

Program of Study Advisement Guide

- 1. Program Title:** Adult Learning and Leadership
Degree level: Master of Education (Ed.M.)
Major Code: ADUL

- 2. 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.M. level, prepares professionals who have experience in designing and delivering adult learning and development in and outside the classroom, and who wish to build their capabilities as leaders of such learning. The intellectual framework of the program examines the relationship of adult learning to organizational, management and leadership issues. The program prepares students to oversee and manage adult learning programs and interventions, with a focus on strategic learning and whole system change. Students can deepen their capabilities as facilitators of learning and in helping organizations, communities, or other institutions to support learning for individuals and for the organizations or other social units that benefit from the lifelong learning of its members.

- 3. Minimum point requirement:**

Ed.M. students must complete 60 credits of coursework and conduct a culminating research study. For more information, see the Ed.M. section of this guide or visit:

<http://www.tc.edu/o%26l/AdultEd/index.asp?Id=Degree+Requirements&Info=Ed.M.>

4. Required Coursework:

ED.M. PROGRAM IN ADULT LEARNING AND LEADERSHIP - 60 CREDITS WORKSHEET

- **NOTE:** Three credits must be taken from each of the following categories, unless otherwise specified (six credits are needed to satisfy requirements for “Foundations-Required Courses” and “Adult Development,” and 12 credits are required for “Adult Learning Theory and Applications.”) Courses customarily offered for P/F must be taken for a grade in order to fulfill the program requirements. Courses that appear in two separate categories (i.e., ORLD 5073, ORLD 5550) cannot be used to satisfy both requirements.

1. FOUNDATIONS- REQUIRED COURSES (6)	Credits	Course #	Waived	Term Taken	# of Credits
Introduction to Adult and Continuing Ed.	3	ORLD 4050			
Facilitating Adult Learning	3	ORLD 4053			
2. ADULT DEVELOPMENT (6)	Credits	Course #	Waived	Term Taken	# of Credits
How Adults Learn*	3	ORLD 4051			
Leadership for Adult Development	3	ORLD 5070			
Developmental Psychology: Adult Learning and the Lifespan	3	HUDK 4024			
Cognitive Development	3	HUDK 5023			
Moral Development	3	HUDK 5027			
Spiritual Development Across the Lifespan	3	HUDK 5028			
Alternative – Write In:					
3. ADULT LEARNING THEORY & APPLICATIONS (12)	Credits	Course #	Waived	Term Taken	# of Credits
How Adults Learn*	3	ORLD 4051			
Somatics: Leadership Dev	3	ORLD 4091			
Issues: Coaching as Adult Learning <i>Course # is subject to change</i>	3	ORLD 4199			
Developing Critical Thinkers	1	ORLD 4815			
Fostering Transformative Learning	2-3	ORLD 4827			
Imagination, Authenticity, Transform. Lrng	2-3	ORLD 4828			
Helping Adults Learn	1	ORLD 4844			
Discussion as a Way of Teaching	1	ORLD 4850			
Learning as a Way of Leading	1	ORLD 4855			
Adult Learning & Ed: Theory & Practice	3	ORLD 5057			
Issues: Social Entrepren & Leadership <i>Course # is subject to change</i>	3	ORLD 5199			
Critical Theory and Adult Learning	1	ORLD 5815			
Alternative – Write In:					
4. PROGRAM DEVELOPMENT & EVALUATION (3)	Credits	Course #	Waived	Term Taken	# of Credits
Developing & Managing Adult Lrng Programs	3	ORLD 5053			

