

**PDIS-Ph.D.
For Incoming Fall 2009 Students**



Teachers College Columbia University



Doctoral Programs in the Education of the Deaf and Hard of Hearing



<u>Title</u>	<u>Page</u>
I. Doctoral Programs in Deaf Education	2
II. Administrative Structure	2
III. Philosophical Orientation	3
IV. The Admissions Process and Criteria for Admissions	3
V. Financial Assistance	5
VI. Program Descriptions and Degree Requirements	5
VII. Degree Requirements	7
VIII. Demographics of Current Doctoral Students	9
IX. Current Program Design	10
X. Existing Faculty Expertise and Research Interest	10
XI. Existing and Emerging Technologies that can be Used for Facilitating Collaborative Work and Course Offerings	12
XII. Possible Areas of Collaborations: Course Work, Doctoral Committees, Teaching, Research Opportunities, and Externships	19
XIII. Administrative and Technological Support to Establish/Sustain Collaborative Effort	19



I. Doctoral Programs in Deaf Education

There are two possible doctoral degrees available: the Ed.D. and the Ph.D. The Ed.D. and Ph.D. doctoral programs are divided into several areas of study including: 1) advanced study in general special education, the philosophy of science and theory building, 2) advanced study in a minimum of two paradigms of research, 3) advanced study in the education of the d/Deaf and hard of hearing, including advanced study in linguistics, psycholinguistics, and developmental psycholinguistics and 5) a professional specialization.

Although the program requirements for the Ed.D. and the Ph.D. are very similar there are differences. The Ed.D. is in the Education of the d/Deaf and Hard of Hearing and is administered and awarded through Teachers College itself as an affiliate of Columbia University. The Ph.D. is in Physical Disabilities, which includes a specialization in the d/Deaf and Hard of Hearing. The Ph.D. in Physical Disabilities with an emphasis on the d/Deaf and Hard of Hearing is administered and awarded through the Graduate School of Arts and Sciences at Columbia University. Both degrees require a minimum of 70 credits beyond the master's degree and both presume a background in and/or direct professional experience in working with individuals who are d/Deaf or hard of hearing. The major difference between the two degrees, aside from the administrative issues noted above, has to do with the nature of the dissertation itself. Typically, the Ed.D. dissertation is more applied and field based; whereas, the Ph.D. requires the work to be theoretical in nature. Another difference has to do with the composition of the dissertation committees and the title of the degree, i.e. in case of the Ed.D. the diploma will read Ed.D. in Deaf and Hard of Hearing and the Ph.D. will read Ph.D. in Physical Disabilities. The program requirements for both degrees are essentially the same.

II. Administrative Structure

The Program in the Education of the d/Deaf and Hard of Hearing along with its two doctoral degrees (Ed.D. in the Education of the d/Deaf and Hard of Hearing and the Ph.D. in Physical Disabilities with an emphasis on the d/Deaf and Hard of Hearing) is situated within the Program Cluster of Special Education in the Department of Health and Behavior Sciences. The Department of Health and Behavior Sciences is one of nine departments within Teachers College.

Teachers College is an independent institution that is affiliated with Columbia University, in a manner not unlike like Barnard College, Jewish Theological Seminary, the Hospital of Physicians and Surgeons and others. Similarly, Columbia University itself is organized into different independent units such as Columbia College (the undergraduate program), The Graduate School of Arts and Sciences and so on. The President of Teachers College holds the rank of Dean within the administrative Structure of Columbia University.



III. Philosophical Orientation

The orientation of the Department of Health and Behavior Sciences and its Special Education Cluster in which the Program in the Education of the d/Deaf and Hard of Hearing resides is focused on educating, not merely training, professionals. Experience in special education and the field of the education of the d/Deaf and hard of hearing shows that changes in the political and social environment are often rapid and deep-seated, producing a constant flux of purposes, ideologies and methods. Hence, complete reliance on a prepackaged compendium of skills and knowledge is not appropriate. The goal of educating professionals is attained by the nurturing of thoughtful action rooted in a set of scholarly disciplines with a strong understanding of the philosophic and theoretic base of those forces that guide those changes in the field and their political and social context.

The program holds to the belief that there are specific areas of student competence that are necessary for successful performance of designated roles regardless of subspecialization. These include a solid foundation in the various positions with regard to the philosophy of science and inquiry and knowledge of the multiple forms of research methodology and theory building processes associated with these differing views. Additionally it holds to the belief that an in depth, yet broad understanding of the organization of language, how it is acquired and how it is used is necessary. Language under girds virtually every activity we do as humans in a social-cultural world. It is our belief that the act of pedagogy is making explicit that knowledge that is implicit as is in the case of a language.. While we may have as our goal that individuals who are d/Deaf or hard of Hearing would develop a tacit and intuitional knowledge and understanding of English and ASL, the educator and researcher must have a formal knowledge of the language. This in conjunction with a review of contemporary work in the field of the education of the d/Deaf and hard of hearing constitutes the core of our doctoral programs.

