Program of Study Advisement Guide

1. **Program Title:** Adult Learning and Leadership

**Degree level:** Doctor of Education (Ed.D.)

**Major Code:** ADUL

1. **Brief Program Description:**

Lifelong learning for adults is an increasingly important educational specialization in the 21st century. Rapid changes are transforming society and making it critical for adults to continue to learn across the lifespan. Much of that learning takes place in classrooms, but a lot of learning also occurs informally through interaction in groups, communities, organizations, and social networks.

The Adult Learning & Leadership program, at the Ed.D. level, is designed for professionals who already have experience in helping adults learn inside and outside the classroom, and who want to further hone their leadership abilities at more senior levels in organizations, consulting groups, or institutions of learning. The intellectual framework of the program examines the relationship of adult learning to organizational, management and leadership issues. The program prepares scholar-practitioners who examine practice in light of theory, and vice-versa, in ways that enable them to lead, assess, and plan strategically for adult learning programs and interventions. Students master research skills that support their leadership in helping individuals to learn more effectively, and in helping organizations to learn from and with those adults.

1. **Minimum point requirement:**

Ed.D. students must complete 75 credits of coursework, file a Program Plan, pass the Certification Examination (*at the time the student has 50 credits accumulated toward their degree*), write a Qualifying Paper (*within 6 months of completing the Certification Exam*) and complete their dissertation within the period of certification (including preparing and filing a dissertation proposal, getting approval from the Institutional Review Board to conduct the study, collecting, and analyzing data, writing and defending the dissertation, and completing changes to the document after the defense). For more information, visit the website for the Office of Doctoral Studies and review the [Ed D. Requirements Bulletin](https://www.tc.columbia.edu/doctoral/forms/requirements/).

*(Note that, because the Ed.D credit requirements have recently been reduced to 75 from 90, some information on this guide, such as the categories into which the course requirements are arranged, may be reconsidered in the near future. If you have any questions, please reach out to your academic advisor.)*

1. **Required Coursework:**

**Ed.D. Program in Adult Learning and Leadership – 75 Credits *Worksheet***

**NOTES**:

* The approved 75 credit EdD includes a minimum of 45 credits to be earned at TC and up to 30 credits that can be transferred in from other graduate accredited institutions or elsewhere in the College.
* Individual program plans should include a balanced mix of courses covering the following topics:
	+ Adult learning and development
	+ Leadership, strategy and management
	+ Research foundations
	+ Program development
	+ Coaching and learning facilitation practices
	+ System-level (i.e. group/team, organizational, societal) learning
	+ Group dynamics and/or conflict resolution
	+ Technology that supports learning and development
* Courses customarily offered for P/F must be taken for a grade to fulfill the program requirements, with the exception of [some elective credits](#Electives).
* Courses taken to fulfill the [College’s breadth requirement](#Breadth) can also be used to fulfill the program-specific requirements detailed below.