Evaluation Methods	3	ORL 5552			
Alternative – Write In:					
5. SYSTEM LEARNING (3)	Credits	Course #	Waived	Term Taken	# of Credits
Leading Change in a Democratic Society*	3	ORLD 4065			
The Learning Organization	3	ORLD 5061			
Research on Organizational Learning*	3	ORLD 5550			
Bldg 21 st Century Cap. W CQ (Cultural Intelligence)	3	ORLD 5823			
Group Dynamics: Systems Perspective*	3	ORL 5362			
Conflict and Complexity: A Dynamical System Approach to Addressing Protracted Conflict*	3	ORLJ 4800			
Technology and School Change	3	MSTU 4001			
Alternative – Write In:					
6. LEADERSHIP (3)	Credits	Course #	Waived	Term Taken	# of Credits
Leading Change in Democratic Society*	3	ORLD 4065			
Leadership and Self Development	2-3	ORLD 5023			
Leveraging EQ to Enhance Org. Effectiveness	3	ORLD 5821			
Leadership & Supervision	3	ORLJ 5005			
Alternative – Write In:					
7. STRATEGY AND MANAGEMENT (3)	Credits	Course #	Waived	Term Taken	# of Credits
Management & Leadership Skills	3	ORLD 4085			
Strategy & Development as Learning Process	3	ORLD 5054			
Learning to Think Strategically	3	ORLD 6054			
Functions of Organization	3	ORLJ 4002			
Advanced Functions of Organizations	3	ORLJ 5002			
Alternative – Write In:					
8. HUMAN RESOURCE DEVELOPMENT (3)	Credits	Course #	Waived	Term Taken	# of Credits
Staff Development and Training	3	ORLD 5055			
Human Resource Development	3	ORLD 5062			
Action Learning Design & Leadership*	3	ORLD 5073			
Human Resource Management	3	ORLJ 5003			
Preparation for Coaching	3	ORLJ 5310			
Instructional Design of Ed Technology*	3	MSTU 4083			
Alternative – Write In:					
9. GROUP DYNAMICS (3)	Credits	Course #	Waived	Term Taken	# of Credits
Building Prdctv Relationships with SQ	3	ORLD 5822			
Group dynamics: A Systems Perspective *	3	ORL 5362			
Small Group Intervention	3	ORLJ 5017			
Alternative – Write In:					

10. ORGANIZATIONAL BEHAVIOR (3)	Credits	Course #	Waived	Term Taken	# of Credits
Organization Analysis in Ed	3	ORLA 4010			
Organizational Psychology	3	ORLJ 4005			
Organizational Dynamics & Theory	3	ORLJ 5045			
Psych Aspects of Organizations	3	ORLJ 5106			
Sociology of Organizations	3	EDPS 4030			
Alternative – Write In:					
11. TECHNOLOGY (3)	Credits	Course #	Waived	Term Taken	# of Credits
Learning and Technology in Organizations	3	ORLD 5060			
Online Teaching and Learning: Applying Adult Learning Principles	3	ORLD 5063			
Telecomm. And Distance Learning	3	MSTU 4022			
Video Games in Education	3	MSTU 4039			
Introduction to Mobile Phone Learning	3	MSTU 4040			
Instructional Design of Ed Tech*	3	MSTU 4083			
Cognition and Computers	3	MSTU 4133			
Cognition and Handheld Devices	3	HUD 4052			
Alternative – Write In:					
12. CONFLICT RESOLUTION (3)	Credits	Course #	Waived	Term Taken	# of Credits
Conflict and Complexity*	3	ORLJ 4800			
Managing Conflict in Orgs	3	ORLJ 5148			
Basic Practicum in Conflict Resolution	3	ORLJ 5340			
Alternative – Write In:					
13. RESEARCH (6)	Credits	Course #	Waived	Term Taken	# of Credits
Action Learning Design & Leadership*	3	ORLD 5073			
Research on Organizational Learning *	3	ORLD 5550			
Intro To Research Methods in Ed	3	ORL 5521			
Evaluation Methods	3	ORL 5552			
Qualitative Res: Design & Data Collection	3	ORL 6500			
Understanding Behavioral Research	3	ORLJ 4009			
Basic Concepts in Statistics	3	HUDM 4120			
Probability and Statistical Inference	3	HUDM 4122			
Introduction to Measurement	3	HUDM 4050			
Research Design in Movement Science and Ed.	3	BBSR 5582			
Alternative – Write In:					

* These courses are listed under multiple category options. Each course can be applied to one category only.

- **ELECTIVE COURSEWORK:** Ed.M. students are required to take an additional **three** credits of elective coursework. You can take any of the above courses as electives. Elective credits may be taken pass/fail.

ELECTIVES [ORLD or other relevant courses] (3)	Credits	Course #	Waived	Semester	# of Credits

TOTAL Ed.M. PROGRAM CREDITS (60 CREDIT MINIMUM)—Total from Above: _____

14. FINAL PROJECT: Usually prepared in your final semester at TC, but always taken after 45 credits have been successfully completed.		
Title:		
Date Started:	Sponsor:	Date Completed:

5. Degree Audit System

The Degree Audit system is the college’s course tracking application. Students may access their degree audit through their myTC portal. Your degree audit will show you which requirements you have met (using green checks). Red "X" marks indicate non-completion of a requirement. As you prepare to apply for graduation, you should see only green check marks on your audit for all areas except your integrative project. If you believe you have met a requirement but your audit indicates otherwise, please speak to your advisor.

To apply for graduation, visit the degree audit site in myTC, print out a copy of your audit, and have your advisor sign it. The signed audit will serve as your degree application.

