Dear Incoming Students:

Welcome to the International and Comparative Education Program!

The ICE program has a long and distinguished history, both at Teachers College (TC) and in higher education. This guide provides you with information on our program, faculty and staff, courses, requirements, and student resources. In addition to reviewing this guide, please explore the program website, talk to current students, and read the weekly ICE Program email, called Notes from Grace Dodge Hall. These emails provide important information, including program updates and deadlines, faculty office hours, scheduled events, internship and career resources and professional development opportunities.

Our academic community is a lively and supportive place for intellectual growth. Our program is truly an international center of faculty and students from all over the world. In addition, Columbia University and New York City offer rich and varied resources, including libraries, teaching of world languages, research centers and institutes, forums with world renowned speakers, and many other opportunities for you to get involved in professional and service activities related to your interests.

Best wishes as you pursue your academic and professional endeavors, and once again welcome to Teachers College.

Professor Regina Cortina
Professor of Education

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Cover Photos contributed by: Emily Bishop, Mariana Salmon-Letelier, Mary Mendenhall, Stacie Long, and Kyle Long

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<td>CICE</td>
<td>Current Issues in Comparative Education (Journal)</td>
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Fenot Aklog  
Adjunct Associate Professor  
E-mail: aklog@tc.edu  
Office Location: 366 Grace Dodge Hall

Dr. Aklog is the Director of Research and Development at the National Center for Restructuring Education Schools and Teaching (NCREST) at Teachers College. Dr. Aklog has a keen interest in emergent applied research methodologies in education (e.g. continuous improvement research) as means for bridging the gap between research and practice at the school and classroom levels. At NCREST her work includes developing research designs, indicators, data collection instruments, and data analysis and reporting frameworks. She provides technical assistance to low-performing schools across the U.S on processes for data-driven instruction. Dr. Aklog has extensive experience in international educational research and program evaluation. She serves as the co-Director with Professor Steiner-Khamsi of ICREST (the international branch of NCREST). Her most recent international work includes serving as the evaluation specialist for ICREST’s evaluation of the Swiss Agency for Development and Cooperation’s global performance in basic education, co-principal investigator for ICREST’s Asian Development Bank-funded education research and technical assistant project in Mongolia and principal investigator for a US Department of State-funded evaluation of a youth media and photojournalism online collaborative project for secondary schools in Pakistan, Tajikistan and the U.S. Dr. Aklog has an Ed.D in IED from Teachers College, an Ed.M in Administration, Planning and Social Policy from Harvard University and a B.A. in English and America Literature from Brandeis University. She taught research and program evaluation methods courses for the ICE program from 2006-2008 and is excited to be teaching for the program again.

Courses AY 2015-16

Fall 2015  
ITSF 4009 Introduction to Research Methods in International and Comparative Education

Spring 2016  
ITSF 4009 Introduction to Research Methods in International and Comparative Education

Carol Benson  
Associate Professor  
E-mail: benson@tc.columbia.edu  
Office Location: 288 Grace Dodge Hall

Carol Benson has a PhD in Social Sciences and Comparative Education from UCLA (1994). She is an educator, researcher and consultant in educational development with a focus on languages and literacies in multilingual societies. Based at Stockholm University in Sweden from 1998 to 2011, Dr. Benson worked at the Centre for Research on Bilingualism and later at the Center for University Teaching and Learning while consulting internationally. Dr. Benson has worked in formal education (teacher education, curriculum development, program evaluation) and non-formal education (literacy, gender equity) in the Asia, Latin America and Africa regions, most recently in Cambodia, Cameroon and Niger. Dr. Benson’s research interests include policy and practice in mother tongue-based multilingual education, quality education and gender issues. Recent publications include a volume co-edited with Kimmo Kosonen (2013) Language Issues in Comparative Education: Inclusive teaching and learning in non-dominant languages and cultures (Rotterdam: Sense Publishers) and “Adopting a multilingual habitus: What North and South can learn from each other about the essential role of non-dominant languages in education,” a chapter in Gorter, Zenotz & Cenoz (eds) (2013) Minority Languages and Multilingual Education: Bridging the local and the global (Heildelberg: Springer). Dr. Benson has an ongoing relationship with MLE projects in a number of countries including Mozambique, Cambodia, Cameroon and South Africa, and she is happy to involve interested TC students in field research on MLE policy and practice in these and other contexts. Dr. Benson works in Spanish, Portuguese, French and Swedish, and she is currently studying American Sign Language.

Courses for AY 2015-2016

Fall 2015  
ITSF 4025: Language, Societies & Schools

Spring 2015  
ITSF 4013: Literacy & Development  
ITSF 4038: Monitoring & Evaluation

Webpage: http://languageissuesineducation.zohosites.com/
Dr. Elizabeth Buckner is a Visiting Assistant Professor of International Education and Middle East Studies at Teachers College, where her research focuses on contemporary educational issues facing the Middle East region. Previously, she was a Research Associate at FHI 360’s Education Policy and Data Center, where she helped conduct a cross-national longitudinal study funded by UNICEF examining the link between horizontal educational inequality and the likelihood of violent conflict. Dr. Buckner’s numerous academic articles have appeared in: Comparative Education Review, International Studies Quarterly, Prospects, International Journal of Educational Development, and Comparative Education. She was a 2013-2014 Spencer Dissertation Fellow and a Fulbright recipient to Morocco in 2006-2007. Dr. Buckner has received research grants from the National Science Foundation (NSF), Council of American Overseas Research Centers (CAORC), American Institute for Maghrebi Studies (AIMS), and the NSEP Boren. She has lived in Syria, Morocco, Tunisia, Jordan, France and Oman and is fluent in Arabic and conversational in French. She has also held numerous research consultancies focusing on teacher training, and youth educational transitions with organizations including Save the Children (SC) in Egypt and the Syrian Trust for Development in Damascus. She holds a PhD in International and Comparative Education from Stanford University Graduate School of Education, an MA in Sociology from Stanford University and a BA in Educational Studies and Sociology from Swarthmore College.

Courses AY 2015-16:

Fall 2015
ITSF 5590: Education and the Development of Nations

Spring 2016
ITSF 4094: Education Planning-International Education Development

ITSF 4199: Issues in Comparative International Higher Education in the Middle East

Dr. Henan Cheng is an adjunct assistant professor in the Department of International and Transcultural Studies at Teachers College, Columbia University. Dr. Cheng is also a research fellow at the Center on Chinese Education and the Center for Benefit-Cost Studies of Education at Teachers College. Previously, Dr. Cheng was a clinical assistant professor at Loyola University in Chicago, where she taught courses on Comparative and International Education, Immigration/Migration and Education, Philosophy of Education, and Mixed Methods Research. Her primary research interests include policy issues facing urban schools in the U.S., and educational development in China, especially issues related to education of ethnic minorities and children of internal migrants. Dr. Cheng’s recent publications include Compulsory Education for Migrant Children in China: Issues of Educational Quality (2013); Cost-Effectiveness Analysis in Practice: Interventions to Improve High School Completion (2013, coauthored); and, Academic Achievement of Migrant Children in China: A Mixed-Method Analysis Focused on Ethnic Minorities (2011).

Dr. Cheng has extensive interdisciplinary experience and training. In addition to teaching internationally, Dr. Cheng has been actively involved in educational development work at various international organizations over the past decade, including Boston-based Tibet Poverty Alleviation Fund, the UNESCO International Institute for Educational Planning (IIEP), and the Yale-China Association. Dr. Cheng holds degrees in mechanical engineering and economics from universities in China, an Ed.M. from Boston University, and a doctorate from Teachers College, Columbia University.

Courses AY 2015-2016:

Spring 2016
ITSF 4098: Educational Development and Policy in China
Regina Cortina is Professor of Education in the Department of International and Transcultural Studies at Teachers College, Columbia University. Her current work explores European aid to education in Latin America and its strategic importance for the field of comparative and international education. She also studies the role of education in international development, poverty reduction, and the ways that greater opportunities can be created for marginalized groups. Her other areas of expertise are gender and education, the education and employment of teachers, public policy and education, and the schooling of Latinos in the United States. Among her major publications are The Education of Indigenous Citizens in Latin America (Multilingual Matters, 2014), Women and Teaching: Global Perspectives on the Feminization of a Profession (Palgrave, 2006), Immigrants and Schooling: Mexicans in New York (Center for Migration Studies, 2003), and Distant Alliances: Promoting Education for Girls and Women in Latin America (Routledge, 2000). She has a doctorate in Education, a master’s degree in International and Comparative Education, and a master’s degree in Political Science, all from Stanford University; and a bachelor’s degree from the Universidad Iberoamericana in Mexico City. Since the Spring of 2009 Professor Cortina has served as Coordinator of the program in International and Comparative Education.

Courses AY 2015-2016:

Fall 2015
ITSF 5500: Education Across the Americas
ITSF 5008: Gender, Education, and International Development

Spring 2016
ITSF 5043: Critical Theories on Latin American and Latino Education
ITSF 4060: Latinos in Urban Schools

Constanza Lafuente has a Ph.D. in Comparative and International Education with Political Science from Teachers College, Columbia University (Fulbright Scholarship); an MSc. in Public Policy in Latin America from the University of Oxford (Shell Centenary Scholarship) and an MA in Non-profit Organizations with a management concentration, from the Universidad de San Andrés in Buenos Aires, Argentina. At Teachers College, under the supervision of Professor Gita Steiner-Khamsi and Professor Jeffrey Henig, she wrote her doctoral dissertation on the scaling-up of education NGOs, and the strategies and organizational designs of scaled-up education NGOs. Dr. Lafuente has previously worked as research associate at the Centro de Innovación Social at the Universidad de San Andrés in Buenos Aires, Argentina, where she conducted research on the scaling-up of social enterprises, with Professor Gabriel Berger (Universidad de San Andrés). She also worked as instructor and teaching assistant of the course Management of Social Ventures at the Universidad de San Andrés; Academic Writing Instructor for the Postgraduate Program on Nonprofit Organizations of the Universidad de San Andrés; and as guest speaker on civil society issues in Argentina, at the Buenos Aires campus of New York University. She has co-authored articles, teaching and analytic cases on education NGOs, scaling-up strategies, fund raising for education NGOs, design and management of volunteer programs for NGOs and corporate social responsibility and education in Latin America.

Courses AY 2015-16:

Fall 2015
ITSF 4199: Civil Society Organizations in International Education Development
Nicholas Limerick is an Assistant Professor of Anthropology and Education and International and Comparative Education at Teachers College, Columbia University. His main research areas of interest include linguistic anthropology of education, sociopolitical movements and state relations, indigenous language and culture revitalization, multilingualism, citizenship, and alternative models of education. He is currently drafting publications from his first project, which is based on more than two years of ethnographic research with Quichua directors of intercultural bilingual education in Ecuador. He is involved in ongoing projects related to multilingualism and the politics of education in the Andes. His research has received numerous awards, such as a Wenner-Gren Foundation for Anthropological Research Engaged Anthropology Grant, a National Academy of Education/Spencer Dissertation Fellowship, a Wenner-Gren Foundation Dissertation Fieldwork Grant, and a National Science Foundation Graduate Research Fellowship. Dr. Limerick received his PhD in anthropology and in educational linguistics from the University of Pennsylvania in 2015, and he also holds a BA in anthropology from Emory University. His research is conducted in Spanish and in Quichua.

Courses AY 2015-2016:

Fall 2015
- ITSF 5023: The Family as Educator
- ITSF 6520: Families/Communities as Educators

Spring 2016
- ITSF 5120: Education in Community: Museums
- ITSF 6520: Families/Communities as Educators

Hope Leichter is Elbenwood Professor of Education and Director of the Elbenwood Center for the Study of the Family as Educator at Teachers College, Columbia University. Her research and teaching interests focus on families and communities as educators; family memories and narratives; kinship networks and grandparents as educators; the mediation of television by the family; museum education for families; families and school reform; and immigration, migration and family education. Among Dr. Leichter’s publications are: Kinship and Casework: Family Networks and Social Intervention (Russell Sage Foundation); Families and Communities as Educators (Teachers College Press); The School and Parents (Teachers College Record) and Family Contexts of Television (Educational Communication and Technology). She holds a Ph.D. from Harvard University and an A.B. from Oberlin College.

Courses AY 2015-2016:

Fall 2015
- ITSF 5023: The Family as Educator
- ITSF 6520: Families/Communities as Educators

Spring 2016
- ITSF 5120: Education in Community: Museums
- ITSF 6520: Families/Communities as Educators
Cathryn Magno earned her Ph.D. from Teachers College, Columbia University in Comparative and International Education, her M.Ed. from the Harvard University Graduate School of Education in International Education, and her B.A. from Tufts University. She holds certifications in cooperative conflict resolution from Columbia University, in mediation from the International Peace and Cooperation Center in Palestine/Israel, in facilitation methods from the Institute for Cultural Affairs in Oakland, CA, and in peace and justice studies from Tufts University. Professor Magno’s research interests center on social justice and human rights in education, educational leadership policy, qualitative research methodology, and gender equity in education. Among her publications are two books, New Pythian Voices: Women building political capital in NGOs in the Middle East (Routledge, 2002) and Comparative Perspectives on International School Leadership (Routledge, 2013), and several articles such as Sight unseen: Mining images of girls’ education (with Jackie Kirk, Girlhood Studies, 2010) and Refuge from crisis: Refugee women build political capital (Globalisation, Societies and Education, 2008). She has produced numerous technical reports and policy papers for organizations such as UNICEF and USAID. She is an active member of the Comparative and International Education Society and serves on the editorial board of two scholarly journals (Intercultural Education and European Education), and is an advisory board member of several local and international non-profit organizations. Prior to entering academia, Dr. Magno was a researcher at the United Nations Centre for Human Rights in Geneva, Switzerland, a death penalty (defense) legal investigator in San Francisco, California, and a Senior Program Officer at the International Rescue Committee in New York City where she led a national, million-dollar refugee education program.

Courses for AY 2015-2016:
Fall 2015:
ITSF 4090: Issues and Institutions in International Education Development
ITSF 4613: International Perspectives: Peace/Human Rights Education

Mary Mendenhall is an Assistant Professor of Practice in the International and Comparative Education Program at Teachers College, Columbia University. Her research is anchored in the field of education in emergencies, with a particular interest in: refugee education in camps and urban settings; teacher professional development; and the quality, relevance and sustainability of education support provided by international organizations to displaced children and youth in conflict-affected states in Sub-Saharan Africa. She is also interested in the schooling experiences of resettled refugee students in New York City high schools.

