

## 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 21<sup>st</sup> 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, review the guidelines below or visit:

<https://www.tc.columbia.edu/organization-and-leadership/adult-learning-and-leadership/degrees--requirements/adult-learning-and-leadership-edm/>

- 4. Required Coursework:** See worksheet on the next page for course options.



**NOTES:**

- Up to 30 transfer credits from another institution, as well as additional coursework at Teachers College, can be applied to your program plan if approved by **Advanced Standing Review**. At least 16 credits out of 60 **MUST** be taken within the last five years at Teachers College. Discuss these courses with your advisor to determine if they are applicable to any categories, including electives. More information about this process can be found under [12. Transfer credit evaluation](#).
- Courses customarily offered for Pass/Fail generally must be taken for a grade in order to fulfill the Adult Learning and Leadership program requirements. Pass-Fail or Letter Grading Option: Selection of either grading option in courses that offer this choice must be made prior to the fourth class. Ask the instructor to sign a Change In Grade Mode Form from the Office of the Registrar and submit.
- These Light Blue Subheaders indicate suggestions for how to fulfill one's requirements in the ADULT LEARNING THEORY AND APPLICATIONS and LEADERSHIP AND ORGANIZATION sections. Students are not required, however, to take courses in each subsection so long as the total number of credits taken across subsections adds up to the total number of credits as specified in the overarching section head. Courses taken to fulfill the College's breadth requirement can also be used to fulfill the program-specific requirements detailed below (see [section 6](#)).

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

1. FOUNDATIONS (9 Credits Required)	Credits	Course #	Semester	Modality	Waived	Term Taken
Introduction to Adult and Continuing Education <sup>†</sup>	3	ORLD 4050	Fall	F2F		
Facilitating Adult Learning <sup>†</sup>	3	ORLD 4053	Spring	F2F		
Adult Learning and Education: Theory & Practice	3	ORLD 5057	Fall	F2F		
2. ADULT DEVELOPMENT (3 Credits Required)	Credits	Course #	Semester	Modality	Waived	Term Taken
How Adults Learn <sup>†</sup>	3	ORLD 4051	Every semester	F2F		
Leadership for Adult Development <i>Limited enrollment by application to instructor; for more information, email Dr. Ellie Drago-Severson (<a href="mailto:drago-severson@tc.columbia.edu">drago-severson@tc.columbia.edu</a>).</i>	3	ORLD 5070	Varies	Online		
Fostering Transformative Learning	2-3	ORLD 4827	Fall	Online		



**Department of Organization and Leadership**  
**Adult Learning and Leadership**

<b>3. ADULT LEARNING THEORY &amp; APPLICATIONS (6-9 Credits Required)</b>	<b>Credits</b>	<b>Course #</b>	<b>Semester</b>	<b>Modality</b>	<b>Waived</b>	<b>Term Taken</b>
<b>Transformative Growth</b>						
Fostering Transformative Learning <i>Can only be applied to this section if not taken for the Adult Development requirement</i>	2-3	ORLD 4827	Fall	Online		
Imagination, Authenticity, Individuation and Transformative Learning	2-3	ORLD 4828	Spring	Online		
<b>Talent Development in Organization</b>						
Global and Strategic Human Resource Development in Organizations <i>Take this class first; only take the below courses to fulfill your requirement if you are unable to take this course.</i>	3	ORLD 5062	Spring	Spring		
Developing & Managing Adult Learning Programs	3	ORLD 5053	Spring	Spring		
Staff Development and Training	3	ORLD 5055	Fall	Fall		
<b>Applications to Practice</b>						
Coaching From an Adult Learning Perspective	3	ORLD 4060	Spring	Spring		
Digital Pedagogy: Applying Adult Learning Principles	3	ORLD 5063	Check Schedule	Summer, Fall		
The Learning Organization: The Digital Workspace	3	ORLD 5061	Summer, Fall	Check Schedule		
Action Learning Design & Coaching	3	ORLD 5073	Spring	Spring		
<b>Applied Workshops in Adult Learning Practices (2-Day Intensives)</b>						
Career Strategy Development as a Lifelong Learning Process	1	ORLD 4810	Varies	Fall		
Developing Critical Thinkers	1	ORLD 4815	Varies	Online		
Helping Adults Learn	1	ORLD 4844	Varies	Online		



**Department of Organization and Leadership**  
**Adult Learning and Leadership**

Discussion as a Way of Teaching	1	ORLD 4850	Varies	Online		
Learning as a Way of Leading	1	ORLD 4855	Varies	Online		
Teaching Race in Predominantly White Organizations	1	ORLD 4860	Varies	Online		
Critical Theory and Adult Learning	1	ORLD 5815	Varies	Online		
<b>4. LEADERSHIP AND ORGANIZATION (6-9 Credits Required)</b>	<b>Credits</b>	<b>Course #</b>	<b>Semester</b>	<b>Modality</b>	<b>Waived</b>	<b>Term Taken</b>
Digital Transformation, AI, and Learning in Organizations	3	ORLD 5060	Check Schedule	Check Schedule		
Leadership and Self Development	3	ORLD 5023	Spring	Online		
Strategy Development as a Learning Process in Organizations	3	ORLD 5054	Spring	Check Schedule		
<b>The Leader as Coach</b> <i>Students interested in coaching are encouraged to take these courses as a series and to consider enrolling in the Columbia Coaching Certification Program (CCCP); See section 7 (COACHING CERTIFICATION) for more information.</i>						
Leveraging Emotional Intelligence (EQ) to Enhance Organizational Effectiveness	3	ORLD 5821	Fall	F2F		
Building Productive Relationships with Social Intelligence (SQ)	3	ORLD 5822	Varies; Spring, Summer	F2F		
Building 21 <sup>st</sup> Century Organizational Capability with Cultural Intelligence (CQ)	3	ORLD 5823	Varies; Spring, Summer	F2F		
<b>Leader Skills and Practices</b>						
Management & Leadership Skills in Practice	3	ORLD 4085	Fall	Check Schedule		
Somatics: A Mind/Body Approach to Leadership Development	3	ORLD 4091	Fall	F2F		
Learning to Think Strategically <i>Limited enrollment by application to instructor.</i>	3	ORLD 6054	Summer	F2F		
<b>Leading &amp; Management Learning in Society</b>						