6. Breadth requirement:

The College requires that student take at least three breadth courses, of 2-3 credits each, for a minimum of six credits in total. These courses may either be taken to satisfy category requirements or as elective courses. Remember, your total program course load must include three courses outside of ORLD (for a minimum of six credits). 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.

7. Statement on Culminating Project:

The purpose of the culminating project is to demonstrate the application of research in a

practice setting. The culminating project should accomplish the following purposes:

- Demonstrate mastery of some aspect of the literature on adult education
- Demonstrate application of what you have learned through research

Show that you can identify the assumptions, values, and beliefs that underlie your thinking and that of major theorists.

At any time during the program, a student can begin to prepare his/her culminating research project. Additional research courses, beyond that specified in the program requirements above, may be needed, depending on the nature of the research project that the student undertakes. The project must be completed and paperwork (the degree audit) signed off in order for the student to graduate and receive his/her degree.

When ready to begin the project, the student should:

- Make an appointment with his/her advisor (or one of the other core faculty with expertise in the student's area of focus for the project).
- Prepare a paragraph on the topic of interest for the project along with a rough outline of the paper.
- Get agreement and guidance from your project sponsor on the topic and outline, and develop a timeline for the project, keeping in mind your own learning style / writing preferences, research skills you may need to acquire through additional coursework, and the preferences / schedule of the sponsor.
- Follow APA guidelines (or, if agreed by your sponsor, guidelines from MLA or the Chicago Manual of Style).
- Allow enough time to complete and revise the project before it is approved. Expect to submit the paper, get feedback from the sponsor, and make improvements before it is finalized.

8. 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.

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

- All masters students must enroll for a minimum of six points per academic year.
- All masters students must maintain a minimum GPA of B (exclusive of Pass/Fall courses) for all courses registered through Teachers College.
- All requests for retroactive registration must receive the approval of the faculty adviser, Program Coordinator, and Department Chair before submission to the Office of the Registrar.
- The period of candidacy for the degrees of Master of Education is limited to five years. Every candidate for the Master of Arts, Master of Science, and Master of Education must complete at least 16 points through Teachers College during the final five-year period prior to the award of the degree so as to meet recency requirements.

10. Certification and/or licensure requirements and information: N/A

11. Special requirements for professional education programs under NCATE review: N/A

12. Transfer credit evaluation:

The number of credits (B or better) that an Ed.M. can transfer into the program from outside the College depends on the number of degrees she/he earns at Teachers College. For example, an Ed.M. can transfer up to 30 credits into this program from outside Teachers College (if she/he is earning only one TC degree); or 15 credits if she/he is earning an M.A. and Ed.M. The number of courses taken elsewhere in Teachers College that can be transferred into his/her program depends on his/her program plan in consultation with program faculty.

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

- a. The first step in transferring credits is to make a request with the Registrar's office to prepare and send to the program a list of courses that might possibly be transferred in to the program.
- b. Your advisor will then share a copy of this list with you.
- c. You should then map courses you wish to transfer against your program plan, along with other courses you will take to meet program requirements.
- d. Meet with your advisor to discuss and finalize your program plan, including transfer credits.
- e. 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.
- f. You should receive a list of courses that can be transferred in to 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.

13. 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.

Grades

- Students must achieve a B or better in all letter grade courses that count toward their 60 credit degree.
- Core, contextual concentration, and research courses must be taken for a letter grade.
- Students are permitted to take up to four Elective courses as pass/fail unless receiving special permission from their advisor. These courses should NOT be CORE requirements.

Course Exemptions

Students cannot receive an exemption from ORLD 4050 Introduction to Adult Education. If students have already taken courses that they think satisfy the course requirements of other courses required by the program, they should first consult their advisor about whether or not they might receive an exemption from a course; and then petition the faculty who teaches that course to waive out of the course. In order to waive out of a course, it is the *student's* responsibility to demonstrate that a previous undergraduate and/or graduate course is redundant with material covered in the petitioned course. Students will be asked to provide a variety of materials to establish redundancy (e.g. syllabus from course, relevant course papers, etc.) and may be asked by the faculty teaching the course to pass a test on the material in the

course. The faculty approving the waiver should email the student's advisor. A copy of this email, with a note from the student's advisor, should be attached to the student's program plan and kept in the student's file.

14. Other information:

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, such as that required for ORLJ 5362 Group Dynamics. Applications are available from the academic program office supporting that course. For example, for ORLJ 5362 applications are available early in the semester prior to the semester in which the course is taught. Check with the appropriate office for exact dates.

15. 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.