Dr. Mendenhall currently serves on the Steering Group for the Education in Crisis and Conflict Network spearheaded by USAID and the Education Development Center. She is active in the Inter-Agency Network for Education in Emergencies (INEE), serving as both a board member for the Journal on Education in Emergencies and a member of the Working Group on Minimum Standards and Network Tools. Previously, Dr. Mendenhall served as the Project Director from 2009-2014 for the IRC-University of Nairobi Education in Emergencies program and the Network Coordinator for the Inter-Agency Network for Education in Emergencies from 2005-2007.

Among her recent publications are “Quality Education for Refugees in Kenya: Pedagogy in Urban Nairobi and Kakuma Refugee Camp Settings” (Journal on Education in Emergencies, summer 2015); “Education sustainability in the relief-development transition: Challenges for international organizations working in countries affected by conflict” (International Journal of Educational Development, 2014); and “Strengthening national and regional capacity for Education in Emergencies in East Africa: Lessons learned and future directions for an NGO-University partnership” (with Allison Anderson, Harvard International Review, Summer 2013) and ). Dr. Mendenhall has an Ed.D. in international educational development from Teachers College, an M.A. in higher education administration from New York University, and a B.A. in psychology from Ohio University.

Courses for AY 2015-2016:
Fall 2015:
ITSF 4090: Issues and Institutions in IED
ITSF 4005: Education in Emergencies

Spring 2016:
ITSF 4093: Curriculum and Pedagogy in International Contexts
ITSF 4199: Project Planning and Management in IED
Naomi Moland obtained her PhD in International Education from New York University. Her doctoral research investigated the globalization of educational media, focusing on how the Nigerian version of Sesame Street teaches about diversity and tolerance. Her research interests include literacy, multicultural education, post-colonial nation building, human rights, nonformal education, and the global diffusion (and localization) of liberal norms such as multiculturalism and human rights. Currently, Dr. Moland is a postdoctoral research fellow at New York University, where she is working on a large federal grant to investigate public libraries’ efforts to educate low-income parents about early childhood literacy. She has been teaching for five years at New York University and Lang College - The New School University, on topics of globalization, immigration, development, literacy, and sub-Saharan Africa. Prior to beginning her PhD, Dr. Moland taught for six years in elementary schools with predominantly immigrant populations (in Phoenix and Madrid). Since this time, she has researched how schools and other educational institutions “manage” diverse children in the U.S., Zimbabwe, Ghana, Mexico, Spain, and Nigeria. Among her publications is an article in Comparative Education Review, “Can Multicultural Education Be Exported? Dilemmas of Diversity on Nigeria’s Sesame Square” (2015). Dr. Moland is a former Fulbright fellow, and a former David L. Boren fellow. She received her BA in Anthropology from Tufts University and her MEd in Curriculum and Instruction from Arizona State University.

Course AY 2015-2016
Fall 2015:
ITSF 4160: Human Rights in Africa

Oren Pizmony-Levy is an Assistant Professor of International and Comparative Education at Teachers College, Columbia University. His research interests include global and transnational sociology, and educational social movements. Dr. Pizmony-Levy’s main line of research is concerned with international large-scale assessments of student achievement (e.g., TIMSS and PISA) and impact of these assessments on the policy process. Other lines of research focus on the role of NGOs in advancing environmental and sustainability education, and the development of safe-organizations for sexual orientation and gender identity minorities (e.g., schools, and governmental agencies). In his recent publications, he examined the impact of PISA ranking on public discourse and opinion in Israel, the expansion of environmental education worldwide, and the global network of NGOs serving LGBTI youth.

Dr. Pizmony-Levy is the recipient of multiple awards, including the 2011 Spencer Foundation Dissertation Fellowship, 2010 Judith Torney-Purta Outstanding Paper Award from the Comparative and International Education Society (CIES), and the 2010 David Lee Stevenson Paper Award from the American Sociological Association (ASA). He received research grants from Indiana University, the U.S. State Department, and the Arcus Foundation. Dr. Pizmony-Levy is a founding member and the 2014/2016 Co-Chairperson of the Large-Scale Cross-National Studies in Education SIG of CIES, and the facilitator of the Teachers College Working Group on Environmental and Sustainability Education. He received a BA in political science and educational policy from Tel-Aviv University, and MA and PhD in sociology and educational leadership and policy studies from Indiana University – Bloomington.

Courses AY 2015-2016:
Fall 2015:
ITSF 4091: Introduction to Comparative Education
ITSF 5199: Public Opinion toward Education Worldwide

Spring 2016:
ITSF 4101: Quantitative Analysis for International and Comparative Education
ITSF 5199: Socio-Political Analysis of International Assessment of Student Achievement
S. Garnett Russell is an Assistant Professor of International and Comparative Education specialized in education in post-conflict societies. She currently directs the George Clement Bond Center for African Education. Her research focuses on areas linked to education and conflict, transitional justice, human rights education, citizenship, and gender in Sub-Saharan Africa, including Rwanda, South Africa, and Burundi. She is also conducting research on human rights and diversity and African immigrant youth in New York high schools. She has worked as a policy analyst for UNESCO, as well as a consultant for other non-profit organizations including Save the Children and SRI International. Professor Russell has a PhD from Stanford’s Graduate School of Education, an MA in International Development from the Johns Hopkins School of Advanced International Studies (SAIS) and a BA in International Relations from Stanford University. Her publications include: “Rights-Based Education and Conflict: A Cross-National Study of Rights Discourse in Textbooks” (Compare, 2013); “Portraying the Global: Cross-National Trends in Textbooks’ Portrayal of Globalization and Global Citizenship” (International Studies Quarterly, 2013); and “Holocaust as History and Human Rights: Holocaust Education in Social Science Textbooks, 1970-2008” (Prospects, 2010).

Courses AY 2015-2016:
Fall 2015
ITSF 4160: Human Rights in Africa
On academic leave beginning mid-October.

Spring 2016
On academic leave.

Gita Steiner-Khamisi is Professor of International and Comparative Education. Her scholarly interests include comparative policy studies, policy borrowing/lending, teacher policy and school reform, globalization theories, case-study methodology, strategic planning and evaluation research. Among Professor Steiner-Khamisi’s eight books are: The Global Education Industry (with Antoni Verger, Christopher Lubienski, Routledge 2016); Policy Borrowing and Lending (with Florian Waldow, Routledge, 2012); South-South Cooperation in Education and Development (with Linda Chisholm, TC Press and HRSC Press, 2009); and How NGOs React. Globalization and Education Reform in the Caucasus, Central Asia and Mongolia (with Iveta Silova, Kumarian Press, 2008).

Moreover she has served as Principal Investigator/Team Leader for several projects funded by OSI, World Bank, UNICEF, ADB, JADB, DANIDA, SDG, EU, SDCF and USAID mostly in Mongolia, Central Asia, Central and Eastern Europe, Pakistan and Africa (most recently in Burkina Faso). Professor Steiner-Khamisi was 2009/2010 President of the Comparative and International Education Society, Co-editor of the book series World Yearbook of Education (Routledge), Past Chair of the Standing Committee for Admission and New Societies of the World Council of Comparative Education Societies, and is recipient of an honorary doctoral degree from the Mongolian National University of Education. She received her M.A. and Ph.D. from the University of Zurich/Switzerland.

Courses AY 2015-2016:
Fall 2015
ITSF 6580: Advanced Seminar Int’l Education I
ITSF 5006: Comparative Policy Studies: Overview

Spring 2016
ITSF 6581: Advanced Seminar International & Comparative Education II
Dr. Ruth Westheimer may best be known for having pioneered talking explicitly about sex on radio and television, but as it turns out, that is only a small part of her rich and diversified life. Born in Germany in 1928, Dr. Westheimer went to Switzerland at the age of ten to escape the Holocaust, which wiped out her entire immediate family. At the age of sixteen she went to then Palestine. She joined the Haganah, the Israeli freedom fighters, and was trained to be a sniper and was seriously wounded in a bomb blast. She later moved to Paris to study at the Sorbonne and in 1956 went to the U.S. where she obtained her master’s degree in Sociology from the Graduate Faculty of the New School of Social Research and Doctorate of Education (Ed.D.) in the Interdisciplinary Study of the Family from Teachers College, Columbia University. Her work for Planned Parenthood led her to study human sexuality under Dr. Helen Singer Kaplan at New York Hospital-Cornell University Medical Center, where she became an Adjunct Associate Professor. She is an Adjunct Professor at N.Y.U., and a fellow of both Calhoun College at Yale and Butler College at Princeton, where at the latter two she taught a seminar from 2005-2010, as well as a fellow of the New York Academy of Medicine. She has her own private practice in New York and lectures worldwide. She is the author of 36 books, the latest of which is Dr. Ruth’s Guide for the Alzheimer’s Caregiver and the executive producer of five documentaries.

Courses for AY2015-2016:
Spring 2016
ITSF 5026: Families and Television and Other Media
Portia Williams is the Executive Director of International Affairs (OIA) and an Assistant Adjunct Professor in the Department of International and Transcultural Studies at Teachers College, Columbia University. Her current work explores internationalization practices within higher education, transnational cooperation, and strategic global mobility. With more than 20 years of experience in education and development, Dr. Williams has directed, advised, or collaborated on policy and program initiatives in East and Southern Africa, Eastern Europe, East and Southern Asia, the Middle East, and the United States. Dr. Williams holds a doctorate in International Educational Development and Policy Studies and an Ed.M in International Family and Community Education from Teachers College Columbia University. She also holds an M.A. in Teaching English as a Second Language from the University of Illinois at Urbana Champaign. Dr. Williams is a former Spencer Research Fellow and David L. Boren Fellow. Her research investigates the politics of foreign aid and its impact on educational policy and teacher shortage.
**Program Assistant**

The main responsibilities of the Program Assistant revolve around managing the day-to-day communications of the ICE program. This means providing support to the ICE program’s faculty, especially the Program Coordinator. In doing so, the Program Assistant must be knowledgeable about the different aspects of the program, its relationship to its students, the department, and the college.

The Program Assistant also:

- Supports the faculty and the program to ensure that it runs smoothly
- Assists doctoral students with general paperwork, procedures and requirements
- Helps to prepare the *Notes from Grace Dodge Hall*
- Schedules appointments for a number of faculty members
- Helps students with the transfer credit process
- Maintains the website, which includes updating information, posting handouts from program workshops run by IP advisors, and updating alumni and doctoral student profiles once a year.

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**Peer Advisors**

Each ICE program master’s student is assigned a Peer Advisor. Please read the following information to know what to expect from them and how they can help. You can contact them in person during their office hours (walk-in and by appointment) or send them an email. They greatly look forward to meeting you all!

**WHAT CAN YOU EXPECT FROM YOUR PEER ADVISORS?**

- Peer Advisors are available by appointment weekly and you can find out office hours on the program’s website and in the weekly *Notes from Grace Dodge Hall* e-mails.
- Office hours change every semester and can change weekly, so make sure to check the weekly emails about these changes.
- Peer Advisors can assist you with questions about current course offerings and any program or degree requirements.
- Peer Advisors can offer advice on your course of study, internships and academic/professional goals.
- Peer Advisors help to coordinate social events and occasions to promote the integration of students and interaction between faculty and students.

**WHAT SHOULD YOU KEEP IN MIND?**

- Please **try to make appointments with your assigned PA during their office hours**, but if you are unable to make it to those, you are of course welcome to schedule an appointment with the other PA or stop by during drop-in hours.
- Please be **proactive** about asking for support.
- You need to keep track of approaching academic deadlines by reading *Notes from Grace Dodge Hall* and checking the program website.
- If you need to **cancel/reschedule an appointment** with a PA please contact him/her 24 hours in advance.
- **Email** is the best way to contact the Peer Advisors. Generally, they will only reply to emails between 9am and 5pm on **weekdays**. There is a **24-hour turnaround** for emails.

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Elizabeth Wilson is the Program Assistant for the International and Comparative Education Program. She holds a B.S. in Business Administration from the University of Texas at Dallas and a M.A. in Cognitive Studies in Education from Teachers College.
Phoebe finished her M.A Program in International Educational Development with concentration in International Policy and Planning in May 2015. She is excited to come back as a first year doctoral fellow this fall.

Originally from Hanoi, Vietnam, Phoebe came to United States 8 years ago as an exchange student. She received her B.A with double majors in Mathematics and Communication from the University of Washington in Seattle. Before coming to TC, Phoebe built her own NGO, which currently continues to serve more than 3000 children each year in northern Vietnam.

Last year, Phoebe worked as Stata Lab Instructor for ITSF 4101- Introduction to Quantitative Analysis in ICE under guidance of Professor Oren Pizmony-Levy. She also interned at Institute of International Education and TC’s Office of International Services.

Phoebe focuses on Large-scale International Assessment. Using TIMSS 2011 data, her master’s thesis applied hierarchal liner model (HLM) to analyze students’ learning motivation across 15 different countries.

Marlana is honored to be part of the Teachers College community. Her research focuses on post-conflict curriculum development and policy, cultural and religious presentations in curriculum, peace and human rights education, and the incorporation of spiritual practice into education.

She holds an M.T.S. from Harvard University in Multiculturalism and Religion with a focus in Education and a B.B.A./B.A. in International Business and Spanish from the University of Texas in Austin. She has previously worked with a team at the Harvard Graduate School of Education to do research and consultation analyzing how the Office of the United Nations High Commissioner for Refugees (UNHCR) collaborates with various partner organizations and ministries to implement its Global Education Strategy in Lebanon.

She also designed and implemented a semester long cultural and religious literacy program for middle school students in Boston, MA and founded the Connect with Palestine student organization at Harvard University. She has previously worked in schools both in the townships of South Africa and the villages and refugee camps of the West Bank. Currently, she is working with a team at the Arab Educational Institute in Bethlehem to launch a “Humans of Palestine” photography and interview project seeking to humanize Palestinians in the midst of the ongoing conflict. In the past, she has worked as a high school math teacher in an inner city school in Bridgeport, CT.
IP Advisors

Each ICE program master’s student is assigned an IP Advisor (IPA). Please read the following information to know what to expect from them and how they can help. You can contact them in person during their office hours (walk-in and by appointment) or send them an email. They greatly look forward to meeting you all!

WHAT CAN YOU EXPECT FROM YOUR IP ADVISORS?

