Program of Study Advisement Guide

1. **Program Title:** Adult Learning and Leadership
   Degree level: Master of Arts (M.A.) (36 credits)
   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 throughout their 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 M.A. level prepares professionals who facilitate learning within and outside the classroom. The intellectual framework of the program examines the relationship of adult learning to organizational, management and leadership issues. The program prepares students to understand adult learning and development, to design and deliver learning interventions, and to assist 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:**
   M.A. students must complete 36 credits of coursework and submit a culminating project.

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

NOTES:

- 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 equals nine, as specified in the section head.
- Courses marked with an asterisk (*) are taught in both dedicated online and F2F sections. Students enrolled in the F2F MA program must register for the F2F sections.

F2F M.A. PROGRAM IN ADULT LEARNING AND LEADERSHIP - 36 CREDITS WORKSHEET

1. FOUNDATIONS (6 Credits Required)	Credits	Course #	Semester	Modality
Introduction to Adult and Continuing Education*	3	ORLD 4050	Fall	F2F
Facilitating Adult Learning	3	ORLD 4053	Fall	F2F
2. ADULT DEVELOPMENT (3 Credits Required)	**Credits**	**Course #**	**Semester**	**Modality**
How Adults Learn*	3	ORLD 4051	Every semester	F2F
Leadership for Adult Development *Limited enrollment by application to instructor; for more information, email Dr. Ellie Drago-Severson (drago-severson@tc.columbia.edu).*	3	ORLD 5070	Varies	Online
3. ADULT LEARNING THEORY AND APPLICATIONS (9 Credits Required)	**Credits**	**Course #**	**Semester**	**Modality**
Transformative Growth				
Fostering Transformative Learning	2-3	ORLD 4827	Fall	Online
Imagination, Authenticity, Individuation and Transformative Learning	2-3	ORLD 4828	Spring	Online
Adult Learning & Education: Theory & Practice	3	ORLD 5057	Fall	F2F
Talent Development in Organization				
Global and Strategic Human Resource Development in Organizations	3	ORLD 5062	Spring	Hybrid

Take this class first; only take the below courses to fulfill your requirement if you are unable to take this course.				
Developing & Managing Adult Learning Programs	3	ORLD 5053	Spring	F2F
Staff Development and Training	3	ORLD 5055	Fall	F2F
Applications to Practice				
Coaching From an Adult Learning Perspective	3	ORLD 4060	Spring	F2F
The Learning Organization: The Digital Workspace	3	ORLD 5061	Summer, Fall	Online
Digital Pedagogy: Applying Adult Learning Principles	3	ORLD 5063	Check Schedule	Online
Action Learning Design & Coaching	3	ORLD 5073	Spring	Hybrid
Applied Workshops in Adult Learning Practices _(2-Day Intensives)_				
Career Strategy Development as a Lifelong Learning Process	1	ORLD 4810	Varies	Online
Developing Critical Thinkers	1	ORLD 4815	Varies	Online
Helping Adults Learn	1	ORLD 4844	Varies	Online
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
4. LEADERSHIP AND ORGANIZATION (9 Credits Required)	**Credits**	**Course #**	**Semester**	**Modality**
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
The Leader as Coach _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._				
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 21st Century Organizational Capability with Cultural Intelligence (CQ)	3	ORLD 5823	Varies; Spring, Summer	F2F
Leader Skills and Practices				
Management & Leadership Skills in Practice	3	ORLD 4085	Fall	Check Schedule
Somatics: A Mind/Body Approach to Leadership Development	3	ORLD 4091	Fall	F2F
Leading & Management Learning in Society				
Education and Social Transformations: Elites and Inequalities in Transitional Economies *Take this class first; only take the below course to fulfill your requirement if you are unable to take this course.*	3	ORLD 4027	Check Schedule	Check Schedule
Leading Change in a Democratic Society	3	ORLD 4065	Spring	Online
5. RESEARCH (3 Credits Required)	**Credits**	**Course #**	**Semester**	**Modality**
Iss: 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
Learning Communities: Research for the Integrative Project	2-3	ORLD 6914	Spring	Online
Basic Concepts in Statistics	3	HUDM 4120	Check Schedule	Check Schedule
Probability and Statistical Inference	3	HUDM 4122	Check Schedule	Check Schedule
6. BREADTH ELECTIVES (6 Credits Required) *The courses below are recommendations, not requirements for fulfilling your Breadth requirement.* *Classes taken for the Breadth requirement cannot be from the ORLD section of the course catalog and will only count towards your degree following consultation with your academic advisor.*	**Credits**	**Course #**	**Semester**	

Organizational Psychology	3	ORLJ 4005	Check Schedule	Check Schedule
Organizational Dynamics/Theory	3	ORLJ 5045	Check Schedule	Check Schedule
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, 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 F2F M.A. PROGRAM CREDITS (36 CREDIT MINIMUM) — Total from Above: _____

INTEGRATIVE PROJECT: Usually prepared in your final semester at TC, but always taken after 30 credits have been successfully completed.		
Title:		
Date Started:	**Sponsor:**	**Date Completed:**

4. **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 must be taken outside of the Adult Learning and Leadership program (Coded as ORLD in the [course schedule search]()). 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 the Integrative (Culminating) Project:**

   M.A. students need to complete an integrative (culminating) project as a requirement for graduation. The M.A. project is a project-based application to practice.

