and increasing their financial resources while not taking classes thereby allowing them more time to focus on course work during the academic year.
TEACHERS COLLEGE MAP
WHEELCHAIR ACCESSIBILITY

Wheelchair Accessible Facilities
- Entrance
- Information
- Elevator
- Wheelchair Lift
- Men's Room
- Women's Room
- Telephone
- TTY Phone

Wheelchair Inaccessible Facilities
- Entrance
- Elevator
- Men's Room
- Women's Room
- Stairs

Ph.D. - 56