- IP Advisors are responsible for the advisement of new and continuing master’s-level students who are working on their IP projects.
- IP Advisors support the initiation, development and completion of IPs.
- IP Advisors update and post IP materials on the program website.
- IP Advisors lead weekly working groups to support the research and writing of IPs.
- IP Advisors provide research and writing support to students on an individual basis for their IPs.

WHAT SHOULD YOU KEEP IN MIND?

- IP Advisors are available by appointment weekly and you can find out office hours on the program’s website and in the weekly Notes from Grace Dodge Hall e-mails.
- Office hours change every semester and can change weekly, so make sure to check the weekly emails about these changes.
- Please try to make appointments with your assigned IPA during their office hours, but if you are unable to make it to those, you are of course welcome to schedule an appointment with the other IPA or stop by during drop-in hours.
- Please be proactive about asking for support.
- You need to keep track of approaching academic deadlines by reading Notes from Grace Dodge Hall and checking the program website.
- If you need to cancel/reschedule an appointment with an IPA, please contact him/her 24 hours in advance.
- Email is the best way to contact IP Advisors. Generally, they will only reply to emails between 9am and 5pm on weekdays. There is a 24-hour turnaround for emails.
IP Advisors

Kayum Ahmed
Doctoral Fellow
E-mail: aka2156@tc.columbia.edu
Office Location:
276 Grace Dodge Hall

Lucia Caumont-Stipanicic
Doctoral Fellow
E-mail: lmc2223@tc.columbia.edu
Office Location:
276 Grace Dodge Hall

Before joining TC as a PhD student in International and Comparative Education, Kayum served as the Chief Executive Officer of the South African Human Rights Commission from 2010 to 2015.

He holds various degrees including a Master of Arts (M.A) and a Master of Laws (LL.M). Kayum is deeply committed to human rights education and recently established HumanRights.org.za where he leads the non-profit as executive director.

Immediately before moving to New York, Kayum and his wife travelled across the African continent from Cairo to Cape Town over nearly 100 days.

Lucia is an international student from Uruguay. Her academic interests lie in citizenship and democracy education among immigrant communities, both in the Southern and Northern hemispheres and especially with regard to Latin American and Latino populations, and the processes of internationalization of higher education.

She holds a Master of Arts in Comparative and International Education, with a concentration in Anthropology, from Teachers College, Columbia University, and a Bachelor of Arts in Social Communication, with an emphasis on Organizational Communication, from the Catholic University of Uruguay. In 2008, Lucia was awarded a full scholarship by the U.S. Department of State, the Fulbright Commission in Uruguay, and the U.S. Embassy in Uruguay to attend Ithaca College as an exchange student. Upon her return to Uruguay, she conducted an extensive mixed methods research on the re-entry experience of Uruguayan exchange students in Spain and the U.S. as her undergraduate thesis and worked for her alma mater as Research and Communications Assistant for the Department of Education, teacher for the Department of Human Sciences, bilingual Spanish-English translator for Institutional Communication, tutor for postgraduate courses in the Department of Organizational Communication, and administrator of online postgraduate courses in Learning Assessment and Teacher Performance in the Department of Education. Lucia is a published author, both in academia and creative writing, and an editor for the peer-reviewed journal Revista Iberoamericana de Ciencias Empresariales y Economía from UDE University in Uruguay. At TC, she was Assistant and Senior Intern at the Office of International Services, blogger for the Office of Admissions, and Graduate Assistant for Professor Regina Cortina and Adjunct Professor Constanza Lafuente in the research project Civil Society Organizations and Education: Advocating for Change in Latin America. Her Master's Integrative Project was a case study on Compromiso Educativo, a conditional cash transfer program in Uruguay. During her time in New York City, she volunteered for the International Rescue Committee and One To World.
**Program Support**

**Ryan Allen**  
Doctoral Fellow  
E-mail: rma2138@tc.columbia.edu  
Office Location: 278 Grace Dodge Hall

Ryan is a second-year doctoral fellow in the ICE Program at Teachers College and is pursuing a Ph.D. in International and Comparative Education with a concentration in Political Science. Currently, he is an adjunct lecturer at Berkeley College, teaching undergraduate political science, history, and cultural studies courses.

His research interests tend to focus on higher education, foreign policy, and the East Asian region. He is also an active writer publishing articles on international education and other topics in various publications, such as *University World News, Beijing Review,* and *China Daily.* Likewise, he hosts the podcast New Books in Education, in which he interviews authors about their recently published books in education.

Before coming to Teachers College, Ryan lived and studied in South Korea for three years. While there, he worked as an English teacher at a public high school and later as the editor for the Seoul-based magazine *Diplomacy.* He also attended Yonsei University’s Graduate School of International Studies, where he wrote his thesis comparing China’s Confucius Institutes to the U.S. Fulbright Program and received his M.A. in International Cooperation.

Ryan received his B.A. from the University of Central Oklahoma and another M.A. in Politics and Education from the EPSA department at Teachers College.

**Ji Liu**  
Doctoral Fellow  
E-mail: jl4103@tc.columbia.edu  
Office Location: 278 Grace Dodge Hall

Ji Liu is a first-year doctoral fellow and PhD student in Comparative International Education with a disciplinary focus in Economics. Ji’s research focuses on human capital theory in rural and development contexts, and pays particular attention to teacher labor markets.

Ji is co-editor of “Kuo Ping Wen: Scholar, Statesman, and Reformer,” which celebrates the life story and achievements of TC’s first PhD graduate from China. Ji is also affiliated with the Center for Experimental Economics in Education at Shaanxi Normal University, where he spent the summer of 2015 conducting field research as a Carmela and Marie F. Volpe Fellow.

Ji first arrived in the U.S. as a sponsored KU-IIE scholar through the Institute of International Education, and graduated with a Bachelor of Science from the University of Kansas, where he was also named a University Scholar. He received his Master of Arts degree in International Education Development from Teachers College, Columbia University.
In 1899, Teachers College (TC) became the first graduate institution in the United States to develop a program that is now called International and Comparative Education (ICE). Program faculty members co-founded the Comparative and International Education Society (CIES) in 1954. By the 1960s, TC also became instrumental in the study of the international development of education, establishing the program in International Educational Development. In addition to actively participating in the work of various centers and institutes within the Department of International and Transcultural Studies, faculty members of the program conduct research around the globe and play a prominent role in international initiatives at TC and beyond.

The ICE program has two separate tracks, Comparative and International Education (CIE) and International Educational Development (IED). The difference between them is that CIE is based on an academic discipline in the social sciences while IED is based on a professional specialization of education. Students in both tracks specify a concentration, either within or outside the Department of International and Transcultural Studies. Students should also specify a geographical area of interest. The regional areas of concentration may include Africa, the Caribbean, Central Asia, East Asia, Europe, the Middle East, Latin America, and the U.S. (for a transcultural/immigration focus).

The following chart shows the degrees offered for each track.

<table>
<thead>
<tr>
<th>Comparative and International Education (CIE)</th>
<th>International Education Development (IED)</th>
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<tbody>
<tr>
<td>Master of Arts (M.A.)</td>
<td>Master of Education (Ed.M.)</td>
</tr>
<tr>
<td>Doctor of Philosophy (Ph.D.)</td>
<td>Doctor of Education (Ed.D.)</td>
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</table>

The program is designed to provide students with challenging course work related to international and transcultural dimensions of education. Program requirements include work in four areas: a core curriculum, a concentration that is either an academic discipline (for CIE track) or a professional field of education (for IED track), courses with transcultural or geographic focus, and elective credits. The program is designed to be as flexible as possible so that previous educational and professional experience and the future career goals of the student can be taken into account in the choice of appropriate course work. Students are expected to assume major responsibility for formulating, in cooperation with their faculty advisor, a plan of study that will best meet the general program requirements in a way that is most compatible with their own professional goals.

The ICE Program provides advanced preparation for professional careers in a wide range of teaching, policy and evaluation, administrative, and research roles. Graduates of the program are found in numerous educational positions, including those in academic research and teaching, educational planning, foundations, non-governmental organizations, governmental institutions, businesses and corporations, and private and public educational institutions.
With regard to all programs, please note:

- **Records**: Copies are important! It is highly recommended that students keep personal copies of all paperwork submitted to TC offices. Copies of all forms submitted to the Registrar should ALSO be filed in the student file in the ICE program office. This is the responsibility of every student.

- **Communication**: Read the weekly Notes from Grace Dodge Hall for important updates and deadlines. Contact the Program Assistant if you have any questions.

- **Advisement**: It is the student’s responsibility to meet with his/her faculty advisor and have all coursework approved. It is recommended that students meet with the faculty advisor at least once at the beginning of each semester to discuss course offerings and receive approval of all study plans.

- **Choosing courses**: It is recommended that students sit in on different courses during the first two weeks of any semester. For course suggestions, students may ask the faculty advisor, the Peer Advisor, or the ICE Program Assistant. Also, speaking with fellow students is a good way to learn about courses being offered.

- **Registering for courses**: Students may add or drop courses until the date posted by the Registrar (refer to the TC Academic Calendar) through the online Student Information System using the PIN number. Students can obtain the PIN from the ICE Program Assistant at Orientation or from the Registrar.

- **Courses Outside of TC**: All courses taken outside TC at Columbia University are subject to the tuition rates of the school offering the course. Consult the Registrar for current rates and for instructions on how to register. Please check with your advisor. Faculty approval recommended. Note: Doctoral students please see the TC Catalogue for information about taking courses through the Inter-University Doctoral Consortium.

- **Full v. part-time status and Certificates of Equivalency (COE)**: Part-time status is the equivalent of 6-11 credits. Full-time status is the equivalent of 12 or more credits. Part-time students who require full-time certification (for such reasons as funding/financial aid, international student status, IP fieldwork) may file a Certificate of Equivalency form. This must be signed by the student’s advisor and may be obtained online or in person from the Registrar.

- **Transfer credit**: Not applicable to M.A. students. All other students should consult your program requirements for details.
**Program Requirements**

**MASTER OF ARTS (M.A.)**

International Educational Development (IED – code: INTL)
Comparative and International Education (CIE – code: COMP)

1. **Coursework (at least 32 graduate level credits).**

   M.A. coursework falls into four broad areas:

   **Area 1: Core Courses (6 credits)**
   - Choose one: ITSF 4090 (Issues and Institutions in International Educational Development) or ITSF 4091 (Comparative Education)
   - ITSF Research Methods Course

   **Area 2: Concentration (at least 12 credits)**
   - Courses counting towards the concentration must be faculty advisor-approved.
   - Students considering a change in concentration must discuss the change with the faculty advisor.

   **Area 3: Transcultural/Area Studies (at least 6 credits)**
   - Courses must come from at least two of the following categories: topics, research methods, professional skills, internship/practicum.

   **Area 4: TC Electives (at least 8 credits)**
   - To fulfill the TC breadth requirement, M.A. students must take at least 3 courses (with a minimum of 2 credits each) that are at TC but outside of the ICE program.
   - All non-ITSF courses at TC that are two or more credits can count as TC breadth electives.
   - Courses offered by other programs within the ITS department (anthropology) can also count as TC breadth electives if they are outside of the student’s concentration.

2. **Integrative Project (IP)**

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

3. **Graduation**

   - Full-time students can complete the M.A. degree within one academic year (fall semester, spring semester, and one summer session).
   - In order to graduate, students need to file an “M.A. Degree Application to Graduate” and the “Integrative Project Form,” both of which need to be signed by your faculty advisor. Students may contact the Registrar for forms and specific deadlines.
COURSE PLANNING WORKSHEET FOR MASTER OF ARTS (M.A.) STUDENTS

Students are encouraged to use this worksheet to plan out all coursework. They should bring it with them when they meet with their academic advisors.

**Total Credits Required: At least 32**

**Area 1: Core Courses (6 credits) – It is recommended to only take one core per semester.**

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<th>Course</th>
<th>Term</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Choose 1</td>
<td>ITSF 4090 or 4091</td>
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<tr>
<td>Choose 1</td>
<td>ITSF Research Methods Course</td>
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**Area 2: Concentration (at least 12 credits)**

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<th>Course</th>
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**Area 3: Transcultural/Area Studies (at least 6 credits)**

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<th>Course</th>
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**Area 4: TC Electives (at least 8 credits including 3 TC courses with a 2 credit minimum outside of ICE)**

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**Integrative Project**

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<th>Course</th>
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<tr>
<td>IND 4000</td>
<td>Register for this if you are working on your IP and not registered for other TC/CU courses</td>
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MASTER OF EDUCATION (Ed.M.)

International Educational Development (IED – code: INTL)
Comparative and International Education (CIE – code: COMP)

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

Ed.M. coursework falls into four broad areas:

Area 1: Core Courses (9 credits)
- Choose one: ITSF 4090 (Issues and Institutions in International Educational Development) or ITSF 4091 (Comparative Education)
- ITSF Research Methods Course
- One other advisor-approved ITSF course

Area 2: Concentration (at least 18 credits)
- Courses counting towards the concentration must be faculty advisor-approved.
- Students considering a change in concentration must discuss the change with the faculty advisor.
- In some cases, transferred credits may be applied in this area.

Area 3: Transcultural/Area Studies (at least 18 credits)
- Courses must come from at least three of the following categories: topics, research methods, professional skills, internship/practicum.
- Transferred credits may be applied in this area.

Area 4: TC Electives (at least 15 credits)
- To fulfill the TC breadth requirement, Ed.M. students must take at least 3 courses (with a minimum of 2 credits each) that are at TC but outside of the ICE program. All non-ITSF courses at TC that are two or more credits can count as TC breadth electives. Courses offered by other programs within the ITS department (anthropology) can also count as TC breadth electives if they are outside of the student’s concentration.
- Other elective courses can be taken outside of the ITS department or transferred from other schools.

Transfer credit:
A maximum of 30 credits may be transferred from other recognized institutions. Only graduate courses which have been (1) completed with grades of B or higher, (2) submitted on an official transcript from a regionally accredited institution, and (3) granted/assigned credit on the transcript of that institution, may be considered for transfer credit. Transfer credit is awarded at the discretion of the faculty advisor. After registering for the first semester, students should obtain and fill out an Advanced Standing Review (ASR) application from the Office of the Registrar and return it to the Office of the Registrar. Transcripts will be evaluated and sent to the ICE Program Assistant, who will then contact the student with further instructions. The entire process can take several months.

2. Integrative Project (IP)
- Completion of an IP is required for the Ed.M. degree. Please see the guidelines for Masters’ Integrative Project (IP)(p.20).
- Students should consult with the faculty advisor about the IP at least one semester before the intended graduation date. After the IP topic has been approved, the IP Advisors are available to guide students through the completion of the IP.
- Students who are working on the IP but not registered for any other classes may register for IND 4000 (master’s Candidate).