Additionally, the Program in the Education of the d/Deaf and Hard of Hearing recognizes and respects the notion of diversity; racial, ethnic, as well as linguistic. It recognizes that diversity exists not only between and across culture groups of individuals but within them as well. As for the population of individuals who are d/Deaf or hard of hearing, we recognize that it, too, is extremely diverse. As a result, the students in the program are expected to be knowledgeable, tolerant of and accepting of notions and skills associated with the oral/aural approach, cued-speech, total communication, sign supported speech and bilingual-bicultural approaches to teaching d/Deaf and hard of hearing students, including issues relating to Deaf culture, American Sign Language, and other signing systems.

IV. The Admissions Process and Criteria for Admissions

Application for Admission to the program is made through the Office of Admissions, Teachers College, Columbia University, New York, New York 10027. A physical application can be obtained and returned to them or an application can be made online by going to the Teachers



Teachers College, Columbia University Department of Special Education



College homepage, www.tc.edu and clicking on Admissions. From there you will be guided through the application process. Alternatively by contacting our Office of Admissions directly you may have the necessary application materials and College catalog sent to you through postal mail. If you request the physical admissions packet and have not received it within two weeks of your request, then you should either contact the Office of Admission or Professor Robert E.

Kretschmer in the Department Health and Behavior Studies who is the coordinator of the Program in the Education of the d/Deaf and Hard of Hearing.

The Admissions Office and the Special Education Cluster in the Department in Health and Behavior Studies require that the following information be included in your application package:

- 1) completed application. Note: on the application itself, indicate your interest in the appropriate doctoral program, i.e., the Ed.D. in Deaf and Hard of Hearing (Program Code: DHEA Ed.D.) or the Ph.D. in Physical Disabilities (Program Code: PDIS Ph.D.),
- 2) two official transcripts of all academic work at the undergraduate and graduate levels,
- 3) three letters of recommendation from individuals familiar with and able to comment about the academic, professional, and personal qualifications of the applicant,
- 4) personal statement in which the applicant discusses his or her professional interests and desires, focusing primarily on why the applicant is aspiring to obtain a doctoral degree, what the applicant seeks to do with such a degree and why the applicant specifically chose to apply to the Program in the Education of the d/Deaf at Teachers College, Columbia University, along with any personal information that would be of interest to the committee,
- 5) resume,
- 6) a writing sample that represents a good example of the applicant's scholarly writing, i.e., an undergraduate or graduate term paper, a master's project, a masters thesis, or a published article in a professional journal,
- 7) results of any standardized testing (MAT and GRE scores are not required but are optional and in the case of individuals whose native language is not English, TOFEL scores are required).

Once a **completed** application is received by the Office of Admissions it will be forwarded to the doctoral admissions committee of the Special Education Cluster in the Department of Health and Behavior Studies for review. Appropriate candidates will then be invited for an interview with members of the Special Education Cluster.

Acceptance into the Program is based upon

- Performance on the MAT or GRE and/or the TOFEL if submitted
- Undergraduate and graduate academic performance (a combined GPA of 3.0 or better)
- Stated Professional Goals
- Letters of recommendation
- Superior writing skills
- Evidence of commitment to the field, the ability to work cooperatively with others, personal initiative, and the capacity for independent judgment and action in both student and professional roles.



V. Financial Assistance

The Department of Special Education receives funds from the Office of Special Education and Rehabilitation in the United States Department of Education to provide support for leadership personnel in the area of the d/Deaf and hard of hearing. The availability of these funds varies from year to year and is distributed according to specific grant requirements that vary also. Interested applicants should contact Robert E. Kretschmer, Ph.D., www.rek16@columbia.edu (212) 678-3867, concerning the current status of support in this area. There is also a limited amount of College general funds and minority fund academic scholarships available each year. Applicants should also contact the Office of Financial Aid regarding general information about this matter, application forms, and other forms of financial aid.

VI. Program Descriptions, Course of Study and Degree Requirements

It is Teachers College policy to establish general requirements for the doctoral program relative to residency and period of candidacy, academic standards, doctoral certification and dissertation procedures, and total credit requirements for the degree. These College requirements represent minimal standards. Departments within the College, as well as Programs within Departments, are permitted to elaborate upon and modify the College requirements in ways that fit the objectives of the given program. The attached sheets present the general requirements of the Ed.D. and Ph.D. programs in terms of core requirements.