Department of Organization and Leadership  
**Adult Learning and Leadership**

Education and Social Transformations: Elites and Inequalities in Transitional Economies <i>Take this class first; only take the below courses to fulfill your requirement if you are unable to take this course.</i>	3	ORLD 4027	Check Schedule	Check Schedule		
Leading Change in a Democratic Society	3	ORLD 4065	Spring	Online		
Social Entrepreneurship & Leadership	3	ORLD 5540	Spring	F2F		
<b>5. RESEARCH (6 Credits Required)</b>	<b>Credits</b>	<b>Course #</b>	<b>Semester</b>	<b>Modality</b>	<b>Waived</b>	<b>Term Taken</b>
Mixed Methods	3	ORLD 5199	Check Schedule	Check Schedule		
Introduction to Research Methods in Education	3	ORL 5521	Check Schedule	Check Schedule		
Research on Organizational Learning	3	ORLD 5550	Varies; Spring	F2F		
Qualitative Research: Design & Data Collection	3	ORL 6500	Check Schedule	Check Schedule		
Qualitative Research: Data Analysis	3	ORL 6501	Check Schedule	Check Schedule		
Basic Concepts in Statistics	3	HUDM 4120	Check Schedule	Check Schedule		
Probability and Statistical Inference	3	HUDM 4122	Check Schedule	Check Schedule		
<b>6. ELECTIVES (Up to 30 Credits), including BREADTH (6 Credits Required)</b> <i>6 of the 30 credits must be Breadth Electives, i.e. courses not categorized as ORLD and taken following consultation and approval from your academic advisor. You may choose from the variety of online and in-person courses listed below, as well as from other programs within Teachers College.</i>	<b>Credits</b>	<b>Course #</b>	<b>Semester</b>	<b>Modality</b>	<b>Waived</b>	<b>Term Taken</b>
Organizational Psychology	3	ORLJ 4005	Check Schedule	Check Schedule		
Organizational Dynamics/Theory	3	ORLJ 5045	Check Schedule	Check Schedule		



**Department of Organization and Leadership**  
**Adult Learning and Leadership**

Strategic Talent Management	3	ORLJ 5090	Check Schedule	Check Schedule		
Adaptive Negotiation & Conflict Resolution	3	ORLJ 5340	Check Schedule	Check Schedule		
Networked and Online Learning	3	HUDK 4011	Check Schedule	Check Schedule		
Psychology of E-Learning in Business and Industry	3	HUDK 5197	Check Schedule	Check Schedule		
Instructional Design of Educational Technology	3	MSTU 4083	Check Schedule	Check Schedule		
Technology and Metacognition	3	MSTU 5035	Check Schedule	Check Schedule		
Alternative – Write In:						

**7. COACHING CERTIFICATION**

*The Columbia Coaching Certification Program (CCCP) is a recommended option for all Adult Learning & Leadership students. The CCCP is divided into two cohorts per year (November and May), and takes place in four segments:*

- 1. A one-week frontend coaching intensive that functions as an introduction to, and practice experiencing, the program’s three foundations: guiding principles, competencies, and process;*
- 2. An eight-month field-based practicum that includes supervision groups, coaching “real” clients, learning journals, coaching demonstrations, and a coach-specific project;*
- 3. A one-week advanced coaching intensive of coaching drills with feedback, “advanced” topics, project-knowledge sharing, and a written and oral exam;*
- 4. And a 60-day posting period of required certification documents, a review, and the distribution of the credential.*

*To be considered, send a resume/bio to Dr. Terrence Maltbia at [tem17@tc.columbia.edu](mailto:tem17@tc.columbia.edu), followed by an alignment discussion, and, if acceptance is a consideration, for the student to meet with their academic advisor to determine where and how the 2-4 credits “courses” (5900 and 6900) fit into their academic plan.*

**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). A red circle indicates non-completion of a requirement, and a blue "half moon" indicates partial 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, log into your myTC portal, click on *Student Resources*. In the *Student Profile* menu, click on *Apply to Graduate*, select the term and click submit. A walk-through is [available online here](#). Let your advisor and the academic secretary know that you are planning to graduate, be in touch with your advisor about your integrative project, and be aware of the deadline for your project, which your advisor will need to approve on your degree audit.

## 6. 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.

## 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:**

- Master's students must register for at least one credit per semester to remain in compliance with the continuous enrollment policy. For access to financial aid, students must register for at least five credits.
- All masters students must maintain a minimum GPA of B (exclusive of Pass/Fail 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.

### 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.