3. Graduation
- Full-time students that transfer the full thirty credits can complete the Ed.M. degree within one academic year (fall semester, spring semester, and one summer session).
- In order to graduate, students need to submit the “Ed.M. Degree Application to Graduate” to the Registrar, which needs to be signed by the faculty advisor. Students may contact the Registrar for forms and specific deadlines.
COURSE PLANNING WORKSHEET FOR MASTER OF EDUCATION (Ed.M) STUDENTS

Students are encouraged to use this worksheet to plan out all coursework. They should bring it with them when they meet

Total Credits Required: At least 60

Area 1: Core Courses (9 credits) – It is recommended to only take one core per semester.

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<tr>
<td>Choose 1 ITSF 4090 or 4091</td>
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<td>Choose 1 ITSF Research Methods Course</td>
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<td>Choose 1 Any advisor-approved ITSF course</td>
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Area 2: Concentration (at least 18 credits)

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

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Area 4: TC Electives (at least 15 credits, including 3 TC courses with a 2 credit minimum outside of ICE)

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Integrative Project

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<tr>
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DOCTOR OF EDUCATION (Ed.D.)

International Educational Development (IED – code: INTL)

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

Ed.D. coursework falls into four broad areas:

Area 1: Core Courses (12 credits)
- ITSF 6580: Advanced Seminar in Comparative Education
- ITSF 6581: Advanced Seminar in International Educational Development
- Choose 2 other ITSF courses (approved by the advisor)

Area 2: Concentration (at least 27 credits)
- Courses counting towards the concentration must be advisor-approved.
- In some cases, transferred credits may be applied in this area.

Area 3: Transcultural/Area Studies/Research Methods (at least 27 credits)
- At least 6 credits must be in research methods
- Other Area 3 courses must come from at least two of the following categories: topics, professional skills, internship/practicum
- In some cases, transferred credits may be applied in this area.
- In some cases, language credits may be applied in this area. Please check with the Registrar for restrictions on applying language credits

Area 4: Broad & Basic/Electives (at least 24 credits)
- Can include courses dealing with the nature of education, the nature of a person’s learning processes, and the methods of evaluation and research
- Can include courses that do not fit into any of the previous categories such as courses in related scholarly disciplines, and/or those which give an understanding of the functions of related specialties.
- Transferred credits may be applied in this area

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

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

Transfer credit:
A maximum of 45 credits may be transferred from other recognized institutions. Only graduate courses which have been (1) completed with grades of B or higher, (2) submitted on an official transcript from a regionally accredited institution, and (3) granted/assigned credit on the transcript of that institution, may be considered for transfer credit. Transfer credit is awarded at the discretion of the faculty advisor. After registering for the first semester, students should obtain and fill out an Advanced Standing Review (ASR) application from the Office of the Registrar and return it to the Office of the Registrar. Transcripts will be evaluated and sent to the ICE Program Assistant, who will then contact the student with further instructions. The entire process can take several months.

2. Departmental certification examination
- Students complete their certification exam (AM) by the end of their first year in the program. The exam is integrated with the Advanced Seminar and includes two parts: one completed in the fall semester and one completed in the spring. Students must be authorized by ODS to take this exam; please see advisor for more details. The certification exam may be attempted twice. More information is available on the “For Ed.D/Ph.D students” page on the ICE website.
3. Specialization examination
   • Each professional specialization has different examination requirements. Students must register for the exam with ODS during the first week of the semester and should consult the main advisor for more information.

4. Defense of a dissertation proposal
   • The dissertation proposal defense requires two readers. The advisor/sponsor is the first reader, and students are responsible for finding a second reader appropriate for the concentration.
   • Students should register for ITSF 7500 during the semester of the proposal hearing. Please note that students are liable for dissertation advisement fees (ITSF 8900) in every semester following registration for ITSF 7500.
   • Students are responsible for making arrangements with the two readers for the proposal hearing. Students should fill out the “Dissertation Proposal Hearing Report,” available from the ODS website. After a successful hearing, this form needs to be signed by both readers and the department chair. A copy should be submitted to the ICE program office and the original should be turned in to ODS.
   • After a successful proposal hearing, students must submit an application to TC’s Institutional Review Board (IRB) for the research project. Please refer to the TC IRB website for more information (http://www.tc.columbia.edu/admin/irb/). Once approved, copies of the IRB approval letter must be filed with the ICE program office and ODS.

5. Program Plan
   • Download the document "Ed.D. Program Plan Form" from the ODS website. Students should complete the Program Plan and obtain the advisor’s signature on the form. This should be done by the time of the proposal hearing.

6. Ed.D. Certification
   • Once students have 1) completed most of the required coursework, 2) passed the department exam, the specialization exam, and the proposal hearing, 3) received IRB approval for the dissertation research, and 4) submitted the approved program plan, students are eligible for Ed.D. certification. This process must be completed through the ICE program office with the assistance of the ICE program assistant.

7. Fieldwork Outside of the United States
   • Students who are conducting fieldwork outside of the United States may register for ITSF 6200 for one or two semesters. This is a 0-credit, no fee course. If this course will be taken, it should be included in the program plan.

8. Preparation and defense of a research dissertation
   • After taking ITSF 7500, all Ed.D. candidates are required to continuously register for ITSF 8900 and pay a fee in the term in which the dissertation is defended. Students who are not going to receive advisement may submit a “Waiver for Dissertation Advisement” to ODS. Contact the Office of Doctoral Studies for more information.
   • Students may also refer to the document “General Instructions for the Preparation of Dissertations for the Doctor of Education Degree: A Manual of Style” downloadable from the ODS website for more information on dissertation preparation.
   • The “Guide to the Dissertation Oral Defense” is available on the ODS website for general guidance on preparing for the dissertation defense.
   • Consult the Office of Doctoral Studies for requirements on continuous enrollment.
## COURSE PLANNING WORKSHEET FOR DOCTOR OF EDUCATION (Ed.D.) STUDENTS

Students are encouraged to use this worksheet to plan out all coursework. They should bring it with them when they meet their faculty advisor.

### Total Credits Required: At least 90

**Area 1: Core Courses (12 credits)** – It is recommended to only take one core per semester.

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**Area 2: Concentration (at least 27 credits)**

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

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**Area 4: Broad and Basic/Electives (at least 24 credits)**

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DOCTOR OF PHILOSOPHY (Ph.D.)

Comparative and International Education (CIE – code: COMP)

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

Ph.D. coursework falls into four broad areas:

Area 1: Core Courses (9 credits)
- ITSF 6580: Advanced Seminar in Comparative Education
- ITSF 6581: Advanced Seminar in International Educational Development
- Choose 1 other ITSF course (approved by advisor)

Area 2: Concentration in an Academic Discipline (at least 30 credits)
- Courses counting towards the concentration must be advisor-approved.
- Many of these courses can be taken at Columbia’s Graduate School of Arts and Sciences (GSAS).
- This area may include discipline-based research methods (note that Ph.D. students must have at least 12 credits of research methods courses).
- In some cases, transferred credits may be applied in this area.

Area 3: Comparative Education/Transcultural/Area Studies (at least 18 credits)
- The majority of these courses will come from the ITS department.
- This area may include research methods (note that Ph.D. students must have at least 12 credits of research methods courses).
- Transferred credits may be applied in this area.

Area 4: Non-Major Foundations/Electives (at least 18 credits)
- This includes courses taken outside the primary program of study.
- Transferred credits may be applied in this area.

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

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

Transfer credit:
A maximum of 30 credits may be transferred from other recognized institutions. Only graduate courses which have been (1) completed with grades of B or higher, (2) submitted on an official transcript from a regionally accredited institution, and (3) granted/assigned credit on the transcript of that institution, may be considered for transfer credit. Transfer credit is awarded at the discretion of the faculty advisor. After registering for the first semester, students should obtain and fill out an Advanced Standing Review (ASR) application from the Office of the Registrar and return it to the Office of the Registrar. Transcripts will be evaluated and sent to the ICE Program Assistant, who will then contact the student with further instructions. The entire process can take several months.

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

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

3. Specialization examination

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

4. Defense of a dissertation proposal

- The dissertation proposal defense requires two readers. The advisor/sponsor is the first reader, and students are responsible for finding a second reader appropriate for the concentration.
- Students should register for ITSF 7500 during the semester of the proposal hearing. Please note that students are liable for dissertation advisement fees (ITSF 8900) in every semester following registration for ITSF 7500.
- Students are responsible for making arrangements with the two readers for the proposal hearing. Students should fill out the “Dissertation Proposal Hearing Report,” available from the ODS website. After a successful hearing, this form needs to be signed by both readers and the department chair. A copy should be submitted to the ICE program office and the original should be turned in to ODS.
- After a successful proposal hearing, students must submit an application to TC’s Institutional Review Board (IRB) for the research project. Please refer to the TC IRB website for more information (www.tc.columbia.edu/administration/osp/irb/). Once approved, copies of the IRB approval letter must be filed with the ICE program office and ODS.

5. Foreign Language Examinations

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

6. Program Plan

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

7. M.Phil. Certification

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

8. Fieldwork Outside of the United States

- Students who are conducting fieldwork outside of the United States may register for ITSF 6200 for one or two semesters. This is a 0-credit, no-fee course.

9. Preparation and defense of a research dissertation

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

Students are encouraged to use this worksheet to plan out all coursework. They should bring it with them when they meet their faculty advisor.

**Total Credits Required: At least 75**

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

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Choose 1 Any advisor-approved ITSF course

### Area 2: Concentration (at least 30 credits)

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

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

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Guidelines for Master’s Integrative Project (IP)

Teachers College requires each program to select one form of presentation for their students from among three alternatives. In the case of the ICE Program, the choice was made to require students to write an integrative paper highlighting what they have learned during their master's program. The purpose of the Integrative Project is to provide the opportunity to demonstrate what you have learned by the end of your master’s program.

Following are three types of writing projects that have been accepted for this purpose:

1. **Empirical research paper or proposal**: Develop an empirical paper drawing on quantitative, qualitative, or mixed methods analysis of primary or secondary data or develop a proposal for an empirical research paper. For example, in a paper on “Factors Affecting Reading Literacy Skills of Students in Country X,” the student may use data from Progress in International Reading Literacy Study (PIRLS) to run quantitative analysis on a large sample of students in Country X.

2. **Critical literature review and application to a specific problem or experience**: For example, in a paper on “Adult Literacy Program Development in Country X,” the student may draw upon the findings of the literature on adult learning theory to inform the development of a literacy program to combat the high incidence of adult illiteracy in Country X. Another example, in a paper on “The Financing of an Education Program for Girls in Country X,” the student may apply the lessons learned in a course on education financing to identify feasible strategies for mobilizing additional resources to support a primary education program for girls in order to expand girls’ access to schooling in Country X.

3. **Curriculum development and instructional design**: For example, in a paper that examines the “Value of Study Abroad on Student Learning,” the student may complement a critical literature review or program evaluation with curricular modules and learning activities for pre-departure, host country immersion, and re-entry orientation workshops.

Other types of writing projects may also be accepted pending consultation and approval from your advisor.

**General Guidelines to Follow:**

1. Define your paper around a specific topic or problem that is of interest to you. Try to avoid writing a description of a topic like “development objectives of non-governmental agencies.” If you were to select this broad topic, think about what interests you the most about it. What is the most controversial aspect discussed in the courses you have taken and covered in the readings? What are the theoretical and practical issues surrounding the topic? Another option would be to select a specific project and discuss how your course work has broadened your understanding of the role of NGOs in development processes.

2. All five options described above should include a review of relevant literature. If you choose options 1 or 2, then the bulk of the paper will be a review of the literature organized around a thesis statement, or major argument, you are seeking to support. If you choose options 3 or 4, the integrated project will have a concise literature review along with additional written and/or visual material.

3. The integrative project should include a title page, abstract, table of contents, reference list, and appendices (if relevant), and it should be in accordance with the *Publication Manual of the American Psychological Association*, which includes no spelling errors, grammatical mistakes, or typos. It is recommended that the IP be between 25-30 pages long (exclusive of references, appendices, and other components).

4. An outline of the paper should be presented to your advisor to be included with your other papers that have to be filed before the deadline. You should have your advisor’s approval on the topic, content, and structure of your integrated project. Dates for the first and final drafts of IPs are listed below.
5. The ICE IP Advisors play a critical role in guiding master’s students through the process of preparing the IP. They offer workshops and individual consulting sessions to assist students at every step of the way. Students will be notified about the workshops through the website and weekly newsletter.

6. IP Advisors are not editors and should not be asked to proofread your paper; they can help develop your ideas and assist in structuring your IP. It is highly recommended that you form a writing group and exchange drafts with your peers to receive initial edits. If you require further assistance, please discuss it with your advisor or seek assistance at the Teachers College Graduate Writing Center, 46 Horace Mann (writingcenter@tc.edu or 212-678-3789).

**Procedure:**
Students are required to discuss their projects with their advisors and obtain advisors’ approval before undertaking the projects. Advisors are required to review project outlines before signing degree application forms.

*Once the final IP draft is approved please submit a hard copy and electronic copy to the ICE program office.*

**Important Dates:**
Degree Applications and Supplementary Forms are available in the Registrar’s Office.

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<th>For Degree to be Awarded in:</th>
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<th>First Draft of Project Paper Due</th>
<th>Degree Application Due</th>
<th>Final Draft of Project Paper Due to Advisor</th>
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*This option depends on the availability and discretion of your advisor. Generally, faculty are not available for summer advisement or supervision of IPs.

** Ed.M. students are not required to submit the Supplementary Form.

Please note: Deadlines are subject to change. Please consult advisor in advance.
IP Support:

In addition to ongoing support from the IP Advisors, the ICE program will offer weekly Integrative Project (IP) Workshops for students writing their IPs for the M.A. or Ed.M. in ICE.

The workshops are designed to introduce students to the different components of an integrative project (IP) research paper and provide structured support and accountability during the writing process. Students will explore the basics of research including how to formulate research questions, how to write a critical literature review, how to develop a conceptual framework, and how to write a methods section. In addition, students will have the opportunity to receive feedback on their work from the IP advisors (doctoral fellows) and from their peers. Students should also work closely with their primary advisors for approval of the IP and final draft.

The workshops are recommended for students in their second year who have begun the research or writing for their IP projects. Students should have already completed the required Introduction to ICE/Issues and Institutions and a research methods course.