Essentially the core requirements for both the Ed.D. and the Ph.D. involve a sequence of courses in the philosophy of science, theory building and research methodologies. Candidates for either degree are to demonstrate in depth knowledge of at least two research methodologies typically used in our field, e.g. group designs, single subject designs and qualitative methods. The student is permitted, however, to substitute a sequence of courses in policy study and analysis for one of the other research methodology requirements. Other research methodologies are also possible, e.g. philosophical argumentation, linguistic argumentation, historical methods, subject to petition and approval by the student's academic advisor. In addition, each student admitted to full time study is expected to apprentice him/herself to his/her major professor and to be involved actively in research, service, and administrative duties. Each student is expected to complete a pre-dissertation research project of publication quality in conjunction with the major professor and to participate in or be responsible for the generation of training or research grant proposals. Those interested in preservice teacher education are also expected to engage in university level teaching.

In addition to the core and research sequence, the student is expected to complete advance course work in the area of the d/Deaf and hard of hearing and a block of course work in linguistics, irrespective of their chosen area of specialization.

Upon admission to the program the student is considered a doctoral student, but not a doctoral candidate. Doctoral candidacy is awarded after the student completes his or her



certification examinations. Typically students take the “AM” portion of the certification examination at the end of the first year of academic study or, its equivalent. This examination is a three hour written examination to demonstrate one’s general knowledge of issues, trends and policies in special education in general and the applications of the knowledge and understandings, thus far, obtained in their doctoral program. In addition to course work, a suggested preparatory reading list is available.

Upon completion of the AM portion of the certification examination, the student will complete the PM portion of the certification process. Although the PM certification examination varies from program to program the PM certification exam in the program in the Education of the d/Deaf and Hard of Hearing (both Ed.D. and Ph.D.) involves completing a meaningful project commensurate with the student’s aspirations. Such projects may be: the preparation and execution of a university level course that could be used upon graduation, a publishable piece of empirical research, a publishable literature review critiquing of a body of research in a particular subject domain, or a publishable deconstruction of certain public policy within a particular subject domain.

Upon completion of both the AM and PM portions of the examination, the student is considered a doctoral candidate. This typically coincides with obtaining the Ed.M. or M.Phil. degree *en passant*. Once the student is a doctoral candidate, he or she is expected to complete an additional 20 credits of course work prior to embarking on the dissertation. Once a student has chosen a topic for the dissertation and generated the necessary statement of the problem, the literature review, the methodology used, obtained approval by the Institution Review Board (IRB) whose responsibility it is to insure the appropriate protection of human subjects within the study, and in some cases, depending upon the methodology chosen, a pilot study, the doctoral candidate must arrange for a proposal hearing through the Office of Doctoral Studies.

Upon successful completion of required modifications made to the proposal as suggested by the committee at the proposal hearing, the student is permitted to begin the dissertation in earnest. In essence passing the proposal hearing is a form of contractual agreement between the dissertation sponsor and advisor and the student, wherein it is agreed that no significant changes to the dissertation approach will be allowed without the candidate’s agreeing to the changes, unless it can be demonstrated that a “fatal flaw” exists which was not apparent at the time of the proposal hearing.

Once the data have been collected, analyzed and an initial interpretation has been assigned to the results, the student is expected to have an advanced seminar where the he or she presents the preliminary data analysis and the plan for any subsequent data analysis and interpretation. At this point, the committee members may offer additional suggestions. From that point on, the student must be in continual enrollment until the dissertation is defended. Prior to this time the student may be enrolled part-time or possibly not enrolled for course work at all for a given semester. After successful completion of the advanced seminar, this cannot be the case.

Once the student is deemed ready by the student him or herself, the student’s dissertation sponsor and dissertation advisor, a formal and final oral defense is held. In the case of the Ed.D., a minimum of three individuals must sit on the defense - the dissertation sponsor, the dissertation



advisor and an outside reader assigned by the Dean’s Office. In the case of the Ph.D., a minimum of five members must sit on the defense, one of which must be from Columbia University itself or one of its affiliates other than Teachers College.

A more detailed look at what the Ed.D. and Ph.D. programs entail follows:

Doctor of Education: Exceptionality Focus Area: Deaf and Hard of Hearing

Students of exceptional ability who are interested in and committed to contributing to special education through leadership and scholarly work may apply for the Ed.D., which represents the highest level of achievement in the profession. The doctoral program prepares graduates to assume leadership roles in teacher education programs in colleges and universities in this country and in other countries, to administer special education program in schools and agencies, and to conduct research in special education and related services.