   For the M.A. student, the purpose of the culminating project is to synthesize, integrate, research and apply learning from the body of coursework that one has taken to a problem of theory or practice. 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 to practice

- 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 project. But the project must be completed and approved by their advisor 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 guidance and approval from your project sponsor on the selected option, topic and outline, and develop a timeline for the project, keeping in mind your own learning style / writing preferences 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.

- Options A and B for the M.A. project are below, but sponsors are often open to discussing alternative suggestions made by students to meet this requirement. In either case, the culminating project is generally from 30 to 50 double spaced pages in length.

Option A: Application to Practice (M.A. Project)

1) Choose a problem of practice that calls for an understanding of some aspect of adult learning. The problem should not be too narrow, for example, the design of a training workshop. However, it should not be too ambitious either, for example, the creation of a learning organization. A middle range project might include the design of a program (e.g., series of related activities to meet the aims of a new initiative), development of guidelines for a project (e.g. monitoring, journaling, distance learning initiative), evaluation of an existing program, or the development of materials (e.g. orientation handbook).

2) Describe the context for your work on this topic. For example, are you focusing on adults in the public or private sector? a particular industry? entry level or seasoned practitioner? people within a particular culture? characteristics of the organization in question?

3) Develop a plan for the project itself that includes a rationale for your approach and a discussion of methods you will use to reach your objectives.

4) Do the project. Document each phase of your work and submit accompanying products.

5) Include a discussion of literature that informed your understanding of the problem and the solutions you derived. The literature can include discussion of the content that is the focus of the project, as well as the program development steps you took to implement it.

6) Include a discussion of what you learned from doing this project: about the task, the organization in which the project was carried out, and yourself as a human resource professional. Identify assumptions that you may have made at the beginning of the project, which have changed as a result of doing this work; or new assumptions you might hold based on your new knowledge of this topic.

Option B: Critical Review of Selected Literature (M.A. Project)

1) Identify a focus in which you are interested that is related to the field of adult education and learning. Some examples:

   - Management development for technical professionals

   - E-learning

   - Adult development theory as applied to management development

   - Human resource strategies for creating the learning organization

2) Describe the context for your work on this topic. For example, are you focusing on adults in the public or private sector? a particular industry? entry level or seasoned practitioner? people within a particular culture? characteristics of the organization in question?

3) Define the topic you are exploring, and identify the databases you explored for this discussion. Your literature review should include key authors in the field who have defined the issues and key theories. It should also cover key research studies on the topic. If your review results show up with too much literature, it is a signal that you have not sufficiently limited your topic. Seek to limit it by contextual variables, such as the industry in which you are interested, or studies conducted in the last 5 or 10 years.

4) Do not discuss each work in depth as you would in a book review. A literature review focuses on identifying patterns. On the other hand, you should provide enough depth so that your readers understand the nature of the work being discussed.

5) Your literature review should also be critical. By that we mean, you should identify assumptions, values, and beliefs that influence the design of studies (for example, too much focus on a particular population; a viewpoint that leads an author to a narrow focus that misses other important issues; research that does not consider class, race, or gender).

6) Use the literature to draw implications for practice. For example:

   - What are the major problems of practice that emerge as a result of this review?

- What implications does the literature hold for program design, development, and implementation?
- What assumptions of the profession (and those you hold individually) are called into question as a result of this literature review?

8. **Student Teaching/fieldwork/practicum/internship requirements and information:**
   Internships are elective and not required. Internships must be substantive in nature, and guided by a professional in that institution. The internships could be local to the student and need to be negotiated with guidance from their advisor. The students' advisor will work out the criteria for each internship on a case-by-case basis. Students must write a narrative report on their experience. It is the student's responsibility to find and secure an internship. If you want to secure an internship for the summer, you will need to start looking in the autumn, as that is when companies are recruiting, especially in the United States. Other opportunities do arise, but they are fewer and far between. International students should check with the Office of International Students and Scholars regarding visa requirements and restrictions.

9. **Other program requirements** (e.g. grade requirements or 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.

   The period of candidacy for the degrees of Master of Arts 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:**
    M.A. students cannot transfer in credits from outside the College. The number of courses outside of Adult Learning and Leadership that can be applied to the M.A. depends on his/her program plan in consultation with program faculty and with the Office of the Registrar.

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 36-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 or ORLD 4051 How Adults Learn (or approved equivalent). 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 and ORLD 5070 Leadership for Adult Development. Applications are available from the academic program office supporting that course, or the student can contact the instructor directly. 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 and requirements.

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 (email at oasid@tc.columbia.edu or call 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 Director in the area in which the academic concern resides. If the student is not satisfied with the response or resolution achieved through the Program Director, 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.