Students are expected to have a strong first draft/final draft of their IP by the end of the semester.
Concentrations

All students in the ICE Program must select a concentration. Students in the International Educational Development (IED) track should choose from the available professional concentrations, while students in the Comparative and International Education (CIE) track should choose from the academic disciplines concentrations. The following information provides ICE students with a brief description of the concentrations.

Each student is expected to assume major responsibility for formulating, in cooperation with his/her advisor and the faculty liaison for the concentration, a plan of study that will best meet the general program requirements in a way that is compatible with her/his own professional goals. The programs of study will need to be reviewed and approved by the student’s assigned faculty advisor each semester.
**Program Concentrations**

Below you will find information for the Professional Concentrations offered by the ICE Program for IED students. Some concentrations have additional requirements, including core courses and internships, etc. For more detailed information visit the ICE webpage section on Program Concentrations or contact the program faculty liaisons.

**Concentration Courses**

Professional Concentration courses offered within the ITS Department are included below. The list of courses under each concentration is not an exhaustive list for each area but rather a guide to help students begin the course selection process for the 2014-15 academic year. Since these courses are subject to change check the online TC Schedule of Classes regularly for updated information. Students, in consultation with their faculty advisors, may select courses from other departments in Teachers College and other Columbia University schools such as the Graduate School of Arts and Sciences, School of International and Public Affairs, and Mailman School of Public Health. Additionally, students in consultation with their faculty advisors may also select methods courses towards their concentration requirement.

**African Education**

**Liaisons:** Professors Susan Garnett Russell and Naomi Moland

The concentration in African Education reflects the growing demand within schools and other public agencies for persons knowledgeable about the diverse institutions and historical processes that have shaped the African continent and its educational systems. There is also an unprecedented need for educators and policy makers who understand the fundamental changes in African education stemming from decentralization, democratization, and privatization as well as religious and political movements on the continent. The concentration provides students with a foundation in African studies through courses on cultural and social relations in African communities, demographic changes on the continent, and comparative studies of education in specific African countries. Those who select this concentration will be prepared for further academic studies as well as for professional careers in teaching, policy-making, and international development. Students are encouraged to consult with the concentration liaison or faculty advisor to select courses from other departments at Teachers College as well as from other programs at Columbia University.

**Family & Community Education**

**Liaison:** Professor Hope Jensen Leichter

Teachers College continues its long history of groundbreaking work on Family and Community Education through the concentration in Family and Community Education in the ITS Department. In this concentration a founding premise concerning educational configurations is central. In all societies individuals learn from many others in their social networks, e.g. parents, siblings, grandparents, peers, religious leaders, as well as teachers and other professionals. What is more, education takes place through many institutions, e.g. families, day-care centers, businesses, the media, museums, libraries, community agencies, religious institutions, as well as the schools. Since the configurations of these educational networks and institutions are subject to change—sometimes drastic changes such as those associated with new technological enterprises—studies in Family and Community Education examine the changing linkages among educative institutions in the community. Fundamental changes in education also stem from the extensive transnational migration and immigration taking place in many areas of the world today. Given increasing geographic mobility, together with new forms of communication, an understanding of the connections between local and global cultures and the resources families and communities bring from one area to another is essential for educators and policy makers. Thus, another focus of the concentration is studies of family migration, immigration, and education. Courses examine basic processes of education within families, for example, the social construction of family memories, the mediation of television and other forms of technology by families, as well as the changing configurations of education in community settings, for example, linkages among museums, families and schools. Frameworks for these courses are interdisciplinary, drawing upon concepts from the social sciences and the humanities.

**Finance & Planning**

**Liaison:** Professor Mun C. Tsang

The Finance and Planning concentration is devoted to the preparation of researchers, policy analysts, as well as managers and leaders in the financing and planning of education. The courses are designed to examine issues and topics central to the financing and planning of education at various levels across countries today and in the new century. These issues and topics include the financing of quality basic education for all, equity and efficiency in financing, higher-education finance,
privatization and educational choice, international aid and education, decision analysis and planning in education, as well as the international and transcultural contexts of educational financing and planning.

This concentration is intended for students who will pursue a career dealing with financial and planning aspects in a variety of education settings, including schools and universities, government education departments and ministries, international development organizations, as well as non-profit and community organizations. In addition to the course listed below, students can select relevant courses from departments such as EPSA, Organization and Leadership, Arts and Humanities, as well as from the larger university.

**International Humanitarian Issues**
Liaisons: Professors Susan Garnett Russell and Mary Mendenhall

The International Humanitarian Issues (IHI) Concentration is an interdisciplinary specialization within the Program in International Educational Development. It is designed for students interested in conducting research on humanitarian issues or in providing humanitarian assistance in regions experiencing conflict, post-conflict recovery, or natural disasters. Through courses offered at Teachers College, the School of International and Public Affairs (SIPA), the School of Social Work, the Earth Institute, and the Mailman School of Public Health, students will examine the social, political, environmental, and economic dimensions of humanitarian emergencies and the impact of these emergencies on the education sector. Coursework in these different departments and programs will allow students to explore from an interdisciplinary perspective the role of formal and non-formal education in periods of conflict and crisis, and to consider the limitations of education in resolving different kinds of humanitarian emergencies. Students in the IHI concentration will plan an appropriate course of study with their advisors, but they are required to take courses from at least one program outside the ICE program. Additionally, at the doctoral level, students are recommended to complete an internship with an organization involved in humanitarian issues, such as the African Services Committee or the International Rescue Committee with whom standing internship programs exist. In addition, master’s and doctoral students are advised to take foreign language and area studies classes to help them obtain familiarity with cultural, historical, and linguistic contexts in which they plan to work.

**International Policy and Planning**
Liaisons: Professors Oren Pizmony-Levy and Gita Steiner-Khamsi

The International Policy and Planning (IPP) concentration is interdisciplinary and applies a cross-national and comparative lens for understanding educational reform at the different levels of an educational system, that is, early childhood education, school (primary, lower secondary, upper secondary), teacher education, vocational-technical education, and higher education. In addition, the IPP concentration is attuned to non-formal education systems and programs, such as social movements and community organizations. Courses are taught with attention to multiple paradigms and worldviews to prepare future scholars and policy analysts to engage in the work of educational reform, formation, and study. Faculty who teach international policy and planning courses are experts on theories of policy change (e.g., globalization studies, neo-institutionalism, cross-national policy borrowing/lending, transfer of “best practices,” etc.), education reform. Importantly, faculty members have rich experience in carrying out analytical work in international policy and planning using diverse techniques and methods: sector reviews, policy analysis, international large-scale assessments (e.g., TIMSS, PIRLS, and PISA), public opinion, monitoring and evaluation as well as strategic planning in international educational development. Students in this concentration learn about the craft of policy making and analysis, build a strong foundation in theory and debates, and learn empirical methods and analysis. Upon completion of the program, students are equipped with the knowledge to analyze education change in the context of political, economic and social processes. Equally important, they are able to apply skills that are necessary for developing evidence-based sector reviews, design, monitor and evaluate projects in culture-sensitive and context-specific ways, and use participatory methods for sector planning in international educational development.

*Additional requirements for the IPP concentration are on the ICE webpage section under Program Concentrations.*

**Language, Literacy and Culture**
Liaison: Professor Carol Benson

In response to new media that are fostering alternative forms of global communication, the department has developed a concentration in Language, Literacy, and Culture that explores the relations between traditional forms of communication and the newly emergent ones. Students specializing in this field can focus on areas such as the teaching of English in international settings, the education of speakers of minority languages and language varieties, literacy practices around the world, the development of literacy in the first and second language, and language policy and planning in the U.S. and abroad. The rapid growth in the uses of new media and technologies for communicative purposes requires careful study of how language and these tools elaborate each other, particularly for educational practice. A growing number of language researchers are studying how human interaction in schools, communities and the workplace is shaped by the tools people use to accomplish tasks. Students interested in this area may focus on language and the Internet, multimodal discourses and literacies, and the design and evaluation of multimedia materials.
Latin American and Latino Education
Liaison: Professor Regina Cortina

Latin American and Latino Education (LALE) is an interdisciplinary concentration focused on education across the Americas. Responding to the importance of the Latin American and Caribbean region as well as the growing numbers of immigrants from that region to the United States, this concentration provides students with a foundation in Latin American/Latino studies through courses that consider topics such as, the impact of economic processes on education in the region; language policy in schools; the social, cultural, and political dimensions of education, ethnicity, and academic achievement; gender and social change; educational access and quality; teacher preparation and curricular development; patterns of migration within and between countries in the Western hemisphere; intercultural education; and the impact of international and bilateral educational policies and institutions on educational policy and practice in the region. Students are also encouraged to pursue relevant coursework at the School of International and Public Affairs, the Mailman School of Public Health, and other Columbia-affiliated institutions to examine the variety of linguistic, cultural, social, political, and economic processes that shape education across the Americas.

*For additional information visit the Latina/o and Latin American Faculty Working Group at http://www.tc.columbia.edu/latino-ed/. To join the mailing listserv, please email latino@tc.columbia.edu.

Peace & Human Rights Education
Liaison: Professor Cathryn Magno

In recognition of the unprecedented dimensions of issues of security, war and peace, human rights and global justice, and sustainable development in a world of violent conflict, the ICE program offers a degree concentration in Peace & Human Rights Education. Peace & Human Rights Education are primarily concerned with addressing direct, structural & cultural violence through the transformation of pedagogy, curriculum, and policy related to education in both formal and non-formal contexts. Through the concentration, students are provided with a conceptual understanding of issues related to peace and human rights, as well as practical skills in curriculum design and development. Students are encouraged to follow a program that will prepare them to pursue the objectives of peace and human rights in whatever area of education they choose to concentrate.

*To join the TCPeace listserv, please email doctoral fellow, Sandra Sirota, sls2218@tc.columbia.edu.

Bilingual/Bicultural Education
Department of Arts & Humanities

The Concentration in Bilingual/Bicultural Education prepares educators to promote multilingualism through the exploration of issues of learning and teaching in more than one language. Language allows us to codify our worlds in a dynamic way. The uses of more than one language in instruction calls for new ways of teaching and learning as the multiple languages represent different cultures and worldviews that have converged within a social space. Literacy as we understand it represents not only the decoding and encoding of words and knowledge but also the codified legacies of a people. Thus, we believe that in educational institutions we must work with multiple literacies, that of the school, the community, and the home. All of the different means are, moreover, embedded in power structures that we also have to explore within the individual and the society we live in.

Conflict Resolution
Department of Organization and Leadership

Conflict Resolution is a concentration of courses aimed at developing core competencies for reflective scholars/practitioners. The courses are offered by the ICCR, the International Center for Cooperation and Conflict Resolution, whose mission is to help individuals, schools, communities, businesses and governments better understand the nature of conflict and how to achieve its constructive resolution.

Curriculum and Teaching
Department of Curriculum and Teaching

Broad questions about the nature, purpose, and design of curriculum and about the theory and practice of teaching remain at the core of the Curriculum and Teaching concentration. Addressing these questions in contemporary times calls for critical analyses of the ways in which curriculum, teaching, and schooling contribute to social inequalities, and a commitment to educating for social justice. Students have opportunities to become expert in such areas as curriculum development, school change and reform initiatives, action research and other school-based inquiry strategies, and gain perspectives on teaching as a complex intellectual activity.
Additional Concentrations for IED

Educational Leadership
Department of Organization and Leadership

The Education Leadership concentration prepares students for careers as practitioners and scholars to lead and transform a wide variety of educating organizations. Students are equipped to lead educational practice; to influence political systems, education law, and education policy; to apply the methods of social science research to the conduct of inquiry; and to seek equality, equity, and diversity in education. Graduates serve in leadership positions as school principals and headmasters, district superintendents, and education leaders in comparable positions of executive leadership; as policy analysts and advocates; and as scholars of education and education leadership.

Higher Education
Department of Organization and Leadership

The concentration in Higher Education is concerned with teaching, learning, and scholarly and professional development; organizational and institutional analysis; and social and comparative perspectives on knowledge production, policy and institutional development. Students work within and across these domains, developing programs of study that are focused on particular themes and issues (e.g., policy, scholarly learning and careers, student development, professional development), and are informed broadly by a diverse array of ideas, perspectives, and questions. The program prepares researcher-theorists and scholar-practitioners who create and implement cutting-edge policy based upon enhanced skills as professional educators, researchers, and theory-builders.
Below you will find information for the Academic Disciplines Concentrations for CIE*.

**Anthropology**  
Department of International and Transcultural Studies

Anthropology has a long and distinguished history of contributing directly to the major issues facing all educators. Throughout its history, the discipline has offered powerful alternatives. Anthropologists have participated in the shaping of policy and reform at all levels, from the most general to the most local. The anthropology concentration offers a disciplinary approach to analyzing the entry of matters of social class, ethnicity, language, race, gender, and other factors into issues of educational achievement, of health disparity, disability, among other concerns. It also helps students understand the ways of knowing specific to the discipline, how to apply them to practical issues, and participate in the continuing evolution of the field, including better methods for application.

**Economics**  
Department of Education, Policy & Social Analysis (EPSA)

Economics is a powerful tool for scholars and educational practitioners who wish to develop a better understanding of educational institutions and decisions. The concentration in Economics and Education allows students in the program to develop an array of skills in the application of economic concepts and theory, in benefit-cost analysis and other evaluative procedures, and in the statistical treatment of mass data.

**History**  
Department of Arts and Humanities

The History and Education concentration addresses important educational questions, first, by examining the ideas, individuals, and institutions of the past to determine their influence on their own times; and, second, by bringing historical knowledge and perspective to bear on current educational issues. Courses cover a range of topics including the educational history of urban areas, women, immigrants, and African-Americans. Students acquire a deep understanding of education in historical perspective through a comparative lens.

**Philosophy**  
Department of Arts and Humanities

The concentration in Philosophy and Education offers students a unique opportunity to develop their humanistic and critical thinking about comparative education. Coursework allows educators to broaden and deepen their understanding of the processes and aims of education through inquiry into the fields of aesthetics, ethics and moral philosophy, and epistemology and the philosophy of science. Study of a variety of historical and conceptual frameworks enables students to develop theoretical perspectives on education and to effectively critique arguments in contemporary educational debates.

**Politics**  
Department of Education, Policy & Social Analysis (EPSA)

How do societies handle conflicting visions of what schools should be doing? What changes in political and governance processes might facilitate better decision-making and policy implementation? The Politics and Education concentration serves students who wish to study the ways in which governance institutions, political ideologies, and competing interests influence the content, form, and functioning of schooling. Students study in-depth the ways power and politics affect and are affected by such issues as reform and innovation, privatization and school choice, race and ethnicity, poverty and inequality, and more.