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| --- | --- | --- | --- | --- | --- |
| **1a. FOUNDATIONS (9, Required)**  | **Credits** | **Course #** | Waived | **Term Taken** | **# of Credits** |
| Introduction to Adult and Continuing Education  | 3 | ORLD 4050 |  |  |  |
| Facilitating Adult Learning | 3 | ORLD 4053 |  |  |  |
| Adult Learning & Education Theory & Practice | 3 | ORLD 5057 |  |  |  |
| **1b. ADULT DEVELOPMENT (3)** | **Credits** | **Course #** | Waived | **Term Taken** | **# of Credits** |
| How Adults Learn | 3 | ORLD 4051 |  |  |  |
| Leadership for Adult Development (Limited enrollment, by application to instructor; email Dr. Ellie Drago-Severson at drago-severson@tc.columbia.edu for more information) | 3 | ORLD 5070 |  |  |  |
| Alternative – Write In: |  |  |  |  |  |
| **1c. LEADERSHIP (3, Required)**  | **Credits** | **Course #** | Waived | **Term Taken** |  **# of Credits** |
| Leadership and Self Development  | 3 | ORLD 5023 |  |  |  |
| Leveraging Emotional Intelligence (EQ) to Enhance Organizational Effectiveness  | 3 | ORLD 5821 |  |  |  |
| Alternative – Write In: |  |  |  |  |  |
| **2. RECOMMENDED COURSES (≤18)** | **Credits** | **Course #** | Waived | **Term Taken** | **# of Credits** |
| Coaching From an Adult Learning Perspective | 3 | ORLD 4060 |  |  |  |
| Action Learning Design & Coaching | 3 | ORLD 5073 |  |  |  |
| Fostering Transformative Learning  | 2-3 | ORLD 4827 |  |  |  |
| Imagination, Authenticity, and Individuation in Transformative Learning  | 2-3 | ORLD 4828 |  |  |  |
| Developing & Managing Adult Learning Programs | 3 | ORLD 5053 |  |  |  |
| Online Teaching and Learning: Applying Adult Learning Principles | 3 | ORLD 5063 |  |  |  |
| The Learning Organization: The Digital Workplace | 3 | ORLD 5061 |  |  |  |
| Adaptive Negotiation & Conflict Resolution  | 3 | ORLJ 5340 |  |  |  |
| Staff Development and Training  | 3 | ORLD 5055 |  |  |  |
| Global and Strategic Human Resource Development in Organizations | 3 | ORLD 5062 |  |  |  |
| Education and Social Transformations: Elites and Inequalities in Transitional Economies | 3 | ORLD 4027 |  |  |  |
| Alternative – Write In: |  |  |  |  |  |
| **3. RESEARCH (≤15)\***  | **Credits** | **Course #** | **Waived** | **Term Taken** |  **# of Credits** |
| Basic Concepts in Statistics\*\*  | 3 | HUDM 4120 |  |  |  |
| Probability and Statistical Inference | 3 | HUDM 4122 |  |  |  |
| Critical Literature Reviews  | 2 | ORLD 4800 |  |  |  |
| Research on Organizational Learning  | 3 | ORLD 5550 |  |  |  |
| Qualitative Res: Design & Data Collection  | 3 | ORL 6500 |  |  |  |
| Qualitative Res: Qualitative Data Analysis  | 3 | ORL 6501 |  |  |  |
| Dissertation Proposal Seminar (REQUIRED)  | 1-3 | ORLD 7500 |  |  |  |
| Directed Dissertation Research  | 3 | ORLD 7900 |  |  |  |
| Directed Dissertation Research  | 0 | ORLD 8900 |  |  |  |
| Alternative – Write In: |  |  |  |  |  |
| **4. ELECTIVES (≤27)\*\*\*** | **Credits** | **Course #** | Waived | **Term Taken** | **# of Credits** |
| Learning and Technology in Organizations | 3 | ORLD 5060 |  |  |  |
| Leading Change in a Democratic Society | 3 | ORLD 4065 |  |  |  |
| Social Entrepreneurship & Leadership | 3 | ORLD 5540 |  |  |  |
| Building Productive Relationships with Social Intelligence (SQ) | 3 | ORLD 5822 |  |  |  |
| Building 21st Century Organizational Capability with Cultural Intelligence (CQ)  | 3 | ORLD 5823 |  |  |  |
| Somatics: A Mind-Body Approach to Leadership Development | 3 | ORLD 4091 |  |  |  |
| Management & Leadership Skills in Practice | 3 | ORLD 4085 |  |  |  |
| Developing Critical Thinkers  | 1 | ORLD 4815 |  |  |  |
| Helping Adults Learn  | 1 | ORLD 4844 |  |  |  |
| Discussion as a Way of Teaching | 1 | ORLD 4850 |  |  |  |
| Learning as a Way of Leading | 1 | ORLD 4855 |  |  |  |
| Teaching Race in Predominantly White Organizations | 1 | ORLD 4860 |  |  |  |
| Critical Theory and Adult Learning  | 1 | ORLD 5815 |  |  |  |
| Learning to Think Strategically  | 3 | ORLD 6054 |  |  |  |
| Alternative – Write In: |  |  |  |  |  |

**\*For additional information regarding research requirements please see below, subsection 7.) *Other Program Requirements such as Grade Requirements and Other Special Degree Requirements*, and subsection 12.) *Other Information*.**

**\*\*A minimum of 6 credits of statistics is required. Basic Concepts in Statistics is only 1 of 2 statistics courses required.**

**\*\*\*Up to 4 elective courses (12 credits) may be taken pass/fail.**

 **TOTAL Ed.D. PROGRAM CREDITS (75 CREDIT MINIMUM)—Total from Above: \_\_\_\_\_\_\_**

**5. Breadth requirement:**

The College requires that students take breadth courses, for a minimum of 6 credits total. These courses may either be taken to satisfy category requirements or as elective courses.  These courses can still be in the department of Organization and Leadership (O&L) as long as they are outside of ORLD. Courses in ORLJ, ORLA, ORL, etc., meet the out-of-program/breadth requirements and concurrently meet program category requirements.

* **CERTIFICATION Exam Taken \_\_\_\_\_\_\_\_\_\_\_\_\_**

*Note: The Certification Exam must be taken once the student has 50 credits accumulated toward their degree.*

* **QUALIFYING PAPER Submitted and approved \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*Note: The Qualifying Paper must be completed within 6 months of passing the Certification Exam.*

* **CERTIFICATION DATE \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*Note: Remember that after certification, doctoral candidates must be enrolled in ORLD 8900 or the equivalent of 3 points each semester.*

* **CERTIFICATION For Human Subject Research \_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **DISSERTATION PROPOSAL:** Usually prepared in your final semester at TC, but always taken after all your core courses have been successfully completed.