Doctor of Philosophy: Exceptionality Focus Area: Deaf and Hard of Hearing

Research and Evaluation Emphasis: Students with excellent potential as researchers and theoreticians who are interested in scholarly careers in special education, education, and related social sciences may apply for the Ph.D. degree program, which represents the highest level of achievement in the Arts and Sciences. This degree program is administered jointly by Teachers College and the graduate faculty of Columbia University. Prospective students may obtain information on program offerings by contacting the program office

VII. Degree Requirements

DEPARTMENT COURSES REQUIRED FOR ALL STUDENT MAJORS IN DEGREE PROGRAM

CORE AND RESEARCH SEQUENCE (34)

Core Requirements for all Ed.D. and Ph.D. Special Education majors (15):

- HBSE 5010 (3) Study of the philosophic foundations of special education
- HBSE 6001 (6) Research in special education I, II, III
- HBSE 6010 (3) Advanced study of problems and issues in special education
- HBSE 7500 (3) Dissertation seminar in special education
- HBSE 8901 (0) Dissertation advisement in special education

Research Requirement (6)

- HUDM 4122 (3) Probability and statistical inference
- HUDM 5122 (3) Applied regression analysis



Second area of Research Methodology (13)

Group Design
Single Subject Design
Qualitative Research
Policy Study

AREA OF CONCENTRATION: DEAF AND HARD OF HEARING (23):

Deaf and Hard of Hearing (8)

HBSE 5307 (1-6) Advanced practica in special education:
Deaf and hard of hearing

HBSE 5907 (1-4) Problems in special education: Deaf and hard of hearing

HBSE 6070 (2) Psychology of deafness

HBSE 6407 (1-6) Advanced internships in special education:
Deaf and hard of hearing

HBSE 6507 (2) Advanced seminars in special education:
Deaf and hard of hearing

Linguistics (15)

Depending upon the student's background the student is expected to chose 15 credit hors of study in any of the following areas either as offered through Teachers College or the Inter-university Consortium

Phonology
Syntax
Semantics
Pragmatics
Discourse
Child Language
Linguistics of American Sign Language
English as a Second Language
Verbal Behavior

SPECIALIZATION - INDIVIDUALIZED COURSE SELECTIONS (13-15)

Possible areas of concentration include but are restricted to

Cognitive Science
Developmental Psychology
Policy Studies
Reading
Curriculum Development
Second Language Learning



Doctoral Program in the Education of the Deaf and Hard of Hearing			
(Minimum requirement of 70 credits)			
	Core Requirement	Area of Concentration	Specialization
	34 Credits	23 Credits	13-15 Credits
Core and Research Sequence			
Advisor Sponsor			
Advanced Study D/HOH			
Linguistics Core			
Dissertation			
Individualized Course Selections			

Services for Students with Disabilities: The College will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Office of Access and Services for Individuals with Disabilities for information about registration (166 Thorndike Hall). Services are available only to students who are registered and submit appropriate documentation.

Statement on Academic Conduct: A Teachers College student is expected to refrain from any conduct, including cheating, plagiarizing, or purchasing documents submitted for academic evaluation, that calls into question his/her academic and/or professional probity. Decisions regarding academic evaluation in all aspects of students' work at the college, including course work, certification examinations, clinical or field experiences, and preparation of dissertations, are within the sole jurisdiction of the faculty concerned, including as appropriate, the department or program staff members. Disciplinary actions (e.g., reprimand, suspension, or dismissal) in cases of academic misconduct can be imposed by the Vice Provost or the Committee on Student Conduct.

Resolution of Student Academic Program Concerns: Any student who has a concern regarding an academic matter may seek assistance. The procedure for resolving academic program concerns (see note of grade correction process below) begins with either the faculty



member (if the concern is related to a course) or the student's advisor. If the student is not satisfied with the response or resolution achieved at this first level, or if speaking with the faculty member presents a conflict of interest for the student, the student should proceed to speak with the Program Coordinator in the area in which the academic concern resides. If the student is not satisfied with the response or resolution achieved through the Program Coordinator, the student should proceed to speak with the Chair of the academic department in which the academic concern resides. If the student is still not satisfied with the response or resolution achieved through the Department Chair, or if speaking with the Department Chair presents a conflict of interest for the student, the next step is to contact the Office of the Vice Provost. At any stage of the process, students are welcome to seek the advice and guidance of the Ombudsman, who is charged with attempting to informally resolve student dissatisfaction of an academic nature on a completely confidential basis.

Grade Correction Procedure: The instructor for a course has the responsibility for setting the requirements for a course and making an evaluation of students' work. Once a grade has been given, the instructor is not free to change the grade unless the instructor indicates to the Registrar that an error was made in the original grade transmitted. If a student believes that an error has been made, he/she must take the initiative in bringing about the necessary correction prior to the conclusion of the semester immediately following the semester in which the course was taken. The normal procedure for effecting a correction would be through direct discussion between the student and the instructor. If redress cannot be attained through such discussions, the student may next appeal to the department chairperson of the department offering the course. If resolution cannot be attained through appeal, the student may next appeal to the Dean. In situations where the student feels that such an appeal process might not be in the student's interest, counsel and assistance can be sought from the Office of the College Ombudsman and the Office of the Vice Provost.