**Sociology**  
Department of Education, Policy & Social Analysis (EPSA)

The Sociology and Education concentration examines basic issues in education from a sociological perspective. Training and hands-on experience in evaluation methods and both quantitative and qualitative research methods are central to the program. The curriculum emphasizes issues in urban education, including the social organization of urban schools and school systems, and the success or failure in serving educationally disadvantaged populations.

*Descriptions of concentrations extracted from program descriptions on respective websites.*
Area 1 – Core Courses: Research Methods

All ICE degrees require core courses, which include methods courses (check your specific Program Description and Requirements for details). The following are research methods courses offered within the International and Transcultural Studies Department (ITS) as well as in other TC Departments. These courses are subject to change, so check the online TC Schedule of Classes regularly for updated information.

- Please note that if you plan to take a methods course outside of the ITS department, you need to get the approval of your faculty advisor. Additionally, some of the courses have special fees or require instructor’s permission.
- Additional research methods courses are offered at other Columbia University schools, such as GSAS and SIPA. You can find these in the Columbia Directory of Courses: [http://www.columbia.edu/cu/bulletin/uwb/](http://www.columbia.edu/cu/bulletin/uwb/).

**ITS Department Methods Courses**

**Fall 2015**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITSF</td>
<td>4009 Introduction to Research Methods in ICE</td>
<td>F Aklog</td>
</tr>
<tr>
<td>ITSF</td>
<td>5001 Ethnography &amp; Participant Observation</td>
<td>H Varenne</td>
</tr>
<tr>
<td>ITSF</td>
<td>5016 Ethnography of Education</td>
<td>H Varenne</td>
</tr>
</tbody>
</table>

**Spring 2016**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITSF</td>
<td>4009 Introduction to Research Methods in ICE</td>
<td>F Aklog</td>
</tr>
<tr>
<td>ITSF</td>
<td>4038 Monitoring &amp; Evaluation in IED</td>
<td>C Benson</td>
</tr>
<tr>
<td>ITSF</td>
<td>4101 Quantitative Analysis in CIE</td>
<td>O Pizmony-Levy</td>
</tr>
<tr>
<td>ITSF</td>
<td>5000 Method of Inquiry: Ethnography &amp; Participant Observation</td>
<td>J de Wolfe</td>
</tr>
</tbody>
</table>

**TC Courses**

**Fall 2015**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>A&amp;H</td>
<td>5001 Research Methods in Arts Education</td>
<td>H Abeles</td>
</tr>
<tr>
<td>A&amp;HH</td>
<td>6041 Historical Method</td>
<td>C Waite</td>
</tr>
<tr>
<td>HUDM</td>
<td>4125 Statistical Inference</td>
<td>B Keller</td>
</tr>
<tr>
<td>EDPA</td>
<td>4002 Data Analysis Policy Decision Making</td>
<td>D Ready</td>
</tr>
<tr>
<td>EDPA</td>
<td>4002 Data Analysis Policy Decision Making</td>
<td>D Ready</td>
</tr>
<tr>
<td>HBSS</td>
<td>5040 Research Methods Health Behavioral Studies</td>
<td>K O'Connell</td>
</tr>
<tr>
<td>HUD</td>
<td>4120 Methods of Empirical Research</td>
<td>C Cooper</td>
</tr>
<tr>
<td>HUDM</td>
<td>4050 Introduction to Measurement</td>
<td>L DeCarlo</td>
</tr>
<tr>
<td>HUDM</td>
<td>4120 Basic Concepts in Statistics</td>
<td>STAFF</td>
</tr>
<tr>
<td>HUDM</td>
<td>4122 Probability/Statistical Inference</td>
<td>J Corter</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Instructor</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>HUDM 4122</td>
<td>Probability/Statistical Inference</td>
<td>J Corter</td>
</tr>
<tr>
<td>HUDM 4122</td>
<td>Probability/Statistical Inference</td>
<td>Y Lee</td>
</tr>
<tr>
<td>HUDM 4122</td>
<td>Probability/Statistical Inference</td>
<td>TBA</td>
</tr>
<tr>
<td>HUDM 4122</td>
<td>Probability/Statistical Inference</td>
<td>Y Lee</td>
</tr>
<tr>
<td>HUDM 4125</td>
<td>Statistical Inference</td>
<td>B Keller</td>
</tr>
<tr>
<td>HUDM 5122</td>
<td>Applied Regression Analysis</td>
<td>L Tipton</td>
</tr>
<tr>
<td>HUDM 5122</td>
<td>Applied Regression Analysis</td>
<td>M Dean</td>
</tr>
<tr>
<td>HUDM 5123</td>
<td>Linear Models Experimental Design</td>
<td>B Keller</td>
</tr>
<tr>
<td>HUDM 5126</td>
<td>Linear Models &amp; Regression Analysis</td>
<td>L Tipton</td>
</tr>
<tr>
<td>MTC 5001</td>
<td>Qualitative Research Methods in Science Education</td>
<td>F Menash</td>
</tr>
<tr>
<td>ORL 5522</td>
<td>Evaluation Methods I</td>
<td>M Chatterji</td>
</tr>
<tr>
<td>ORL 6501</td>
<td>Qualitative Research Method Orgs: Data Analysis Design</td>
<td>V Marsick</td>
</tr>
<tr>
<td>ORL 6501</td>
<td>Qualitative Research Method Orgs: Data Analysis Design</td>
<td>T Maltbia</td>
</tr>
</tbody>
</table>

**Spring 2016**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</tr>
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<tbody>
<tr>
<td>EDPA 5002</td>
<td>Data Analysis Policy Decision Making II</td>
<td>S Cohodes</td>
</tr>
<tr>
<td>EDPA 5002</td>
<td>Data Analysis Policy Decision Making II</td>
<td>S Cohodes</td>
</tr>
<tr>
<td>EDPE 6025</td>
<td>Conducting Field Experiments</td>
<td>P Bergman</td>
</tr>
<tr>
<td>EDPS 5057</td>
<td>Qualitative Research Education Policy &amp; Social Analysis</td>
<td>A Wells</td>
</tr>
<tr>
<td>HUD 4120</td>
<td>Methods of Empirical Research</td>
<td>C Cooper</td>
</tr>
<tr>
<td>HUDM 4050</td>
<td>Introduction to Measurement</td>
<td>Y Lee</td>
</tr>
<tr>
<td>HUDM 4122</td>
<td>Probability/Statistical Inference</td>
<td>Y Lee</td>
</tr>
<tr>
<td>HUDM 4122</td>
<td>Probability/Statistical Inference</td>
<td>TBA</td>
</tr>
<tr>
<td>HUDM 4122</td>
<td>Probability/Statistical Inference</td>
<td>Y Lee</td>
</tr>
<tr>
<td>HUDM 5122</td>
<td>Applied Regression Analysis</td>
<td>STAFF</td>
</tr>
<tr>
<td>HUDM 5122</td>
<td>Applied Regression Analysis</td>
<td>TBA</td>
</tr>
<tr>
<td>HUDM 5122</td>
<td>Applied Regression Analysis</td>
<td>M Dean</td>
</tr>
<tr>
<td>HUDM 5124</td>
<td>Multidimensional Scaling/Clustering</td>
<td>J Corter</td>
</tr>
<tr>
<td>HUDM 5133</td>
<td>Causal Inference Program Evaluation</td>
<td>B Keller</td>
</tr>
<tr>
<td>HUDM 6026</td>
<td>Computational Statistics</td>
<td>B Keller</td>
</tr>
<tr>
<td>HUDM 6055</td>
<td>Latent Structure Analysis</td>
<td>L DeCarlo</td>
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<tr>
<td>HUDM 6122</td>
<td>Multivariate Analysis I</td>
<td>M Johnson</td>
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<tr>
<td>ORL 5521</td>
<td>Introduction to Research Methods in Education</td>
<td>K Conway</td>
</tr>
<tr>
<td>ORL 5521</td>
<td>Introduction to Research Methods in Education</td>
<td>TBA</td>
</tr>
<tr>
<td>ORL 5522</td>
<td>Evaluation Methods I</td>
<td>M Chatterji</td>
</tr>
</tbody>
</table>
# Schedule of Classes for ICE Program

## Fall 2015

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
</tr>
</thead>
</table>
| 10:00-12:00| **ITSF 5199-001**  
Public Opinion and Education Worldwide  
Pizmony-Levy, Oren | **ITSF 4005**  
Education in Emergencies  
Mendenhall, Mary | **ITSF 6580**  
Advanced Seminar Int’l Educ  
Steiner-Khamsi, Gita |                                                |
| 1:00-2:40  | **ITSF 5500**  
Education Across the Americas  
Cortina, Regina | **ITSF 6520**  
Families/Communities as Educators  
Leichter, Hope | **ITSF 5023 (1:30-4:00)**  
The Family as Educator  
Leichter, Hope | **ITSF 4025**  
Languages, Societies & Schools  
Benson, Carol  
**ITSF 4009**  
Intro to Research Methods  
ICE  
Aklog, Fenot |
| 3:00-4:40  | **ITSF 5006**  
Comparative Policy Studies  
Steiner-Khamsi, Gita | **ITSF 4160**  
Human Rights in Africa  
Russell, S. Garnett | **ITSF 4613**  
International Perspectives: Peace/Human Rights Ed  
Magno, Cathryn | **ITSF 5590**  
Education and Development of Nations  
Buckner, Elizabeth |
| 5:10-6:50  | **ITSF 4091**  
Comparative Education  
Pizmony-Levy, Oren | **ITSF 4090-001**  
Issues and Institutions  
Mendenhall, Mary | **ITSF 5008**  
Gender, Education & International Development  
Cortina, Regina | **ITSF 4090-002**  
Issues and Institutions  
Magno, Cathryn |
| 7:20-9:00  | **ITSF 4090-001**  
Issues and Institutions  
Mendenhall, Mary | **ITSF 5199-002**  
Multiculturalism, Language, Education  
Limerick, Nicholas | **ITSF 4199-001**  
Civil Society Organizations in IED  
LaFuente, Constanza |                                                |
<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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</thead>
<tbody>
<tr>
<td>10:00-12:00</td>
<td></td>
<td>ITSF 6581 Advanced Seminar Int'l Educ II</td>
<td></td>
<td>ITSF 4013 Literacy &amp; Development</td>
</tr>
<tr>
<td></td>
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<td>Steiner-Khamsi, Gita</td>
<td></td>
<td>Benson, Carol</td>
</tr>
<tr>
<td>1:00-2:40</td>
<td>ITSF 4101 Part two from 2:55-4:00 Lab</td>
<td>ITSF 4093 Curriculum &amp; Pedagogy Int'l Context</td>
<td>ITSF 5120 (1:30-4:00) Education in Community: Museums</td>
<td>ITSF 4009 Intro to Research Methods</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mendenhall, Mary</td>
<td>Leichter, Hope</td>
<td>ICE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Aklog, Fenot</td>
</tr>
<tr>
<td>3:00-4:40</td>
<td>ITSF 5043 Critical Theories on Latin American and Latino Education</td>
<td>ITSF 6520 Families/Communities as Educators</td>
<td>ITSF 4199-002 Project Planning &amp; Mat IED</td>
<td>ITSF 4019-002</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Leichter, Hope</td>
<td>Mendenhall, Mary</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>ITSF 4199-004 CIE: Focus on Middle East</td>
<td></td>
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<td></td>
<td></td>
<td>Buckner, Elizabeth</td>
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<tr>
<td>5:10-6:50</td>
<td>ITSF 5199-001 Social Analysis of Int'l Assessment</td>
<td>ITSF 4060 Latinos in Urban Schools</td>
<td></td>
<td>ITSF 4060</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pizmony-Levy, Oren</td>
<td>Cortina, Regina</td>
<td></td>
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<tr>
<td>7:20-9:00</td>
<td>ITSF 4094 Educational Planning IED</td>
<td>ITSF 5026 Families and Television</td>
<td>ITSF 4038 Monitoring and Evaluation</td>
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<tr>
<td></td>
<td></td>
<td>Buckner, Elizabeth</td>
<td>Westheimer, Ruth</td>
<td>Benson, Carol</td>
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</table>
### FALL 2015 SCHEDULE

<table>
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<tr>
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<th>Monday</th>
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<th>Wednesday</th>
<th>Thursday</th>
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</thead>
<tbody>
<tr>
<td>1:00-2:40</td>
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<td>3:00-4:40</td>
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<td>5:10-6:50</td>
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<tr>
<td>7:20-9:00</td>
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### SPRING 2016 SCHEDULE

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<th>Monday</th>
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</thead>
<tbody>
<tr>
<td>1:00-2:40</td>
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<tr>
<td>3:00-4:40</td>
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<tr>
<td>5:10-6:50</td>
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</tr>
<tr>
<td>7:20-9:00</td>
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</tbody>
</table>

### Building Codes

<table>
<thead>
<tr>
<th>Code</th>
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</thead>
<tbody>
<tr>
<td>GDH</td>
<td>Grace Dodge Hall</td>
</tr>
<tr>
<td>HM</td>
<td>Horace Mann Hall</td>
</tr>
<tr>
<td>MY</td>
<td>Macy Hall</td>
</tr>
<tr>
<td>TD</td>
<td>Thorndike Hall</td>
</tr>
<tr>
<td>TH</td>
<td>Thompson Hall</td>
</tr>
<tr>
<td>ZB</td>
<td>Zankel Hall</td>
</tr>
</tbody>
</table>
## Special Dates for Academic Year 2015-16