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| --- | --- | --- |
|  | **Sponsor / 2nd Reader** | **Proposal Defended** |
| **Title:** |  |  |

* **IRB Approval \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **DISSERTATION DEFENSE:**

|  |  |  |
| --- | --- | --- |
| **Date of Beginning** | **Sponsor & Committee Members** | **Date Defended** |
| **Title:** |  |  |

If students are not making continuous progress on their dissertations, the program will request that student to set up a meeting with their sponsor and draw up a contract laying out a schedule of work with deadline dates by which that work needs to be accomplished.

Candidates may be asked to re-take certification after having received one extension if: a) sufficient time has passed making his/her knowledge out-of-date; b) a candidate has not made progress and/or has missed deadlines agreed to with his/her sponsor.

1. **Student Teaching/fieldwork/practicum/internship requirements and information:**

Internships are an elective and not required. Internships must be substantive in nature, and guided by a professional in that institution. Students must write a narrative report on their experience. The students’ advisor will work out the criteria for each internship on a case-by-case basis.

1. **Other program requirements such as grade requirements and other special degree requirements:**

Ed.D. students must take a sequence of 15 points to fulfill their research requirement. Students must take a research design course, a data collection course (quantitative or qualitative), a data analysis course (quantitative or qualitative) and a dissertation seminar. Students must also have taken a statistics course.

ORLD 4800 Workshop: Critical Literature Reviews (2 points) is recommended for all Doctoral Students in their first and second years of study; this course will help students prepare their Qualifying Paper. This course is offered only in Spring semesters.

A majority of dissertations in Adult Learning and Leadership utilize an applied qualitative research design (inclusive of case study approaches.) Studies have also included mixed methods and most recently have included more action research and materials development options. Students should bear in mind the methodological approach they wish to pursue in selecting appropriate research courses.

1. **Certification and/or licensure requirements and information:**

Candidates can request up to two semesters of *personal exemption* from doctoral advisement when circumstances warrant it. Download this form from the web (Office of Doctoral Studies), fill it out and submit it after securing signatures from your advisor, program coordinator, and Department Chair.

After using up these personal exemptions, candidates who need more time exempt from dissertation advisement / work must request a *waiver* from Office of Doctoral Studies. Download this form from the web (Office of Doctoral Studies), fill it out and submit it after securing signatures from your advisor, program coordinator, and Department Chair. You may need to include a letter explaining the circumstances and a revised timeline for your work.

Candidates can petition for an *extension of their certification period* if there is good reason for needing extra time. A petition (which can be downloaded from the web) should be filled in and submitted, along with a letter explaining the circumstances and a new timeline, to one’s sponsor. The program coordinator and Department Chair must support the request before it is sent on to the Office of Doctoral Studies for consideration.

1. **Special requirements for professional education programs under NCATE review:**

Not applicable.

1. **Transfer credit evaluation:**

Ed.D. students can transfer 30 credits from outside the College to count toward requirements or electives. Request an Advanced Standing Review from Admissions and consult with your advisor who approves transfer of credits. Decisions about transfer credits are made with an advisor as part of program planning.

**The process you should follow to transfer outside credits is as follows:**

1. The first step in transferring credits is to request the Registrar’s office to prepare and send to the program a list of courses that might possibly be transferred into the program.
2. Your advisor will then share a copy of this list with you.
3. You should then map courses you wish to transfer against your program plan, along with other courses you will take to meet program requirements.
4. Meet with your advisor to discuss and finalize your program plan, including transfer credits.
5. Your advisor and/or the program coordinator will fill out forms to have these credits transferred into your program and send them down to the Registrar for action.
6. You should receive a list of courses that can be transferred into the program once this process has been completed. A copy of this list should be made and given to the Program Manager to include in your file in our office.
7. **Statement on satisfactory progress:**

Program faculty will periodically review each student’s progress. Where there are concerns about satisfactory progress, students will be informed by the program faculty.

1. **Other information:**

All Ed.D. students must enroll in ORLD 7500 (1-3 credits) in the semester in which they plan to defend their proposal. As the catalogue indicates, this course must be included in your Ed.D. program plan.

Some courses cannot be taken without having successfully completed a prerequisite course. This is usually indicated in the Course Catalogue and on the Schedule of Classes. Check the catalogue in advance of registration. If a prerequisite is needed, and you think you may have equivalent knowledge / skill, you should consult the faculty teaching the course to determine if it is possible to waive the prerequisite. Prerequisites are sometimes waived for students matriculated in programs other than the one offering that course.

Some courses also require special registration processes, for example, a consultation with, and approval by the faculty teaching the course; or an application. Check with the appropriate office for exact dates.

See the Office of Doctoral Studies (ODS) website for information concerning key requirements: [Office of Doctoral Studies | Teachers College Columbia University.](https://www.tc.columbia.edu/doctoral/)

1. **Standard Policies and Procedures:**

**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 (OASID) for information about registration (301 Zankel Hall; oasid@tc.columbia.edu; (212) 678-3689).  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.