



Program of Study Advisement Guide

- 1. Program Title:** Adult Education Guided Intensive Study (AEGIS)
Degree level: Doctorate of Education (Ed.D.)
Major Code: AEGIS

- 2. Brief Program Description:**

AEGIS is a highly selective, fast-track cohort program leading to an Ed.D. in Adult Learning and Leadership. The program is designed for experienced, self-directed, mid-career professionals who work full time, and who choose to pursue a doctorate in a rigorous, concentrated format. The program emphasizes leadership for adult education and organizational learning.

Scholar-practitioners are helped to examine and critique theory and professional experience. Course work is completed over a two-year period. A new cohort begins in June of odd years (i.e., 2015, 2017). Participants attend a concentrated two-week session at Teachers College in each of the three summers. During the academic year, students meet for Friday evening and Saturday seminars, four times each semester, for a total of four semesters. The dissertation process takes at least another year and a half to two years following completion of course work.

Certification exam is taken on-site following the summer session – additional day in August included in the summer session in the second year.

For more information please visit: <http://www.tc.columbia.edu/o&l/adulted/>

- 3. Minimum point requirement:**

Ed.D. students must complete 90 credits of coursework, file a Program Plan, write a qualifying paper and pass a certification examination. Student must complete the dissertation within the period of certification. (This includes: 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).

Students must transfer in 39 semester credits, Grade B or better. 51 credits are earned in the program for a total of 90 credits.

4. Required Courses: AEGIS CURRICULUM—51 Points

First Year: 2017-2018 (22 credits)				
Course Code	Course #	Course Title	Credits	Faculty
Summer (Two week session) 2017				
ORLD	6800	Workshop in Adult Education: Life History	2	Alhadeff-Jones, M
ORLD	6902	Pro-seminar in Adult Education	3	Yorks, L
ORLD	6908	Adult Development	3	Marsick, V
Fall 2017				
ORLD	6800	Workshop in Adult Education: Literacy/ ABE	1	Bitterman, J
ORLD	6908	Adult Education/Learning: Theory and Practice	3	Marsick, V
ORLD	6918	Introduction to Research	3	Yorks, L
Spring 2018				
ORLD	5054	Workshop in Adult Education: Strategic Advocacy	1	Yorks, L.
ORLD	6903	Qualitative Research	3	Bitterman, J
ORLD	6906	Program Development	3	Goldman, N
Second Year: 2018-2019 (26 credits)				
Summer (Three week session) 2018				
ORLJ	5340	Basic Practicum in Conflict Resolution	3	Hayes, S
ORLD	6908	Advanced Seminar: Leadership in Adult Education	3	Maltbia, T
ORLD	6800	Literature Review	3	Alhadeff-Jones, M
Fall 2018				
HUD	4120	Methods of Empirical Research	3	Scott, L
ORLD	6914	Learning Communities I	2	Bitterman, J
ORLD	6918	Advanced Research Seminar I	3	Yorks, L
Spring 2019				
ORLD	6800	Workshop in Adult Ed.: Technology in Organizations	1	Langer, A
ORLD	6908	Workplace and Organizational Learning	3	Marsick, V
ORLD	6915	Learning Communities II (Virtual)	2	Bitterman, J
ORLD	6918	Advanced Research Seminar II	3	Bitterman, J
Third Year: 2019 (3 credits)				
Summer (Two week session) 2019				
ORLD	6800	Workshop in Adult Education: Capstone	1	Bitterman, J
ORLD	6916	Learning Communities III	2	Bitterman, J

5. Breadth requirement:

The breadth requirement is met by the ORLJ and HUD courses.

6. Statement on integrative project, comprehensive exam or formal essay requirement:

Students must pass the certification exam and complete a qualifying paper.

- A. CERTIFICATION Exam Taken: _____
- B. QUALIFYING PAPER Submitted and approved: _____
- C. CERTIFICATION DATE Certified: _____

Remember that after certification, doctoral candidates must be enrolled in ORLD 8900 or the equivalent of 3 points

- D. CERTIFICATION for Human Subject Research: _____

- E. DISSERTATION PROPOSAL: Usually prepared in your final semester at TC, but always taken after all your core courses have been successfully completed.

	Sponsor / 2 nd Reader	Proposal Defended
Title:		

- F. IRB Approval _____

G. DISSERTATION DEFENSE:

Date of Beginning	Sponsor & Committee Members	Date Defended
Title:		

7. Student Teaching/fieldwork/practicum/internship requirements and information:

Not applicable.

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

Due to state requirements, attendance at all class sessions is mandatory. Absence will result in having to withdraw from the AEGIS program ("step out") with some possibility of re-enrolling as part of a subsequent cohort (at the same stage of progress through the sequence). Should a student step out of the program, tuition refund, if any, will be handled on a case-by-case basis.

9. 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 [Office of Doctoral Studies](#) website, 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.

10. Special requirements for professional education programs under NCATE review:

Not applicable.

11. Transfer credit evaluation:

AEGIS Ed.D. students must transfer 39 credits from outside the College to count toward requirements or electives. Teachers College requires that transfer credits must be from an accredited graduate school for courses in which the student earned a B grade or better. These courses typically reflect the student's area of practice, i.e. Business, Health Care, Theology, Technology, etc. Decisions about transfer credits are made as a part of the application process.

12. Statement on satisfactory progress:

Program faculty will periodically review each student's progress. The program faculty will inform students if there are concerns about satisfactory progress.

13. Other information:

See the Office of Doctoral Studies (ODS) website for information concerning key requirements: <http://www.tc.columbia.edu/ADMINISTRATION/doctoral/>. You may also visit the ODS Office at 324 Thorndike, to collect paper copies.

14. 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 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.