### Fall Term 2015

<table>
<thead>
<tr>
<th>September</th>
<th>2</th>
<th>Wednesday</th>
<th>Classes begin Fall Term 2015.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10</td>
<td>Thursday</td>
<td>Last day to file notification in Office of Doctoral Studies of intention to defend Ed.D. and Ph.D. dissertations during the Fall Term 2015.</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>Wednesday</td>
<td>Last day to add and drop courses for the Fall term, file a Certificate of Equivalency, and enroll in, upgrade, or submit a waiver request for the Columbia Health Program and the Columbia Student Medical Insurance.</td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>Monday</td>
<td>Last day to deposit Ed.D. dissertation and abstracts, which have been corrected in accordance with Dissertation Secretary's evaluation for October award of degree.</td>
</tr>
<tr>
<td></td>
<td>29</td>
<td>Tuesday</td>
<td>Last day to change points in variable point courses.</td>
</tr>
<tr>
<td>October</td>
<td>9</td>
<td>Friday</td>
<td>Last day to complete the final deposit of the Ph.D. dissertation with the Graduate School of Arts and Sciences for the October award of the degree.</td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>Wednesday</td>
<td>Award of October degrees and certificates. No ceremony.</td>
</tr>
<tr>
<td>November</td>
<td>2</td>
<td>Monday</td>
<td>Last day to file/ renew an application for master's degrees and certificates to be awarded in February</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>Wednesday</td>
<td>No Classes. Offices open.</td>
</tr>
<tr>
<td></td>
<td>26-27</td>
<td>Thursday - Friday</td>
<td>Thanksgiving Holidays.</td>
</tr>
<tr>
<td>December</td>
<td>7</td>
<td>Monday</td>
<td>Registration for the Spring term for continuing students via web registration begins.</td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>Monday</td>
<td>Fall Term 2015 ends.</td>
</tr>
</tbody>
</table>

### Spring Term 2016

<table>
<thead>
<tr>
<th>January</th>
<th>20</th>
<th>Wednesday</th>
<th>Classes begin. Spring Term 2016.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>29</td>
<td>Friday</td>
<td>Last day to deposit Ed.D. dissertation and abstracts, which have been corrected in accordance with Dissertation Secretary's evaluation fee for February award of degree.</td>
</tr>
<tr>
<td>February</td>
<td>2</td>
<td>Tuesday</td>
<td>Last day to add and drop courses for Spring Term 2016, file a Certificate of Equivalency, and enroll in, upgrade and waive the Columbia Health Program and Columbia Student Medical Insurance.</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Friday</td>
<td>Last day to complete the final deposit of the Ph.D. dissertation with the Graduate School of Arts and Sciences for the award of the February degree.</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>Wednesday</td>
<td>Award of February degrees and certificates. No ceremony.</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>Tuesday</td>
<td>Last day to change points in variable-point courses.</td>
</tr>
<tr>
<td>March</td>
<td>13-20</td>
<td>Sunday-Sunday</td>
<td>Spring Holidays.</td>
</tr>
<tr>
<td>April</td>
<td>25</td>
<td>Monday</td>
<td>Registration for the Summer Term 2016 and Fall Term 2016 for continuing students via web registration begins.</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>Monday</td>
<td>Last day to hold the dissertation defense (Ed.D./Ph.D.) for the May award of the degree.</td>
</tr>
<tr>
<td></td>
<td>29</td>
<td>Friday</td>
<td>Last day to make first deposit of corrected Ed.D. dissertations and abstracts for May award of degree.</td>
</tr>
<tr>
<td>May</td>
<td>6</td>
<td>Friday</td>
<td>Last day to complete the final deposit of the Ph.D. dissertation with the Graduate School of Arts and Sciences for the award of the May degree.</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>Tuesday</td>
<td>End of Spring Term 2016.</td>
</tr>
<tr>
<td></td>
<td>16-17</td>
<td>Monday-Tuesday</td>
<td>Teachers College master's degrees Convocations.</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>Wednesday</td>
<td>Conferring of degrees at Columbia University 10:30 a.m.; Teachers College Doctoral degrees Convocation, 2:00 p.m.</td>
</tr>
</tbody>
</table>
Program Requirements and Course Planning Worksheet:

- This guide and course planning worksheet explain the requirements for completing the degree. Use them to begin thinking ahead about your course plan.

How to Find Courses and Descriptions:

- Here is where you will be able to find the TC course schedule for Fall 2014: http://www.tc.columbia.edu/academics/resources/courseschedule/
- Brief ICE course descriptions are provided on the ICE website. In addition, some faculty members provide detailed course descriptions on their individual websites: http://www.tc.columbia.edu/its/ICE/faculty.asp
- The program offices have hard copies of syllabi from past semesters, which you are welcome to view. We recognize that this is probably not possible for most of you, so please do your best to estimate what you think you would like to take based on the above resources. During the first two weeks of classes you will be able to sit in on courses and view the syllabi in our program offices.

Next Steps:

- Please create a list of 3-5 courses that you would like to take.
- Include at least one core course. Please note that ITSF 4090: Issues and Institutions in International Educational Development & ITSF 4091: Comparative and International Education are completely interchangeable and are essentially the same courses. You should choose between the two depending on the time and day that you are available, rather than title.
- Prepare a few back-up options beyond those 3-5 classes you have selected.
- Email the list of your proposed courses to the Peer Advisors.
- Include your concentration in the email so that they can best assist you.
- After you discuss your course plan with the Peer Advisors, they will give you a PIN and you will be able to register.
- Discuss your course plan with your faculty advisor who will be give you final approval for your course selection.

Advisement Contact Information:

Your Faculty Advisor will be assigned to you during orientation in the fall and will be available to provide advisement regarding your initial course selection and any other questions you might have at that time and throughout the academic year.

The Peer Advisors will be available for advisement for fall registration. Please check the Notes from Grace Dodge Hall for orientation office hours. You may email the Peer Advisors for a 20-minute in-person or phone appointment to discuss your course plan and any other questions related to registration. In order to make the best use of the appointment, please read all of the information provided and come with questions prepared.
Office of the Registrar: Cross-Registration

How to Register for Columbia University Courses

- Cross-registration with Columbia University begins later than registration in TC courses. In any given semester, we would anticipate opening cross-registration one week before the start of that semester. However, the actual opening date for cross-registration varies term by term. For specific dates, please e-mail registrar@tc.edu two to four weeks prior to the start of a semester.
- Search Columbia’s directory of classes. Make sure to take note of the five-digit call number, as you will need it to register.
- For a course requiring instructor or departmental approval, be prepared to obtain written, signed permission from the instructor or departmental representative. You may use TC’s special approval form, or you can ask the instructor/departmental rep to write up a short note indicating that you have permission to register. Bring the permission note to the Office of the Registrar at Teachers College (324 Thorndike) or fax it to (212) 678-3005. We will then enter the approval, and you can proceed to register.
- Once the TC Registrar has received and entered all necessary course approvals, you may register for a Columbia course online through the myTC Portal. Simply enter the five-digit Columbia call number when you are prompted to add classes; enter the call number in the same space where you would enter the CRN of a TC course. Make sure to save your changes and confirm your registration.
- Certain Columbia schools place additional restrictions on registration. To enroll in courses in any of these schools, you will need to obtain written approval. You will also have to register in-person with the TC Registrar (324 Thorndike) or by faxing your completed registration form to us at (212) 678-3005. Please present your written approval along with the registration request. See below for instructions on obtaining approval:
  - School of Architecture: Approval granted in 4th Floor of Avery Hall, Admissions.
  - Business School: Pursue approval online through the Business School’s cross-registration site.
  - School of International and Public Affairs (SIPA): Click here to view a list of SIPA courses that are open to TC students for the current term. Note that you must register for SIPA courses through myTC, or you will not receive grades or credits for those courses.
  - School of Journalism: Visit the Current Students site and click the link for "Cross-Registration: Other Students." For specific questions about approval, contact Melanie Huff, Assistant Dean for Student Affairs, at mgh2@columbia.edu.
  - School of Law: Approval granted in the Law School Registrar’s Office, 5th Floor of William and June Warren Hall.
  - School of Social Work: Pursue approval online through this School’s cross-registration site. Note that you must register for Social Work courses through myTC, or you will not receive grades or credits for those courses.
  - Any 0-point CU course: Students must register in-person with the TC Registrar.

OTHER REGISTRATION OPTIONS: Occasionally, Columbia courses do not load properly in TC’s system, and you will not be able to register online. If you enter a Columbia call number and your request is rejected, you may register either in person in the Registrar’s Office at TC or by faxing a completed registration request to (212) 678-3005. Be sure to sign your request form and to include the following course information: five-digit call number, subject, course number, and section. You can confirm your registration through the myTC Portal one business day after sending your fax or registering in-person.

TUITION: Be aware that you will be billed according to Columbia’s tuition rates based on the school in which you register. However, please remit any balance due to TC’s Student Accounts Office, even if the tuition due is for a Columbia course.

GRADES: Course instructors will submit grades to the Columbia Registrar. The TC Registrar will obtain your course grades from Columbia near the end of each semester as instructors submit grades. You can view your Columbia grades through the myTC Portal along with your TC grades.

CONSULT YOUR PEER ADVISORS AND FACULTY ADVISORS: Before considering any course outside of TC, we recommend that you consult with your faculty advisor on how that course will fit in your plan of study. In addition, please review the applicable policies on credit for advanced undergraduate courses and on non-TC credit limits for registration outside of TC. Failure to speak to your advisor or to check into the appropriate policies before registering might delay your graduation and have unintended financial consequences. Finally, our affiliate institutions may have academic calendars that differ slightly from TC’s. Please review these calendars online (at affiliates’ web sites) before you decide to cross-register.

GET UPDATED INFORMATION:
http://www.tc.columbia.edu/registrar/index.asp?Id=Registration+Tools&Info=Cross%2DRegistration+for+TC+Students
Statement on Academic Integrity

Excerpted from the Student Conduct Code

Teachers College (TC or the College) expects members of the College community to observe traditional norms of scholarly discourse, academic integrity, and fairness. All members of the College community are expected to exhibit the high level of personal integrity which society must demand of professionals.

Teachers College insists on the greatest degree of freedom of inquiry, teaching, learning, and expression for all of its members. Thus activities which disrupt the regular and essential operation of the College or Columbia University are not permitted.

Students or other members of the College community may charge students with violating these standards. Students found guilty of violating these standards of conduct may be subject to appropriate disciplinary action, ranging from reprimand to disciplinary probation, suspension or expulsion.

2. Academic Integrity

2.1 Professional and Ethical Standards: TC is an academic community whose most fundamental purpose is the pursuit of knowledge. High principles of academic integrity are essential to the functioning and continued growth of this community. Students, as well as faculty, are responsible for adhering to these principles, and TC will not tolerate any abuse of academic integrity. Students who intentionally or recklessly submit work either not their own or without clear attribution to the original source, fabricate data or other information, engage in cheating, or misrepresentation of academic records may be subject to charges. Those who violate academic and professional ethics should expect sanctions up to and including dismissal from TC.

2.2 Responsibilities of Community Members: Every member of the TC academic community is responsible for upholding the standards of professionalism and ethics declared in this policy.

2.2.1 If a student is unsure whether actions might constitute a violation of academic integrity, he or she has the responsibility to consult with the instructor in advance about any ambiguities.

2.3 Violations of academic integrity include but are not limited to:

2.3.1 Cheating: using or attempting to use unauthorized assistance, material, or study aids in examinations or other academic work;
2.3.2 Plagiarism: using the ideas, data, or language of another without specific or proper acknowledgement;
2.3.3 Fabrication: submitting contrived or altered information in any academic exercise, such as making up data, citing nonexistent articles, contriving events and sources of information;
2.3.4 Duplicate submissions: submitting any work submitted to fulfill another assignment without appropriate revision to meet the instructional goals of the current course. In cases of uncertainty or ambiguity, a student should check with his/her instructor;
2.3.5 Misrepresentation of academic records, or attempting to tamper with transcripts or any portion of a student’s academic record;
2.3.6 Facilitating academic dishonesty by knowingly helping another student to violate academic integrity;
2.3.7 Unfair advantage through attempting to gain unauthorized access to examination materials, or obstructing another student’s efforts.
**Internships and Career Resources**

Internships are an important part of the student experience in the International and Comparative Education program and are strongly encouraged. Internships positively impact and reinforce the education and training provided to students, contribute to the work of education organizations in the field, as well as enhance future employment prospects.

Internships provide the ideal opportunity to gain more practical exposure to the working world, to apply skills and knowledge in real-life settings, to contribute to current work in the field and to network with practitioners and other stakeholders in international and comparative education.

The ICE Program has developed a comprehensive set of internship and career resources for students in the program. These materials can be found on the program website under current student resources. Resources include an ICE Internship and Career Guide, an ICE Internship Checklist, guidance on how to find internship opportunities, sample application materials, and links to internship-related information in the wider TC and Columbia communities.

The website is updated throughout the semester with new resources, so be sure to check this site frequently. The program also hosts internship information sessions and collaborates with TC’s Career Services and other organizations to offer internship fairs, alumni panels and other opportunities to explore internship and career pathways in international and comparative education. These events are advertised in the weekly Notes from Grace Dodge Hall.

Students who have completed internships in the ICE field are encouraged to share their reflections on the experience in the forthcoming Student Internship Blog.

For further information on internships and career resources, refer to the program website or contact Dr. Mary Mendenhall (mam2017@tc.columbia.edu) or Ji Liu (jl4103@tc.columbia.edu).

**International and Transcultural Studies (ITS) Workshop**

This workshop series provides a venue for faculty and students from the Department of International and Transcultural Studies (ITS), as well as from other departments and universities, to present scholarly research, to discuss work in progress and to further develop our scholarly community. The scope of the workshop is, by design, deliberately broad and inclusive, ranging from work on large-scale educational policy to the study of micro interactions in the classroom. Meetings are organized around one or a pair of presentations by faculty and graduate students (at all stages of study).

Students are encouraged to actively participate in the workshops and, as a rule, ask the first question to the speaker. An additional feature of the workshop is to provide opportunities for professional development, including learning how to use new software programs, managing a dataset, or discussing a relevant topic for the field of International and Comparative Education. Past sessions have focused on Swedish standards-based curriculum reform, international testing, teacher salary reform in Kyrgyzstan, religious schools in the U.S., LGBTI refugees, and many others.

The workshop is held roughly once a month during the fall and spring semesters, and it is organized by Professors Oren Pizmony-Levy and S. Garnett Russell, with support from Ryan Allen. Look out for the ITS Workshop dates in the Notes from Grace Dodge Hall weekly emails and for any further information on the workshops, please contact Ryan Allen at rma2138@tc.columbia.edu.
Scholarships and Awards

ICE Program

The Carmela and Marie F. Volpe Fellowship for International Service in Education

The Carmela and Marie F. Volpe Fellowship for International Service in Education supports ICE Program students to travel internationally with a research focus on the education of orphans, street children, child laborers, or other marginalized children.

The Fellowship reimburses students who do internships with a non-governmental organization for international travel and accommodations.

George W. Perkins Memorial Scholarship

The George W. Perkins Memorial Scholarship is awarded to students who have exemplary commitment to the ICE Program and contributed to the collaborative spirit of the Program, working with students, faculty, and staff.

