

Program of Study Advisement Guide

- 1. Program Title:** Adult Learning and Leadership
Degree level: Doctorate of Education (Ed.D.)
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.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.

- 3. Minimum point requirement:**

Ed.D. students must complete 90 credits of coursework, file a Program Plan, pass the Certification Examination (*at the time the student has 70 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, see the Ed.D. section of this guide or visit:

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

4. Required Coursework:

ED.D. PROGRAM IN ADULT LEARNING AND LEADERSHIP – 90 CREDITS WORKSHEET

NOTE: 3 credits must be taken from each of the following categories, unless otherwise specified (9 credits are needed to satisfy requirements for “Foundations-Required Courses” and “Adult Development,” and 12-14 credits are required for “Adult Learning Theory and Practice.”) 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 (9)	Credits	Course #	Waived	Term Taken	# of Credits
Introduction to Adult and Continuing Ed.	3	ORLD 4050			
Facilitating Adult Learning	3	ORLD 4053			
Adult Learning & Ed: Theory & Practice *	3	ORLD 5057			
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 AND APPLICATIONS (12-14)	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			
Online Teaching and Learning: Applying Adult Learning Principles**	3	ORLD 5063			
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		MSTU 4001			
Alternative – Write In:					
6. LEADERSHIP (3)	Credits	Course #	Waived	Term Taken	# of Credits
Leading Change in a 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 Organizations	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 (18-19)*	Credits	Course #	Waived	Term Taken	# of Credits
Critical Literature Reviews	2	ORLD 4800			
Action Learning Design & Leadership	3	ORLD 5073			
Research on Organizational Learning **	3	ORLD 5550			
Dissertation Proposal Seminar (REQUIRED)*	1-3	ORLD 7500			
Directed Dissertation Research	3	ORLD 7900			
Directed Dissertation Research	0	ORLD 8900			
Intro. To Research Methods in Ed	3	ORL 5521			
Evaluation Methods	3	ORL 5552			
Qualitative Res: Design & Data Collection	3	ORL 6500			
Qualitative Res: Qualitative Data Analysis	3	ORL 6501			
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:					

* 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.*

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

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

- **ELECTIVE COURSEWORK:** Ed.D. students are required to take an additional 16-17 credits of elective coursework. You can take any of the above courses as electives. Up to 4 elective courses (12 credits) may be taken pass/fail.

ELECTIVES [ORLD or other relevant courses] (16-17)	Credits	Course #	Waived	Term Taken	# of Credits

TOTAL Ed.D. PROGRAM CREDITS (90 CREDIT MINIMUM)—Total from Above: _____

5. Breadth requirement:

The College requires that student take at least 3 breadth courses, of 2-3 credits each, for a minimum of 6 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 3 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.

- **CERTIFICATION Exam Taken _____**
Note: The Certification Exam must be taken once the student has 70 credits accumulated toward their degree.
- **QUALIFYING PAPER Submitted and approved _____**
Note: The Qualifying Paper must be completed within 6 months of 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.

	Sponsor / 2 nd 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 his/her 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.

6. 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.

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

Ed.D. students must take a sequence of 6 courses (18 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.

8. 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.

For more information on certification and qualifying paper, please go to URL: http://www.tc.columbia.edu/i/a/document/7952_CertGuide10-1-08.pdf

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

Not applicable.

10. Transfer credit evaluation:

Ed.D. students can transfer 40-45 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:

- a. 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 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 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.

11. 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.

12. Other information:

All Ed.D. students must enroll in ORLD 7500 (1 credit) 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, 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.

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.

13. 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.