Travel Reimbursements

The Department is offering travel reimbursement to students in our programs who present papers at professional conferences. The maximum amount that can be claimed by any one student each year is $125. This is a reimbursement for travel expenses only. To get reimbursed you must submit: a copy of your invitation, original receipt for the expense, and travel form. Please refer to http://www.tc.columbia.edu/its/.

For more information on these fellowships and awards please contact the Program Office at iceinfo@tc.columbia.edu

Other

Fulbright Program

The Fulbright program is the largest US international exchange program offering opportunities for students, scholars, and professionals to undertake advanced research and teaching in elementary and secondary schools worldwide. Sponsored by the US Department of State, the Fulbright program was established by the US Congress to "enable the government of the United States to increase mutual understanding between the people of the United States and the people of other countries." In 2007, approximately six thousand grants were awarded, at a cost of more than $262 million, to U.S. students, teachers, professionals, and scholars to study, teach, lecture, and conduct research in more than 155 countries, and to their foreign counterparts to engage in similar activities in the United States. For more information, see: http://www.tc.columbia.edu/dean/index.asp?id=Fulbright+Program&info=Fulbright+for+Students.

Education Policy Dissertation Research Fellowship

The Education Policy Dissertation Research Fellowship is open to TC students, regardless of their department or program, whose dissertation research has the potential to inform societal efforts to improve educational opportunity, achievement, or equity. This research should be focused on an important policy issue at any level of government, reflect potential for policy utility, and show a strong likelihood of being accepted in the most well-respected journals. Our view of policy relevance is a broad one, encompassing research that affects policy indirectly by shifting public understanding of societal challenges and opportunities for effective intervention.

Be alert for scholarship and award opportunities that may arise throughout the year and will be circulated via the weekly emails Notes from Grace Dodge Hall. Also visit the Office of Financial Aid website for additional information on merit-based aid available within and outside of TC. See: http://www.tc.columbia.edu/financialaid/index.asp?id=Merit%2DBased+Aid&info=Institutional+Scholarships.
Current Issues in Comparative Education (CICE) Journal

Current Issues in Comparative Education (CICE) is an international online, open access journal inviting diverse opinions of academics, practitioners and students. CICE shares its home with the oldest program in comparative education in the US, the Comparative and International Education Program at Teachers College, Columbia University, founded in 1898. Established in March 1997 by a group of doctoral students, CICE is dedicated to serve as a platform for debate and discussion of contemporary educational matters worldwide. We welcome submissions from professors, researchers, students, advocates, policymakers, and practitioners.

The publication of the CICE Journal is a student-led initiative at TC that is made possible by its editorial team. There are a number of opportunities for doctoral and master’s students to join the committee. It is an excellent opportunity to gain exposure in academic research and publishing, and students are encouraged to get involved and learn more about the work of CICE in the program. To find out more about how you can be part of the CICE team, subscribe to the journal, or submit an abstract, contact cice@tc.columbia.edu.

Please check out the CICE website, accessible from the program webpage, join us on Facebook at https://www.facebook.com/cicejournal and follow us on Twitter @TC_CICE.

ICE Program Newsletter

The Global Update is a bi-annual newsletter produced by the International and Comparative Education (ICE) program in the International and Transcultural Studies (ITS) Department at Teachers College, Columbia University. The newsletter includes updates on key events, faculty, students and research initiatives at Teachers College, and is intended to support communication and network building among the program’s alumni, faculty and students. The Global Update newsletter also features profiles of outstanding alumni who are working in the field of education.

The ICE program welcomes submissions from students to be published in the newsletter. Students may submit articles about their internship experiences, community work, awards, campus events or research in the field of international and comparative education.

Past issues of the Global Update newsletter can be found on the ICE website, and print copies of some editions are available in the Program Office.

Any submissions, proposals, ideas or notes about the newsletter should be directed to the co-editors of the newsletter, Dr. Mary Mendenhall (mam2017@tc.columbia.edu) and Ji Liu (jl4103@tc.columbia.edu).

Photo by Emily Richardson
Program Webpage:  
The program webpage has valuable information to help you plan your course of study and to answer frequently asked questions. Make sure to visit and explore it at:  
http://www.tc.edu/ice/

Notes from Grace Dodge Hall:  
The Notes from Grace Dodge Hall arrive in your TC email every week and they can also be accessed through the Program Webpage in the Announcements section. Make sure to read the Notes since they have important information that is updated on a weekly basis regarding program updates and deadlines, faculty office hours, scheduled events, and professional development opportunities. You can also use the Notes from Grace Dodge Hall for program related announcements and information that you would like to share with your colleagues. For postings contact the Program Assistant.

Information Technology:  
For information regarding your TC Email, the course platform called Moodle, TC Apps or other related matters please visit the Computing and Information Services (CIS) website:  
http://www.tc.columbia.edu/computing/index.asp?id=Home&info=Welcome

Facebook:  
Please join us on Facebook at ‘International and Comparative Education at Teachers College.’  
https://www.facebook.com/groups/ied.cie/

Important Offices:  
Office of the Registrar (for转让ing credits)  
Location: 324 Thorndike  
Web page: http://www.tc.columbia.edu/registrar/

Office of Financial Aid  
Location: 310 Thorndike  
Web page: http://www.tc.columbia.edu/financialaid/

Office of the Controller-Student Accounts  
Location: 133 Thompson  
Web page: http://www.tc.columbia.edu/controller/students/

Office of Admissions  
Location: 301 Thorndike  
Web page: http://www.tc.columbia.edu/admissions/

Office of Doctoral Studies  
Location: 324 Thorndike  
Web page: http://www.tc.columbia.edu/doctoral/

Office of International Services  
Location: Whittier  
Web page: http://www.tc.columbia.edu/ois/

Office of Student Affairs  
Location: 160 Thorndike  
Web Page: http://www.tc.columbia.edu/studentaffairs/

Office of Career Services  
Location: 44 Horace Mann Hall  
Web Page: http://www.tc.columbia.edu/careerservices/
Centers and Institutes

**George Clement Bond Center for African Education**  
[http://www.tc.edu/centers/cae/](http://www.tc.edu/centers/cae/)

The George Clement Bond Center for African Education promotes research and teaching about education, broadly defined, in Africa and the African Diaspora. Its central aim is to create a community of students, faculty, and staff with common interests and commitments to the fields of Education and African Studies. Interdisciplinary study and discussion across Teachers College and Columbia University are promoted through research projects, conferences, lecture series, and courses. The Center integrates the study of African education in different programs at the College. It also promotes linkages with African universities by hosting visiting scholars, policy makers, practitioners, and activists who will present their research and experience from different disciplinary and theoretical perspectives. The Center provides a forum for students to discuss their research and interests with African scholars, Africanist faculty, and colleagues at conferences, public lectures, and seminars. It is also preparing to undertake joint activities with educational institutions and international organizations in New York City and with universities, research centers and non-government organizations in Africa, Latin America and other regions of the world. In accordance with Teachers College’s main focus on education, psychology and health, the Center will pursue problems within these domains as well as contribute to the College’s understanding and promotion of educational equity.

**Elbenwood Center for the Study of the Family as Educator**  
[http://www.tc.edu/centers/elbenwood/](http://www.tc.edu/centers/elbenwood/)

The Elbenwood Center for the Study of the Family as Educator pursues various lines of systematic research and inquiry that bring the behavioral sciences to bear in illuminating the educational functions of the family and the relationships between the family and other educative institutions: schools, health and social service agencies, religious institutions, museums, libraries, the media. The Center’s activities include research, conferences, symposia, seminars, and workshops. Current and recent topics considered at the Elbenwood Center include: social networks and educative styles of teenagers, the mediation of television by the family and television in cross-cultural perspective, family contexts of literacy, families and museums, family memories, multigenerational education, grandparents as educators, immigration, migration, and family education. Faculty and students who participate in the Center come from various departments at Teachers College and elsewhere in Columbia University. The Center also maintains liaisons with other institutions through its projects and visiting scholars. Opportunities for pre-doctoral and postdoctoral research are available. The Center is directed by Professor Hope Jensen Leichter, Elbenwood Professor of Education.

**Center on Chinese Education (CoCE)**  
[http://www.tc.columbia.edu/centers/coce/](http://www.tc.columbia.edu/centers/coce/)

CoCE is aimed at contributing to a better understanding of education in China and to educational exchange between the United States and China. It seeks to achieve this mission through three categories of activities: research and development, education and training, as well as outreach and exchange. These activities will draw upon the historically special relationship between Chinese education and Teachers College, the interests and expertise of the faculty at Teachers College, as well as expertise and resources outside of Teachers College. The Center is directed by Professor Mun C. Tsang, Cheung Kong Professor of Economics of Education. Major funding for the Center’s activities is provided by the Henry Luce Foundation and the Ford Foundation.
## Student Organizations

There are more than 30 recognized student organizations active at Teachers College. In addition, there are numerous other student organizations available to Teachers College students through Columbia University. The missions for these organizations range from professional networking, academic enrichment, to social advocacy.

Please check the website or visit Student Development and Activities (SDA) in the Office of Student Affairs for more information and to subscribe to their newsletter.

### Location: 160 Thorndike

<table>
<thead>
<tr>
<th>Student Organization</th>
<th>Mission</th>
<th>Contact Information</th>
<th>Website</th>
</tr>
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</table>
| **Society for International Education (SIE)** | Society for International Education (SIE) provides opportunities for students, staff and faculty in the broad field of comparative and international education to interface, network and share information with regards to events and employment opportunities that are relevant to international education. | Email: sie@tc.columbia.edu  
Website: [https://sites.google.com/a/tc.columbia.edu/sie/](https://sites.google.com/a/tc.columbia.edu/sie/) |                          |
| **Association of Latin American Scholars (ALAS)** | Association of Latin American Students (ALAS) is aimed at creating an academic, cultural, and social network within the Latin American community at Teachers College by embracing students from numerous countries. | Email: alas.tc.columbia@gmail.com  
Website: [http://www.teacherscollege.edu/students/alas/](http://www.teacherscollege.edu/students/alas/) |                          |
| **Coalition of Latino/a Scholars (CLS)** | Coalition of Latino/a Scholars (CLS) is committed to supporting the growing number of Latino/a scholars through active outreach, recruitment and mentoring. CLS is dedicated to the enrichment of academic perspectives and promotion of policies and research that address issues relevant to Latino/a schooling and to our diverse community. | Email: cls.tccu@gmail.com  
Website: [clstccu.wordpress.com](http://clstccu.wordpress.com) |                          |
| **Asian & Pacific Islanders in America (APIA)** | Asian Pacific Islanders in America (APIA) Initiative seeks to educate the TC community regarding APIA issues in politics, education and in the community. The Initiative also strives to take action and sustain positive change for APIA and underrepresented groups. | Email: apiainitiative@gmail.com  
Website: Unavailable |                          |
| **African Studies Working Group (ASWG)** | African Studies Working Group (ASWG) provides opportunities for students, staff and faculty in the broad field of African Studies to interface, network and share information regarding events and employment opportunities of relevance to those in the field of African and African-related education. | Email: aswg.tc.columbia@gmail.com  
Website: Facebook |                          |
| **Development in South Asia (DISHA)** | Development in South Asia (DISHA) promotes awareness and advocacy for South-Asian issues. | Email: disha@tc.columbia.edu  
Website: [https://sites.google.com/a/tc.columbia.edu/disha/](https://sites.google.com/a/tc.columbia.edu/disha/) |                          |
The Comparative and International Education Society (CIES) is a scholarly association dedicated to increasing the understanding of educational issues, trends and policies through comparative, cross-cultural and international perspectives. Its nearly 2,500 individual members—researchers, analysts, practitioners and students—use different conceptual frameworks to explore topics related to education. These include a focus on schools, students, teachers and administrators, and on issues spanning early childhood and basic education to secondary and higher education, as well as non-formal education and life-long learning. Many CIES researchers compare learning and other educational disparities related to wealth, gender, ethnicity, language and socio-demographic status. Others examine the relationships between education and cultural processes, democratization, globalization, economic development and political conflict. The discourses, practices and programs of international actors—both governmental and non-governmental—are also an important topic of interest. Since its founding in 1956 as the first comparative education society in the world, the CIES has grown into a dynamic professional association. Nearly half its members are younger scholars and practitioners who are learning to apply theories and methods of the social sciences and history to address the world’s most intractable educational problems. The CIES also sponsors an outstanding peer-reviewed journal in the field, the *Comparative Education Review*. For more information on CIES, please visit [http://www.cies.us/](http://www.cies.us/).

**Subscription information:** Individuals and students who subscribe to Comparative Education Review (CER) are automatically enrolled as members of the Comparative and International Education Society (CIES). Membership includes a subscription to the Comparative Education Review, the CIES Newsletter, which is published three times a year, and a discount on registration fee at CIES annual conferences.

**CIES 2016**

The 2016 CIES 60th Annual Conference will be held March 6-10, 2016 at the Sheraton Vancouver Wall Centre Hotel. The theme for the 2016 Annual Conference is: "Six Decades of Comparative and International Education: Taking Stock and Looking Forward." For more information visit the conference website at [www.cies2016.org](http://www.cies2016.org).

**Interested in presenting on a panel or poster session? Be sure to submit your proposals by the deadlines below:**

Early Submission Deadline: September 15, 2015
Final Submission Deadline: October 15, 2015
## ICE Program Faculty & Staff Information

<table>
<thead>
<tr>
<th>ICE PROGRAM FACULTY &amp; STAFF</th>
<th>TITLE/ROLE</th>
<th>OFFICE LOCATION</th>
<th>EMAIL ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ahmed, Kayum</td>
<td>IP Advisor</td>
<td>GDH 276</td>
<td><a href="mailto:aka2156@tc.columbia.edu">aka2156@tc.columbia.edu</a></td>
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<tr>
<td>Allen, Ryan</td>
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<tr>
<td>Doan, Phoebe</td>
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<tr>
<td>Leichter, Hope</td>
<td>Elbenwood Professor</td>
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<tr>
<td>Limerick, Nicholas</td>
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<td><a href="mailto:nj2539@tc.columbia.edu">nj2539@tc.columbia.edu</a></td>
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<tr>
<td>Liu, Ji</td>
<td>Internships &amp; Career Development</td>
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<td>Magno, Cathryn</td>
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<td>Pizmony-Levy, Oren</td>
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<td>Russell, Susan Garnett</td>
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<tr>
<td>Salmon-Letelier, Mariana</td>
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