Teachers College
COLUMBIA UNIVERSITY

Academic Catalog 2026-2027

Complete Catalog

1119 pages

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Arts & Humanities

195 pages

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Arts and Humanities

Department Mission

The Department of Arts and Humanities is dedicated to the study of various academic and professional disciplines in an educational context. The Department's mission is two-fold: To further knowledge and learning in specific fields and to explore the purposes, practices, and processes of education both within—and across—disciplines in the Arts and Humanities.

Within the Department, individual academic programs preserve their own disciplinary rigor while expanding modes of inquiry, discovery, and creativity across disciplines and diverse societies and cultures. The Department is committed to understanding culture as broad and varied processes—fundamental human activities involving various modes of thinking and expression through which meaning is constructed and historically transmitted.

The Department views the study of education as broad and vital. Here, intellectual and creative ideas and practices extend beyond the traditional concerns of schooling. Thus, each program shares a concern with the learner's construction of knowledge, the art and methods of teaching, the realities of the contemporary classroom, the relationship of schools to their communities, and the underlying philosophies of school reform.

In each of the programs that prepare teachers for positions in schools and universities, there is a commitment to the education of reflective practitioners, the integration of theory and improvement of learning, as well as research and practice in the students' chosen fields of study.

Faculty share the view that informed, imaginative and critical thinking enables scholars and educators to actively shape cultural concepts of learning through education. With this in mind, the programs—both separately and together—offer students the skills and knowledge needed to thrive and assume leadership in today's changing cultural and educational environment.

Our teacher certification programs lead to certification in New York State. If you are planning on working in another state, we recommend that you review the state's licensing board or teacher certification website for that state's qualifications. The Office of Teacher Education will complete any necessary forms and/or letters for out-of-state certification on the completion of your approved teacher preparation program.

Applied Linguistics and the Teaching of English to Speakers of Other Languages

Program Description

The Applied Linguistics (AL) and Teaching English to Speakers of Other Languages (TESOL) Program provides students with a solid foundation of knowledge to formulate, examine, and resolve pedagogical and research questions related to language, language use, second language pedagogy, second language acquisition, second language assessment, language and technology, and TESOL adult and PK-12 education. The AL and TESOL Program helps students develop strategies grounded in theory, research, and practice, to teach second and foreign languages; develop curricula; and assess language performance in a wide variety of national and international contexts.

Areas of study include:

- Linguistic analysis
- Language use
- Second language education
- Language teacher education
- Second language literacy
- Second language acquisition
- Second language assessment
- Language and technology

More specifically, the major in Applied Linguistics (AL) provides students with a solid foundation for defining and resolving problems related to the nature of language, how it is used in educational and naturalistic contexts, and how it is taught, learned, and assessed, while the major in TESOL provides students with a solid foundation in the English language so that educational questions related to the teaching, learning, and assessment of English as a second or foreign language (ESL/EFL) may be understood, formulated, examined, and resolved.

Graduates from the AL and TESOL Program typically teach ESL or EFL in elementary or secondary schools, in colleges or universities, in language schools or institutes in the United States or abroad, or in businesses or international organizations. Others work for assessment companies such as ETS, Cambridge ESOL, or Pearson; for publishers, marketing,and translation agencies; or for technology

companies that produce ESL/EFL products. Still others work as language program administrators in educational settings. Finally, many graduates work as applied linguists or TESOL faculty or researchers in colleges and universities around the world.

As New York City offers one of the most diverse settings in the world for teaching ESL, the program collaborates with a number of schools in the city to provide students with opportunities to teach or do research. In addition, the AL and TESOL Program sponsors the Community Language Program (CLP), a program to teach ESL and foreign languages to adults. The CLP serves as an on-site language education lab in which students enrolled in the AL and TESOL Program teach the courses, help administer the program, supervise other teachers, run the placement exam, and conduct empirical inquiry. Some students have the opportunity to teach in the CLP's TESOL Certificate Program or in the Language Program Management Certificate Program. For more information about the CLP, see the website at https://www.tc.columbia.edu/communitylanguage/.

Program Degrees

Expand the accordion(s) to view the degree requirements:

Applied Linguistics

Ed.D. | Points/Credits: 75 | Entry Terms: Fall

The Applied Linguistics and TESOL Program offers a Doctor of Education degree with four areas of specialization: language use, second language acquisition, second language assessment, and language and technology. Please see the descriptions for each of these areas of specialization below.

Students who did not receive their M.A. or Ed.M. from Teachers College will be expected to complete all the required courses or their equivalent for the M.A./Ed.M programs in Applied Linguistics or TESOL at Teachers College.

Doctoral students have five types of requirements: (1) doctoral candidacy requirements, (2) area of specialization course requirements, (3) elective courses, (4) out-of-program breadth courses, (5) research and statistics courses. All course decisions must be made in consultation with the faculty advisor.

Transfer Courses (30 or 45 credits):

- Students with an M.A. or Ed.M. from Teachers College can use up to 45 prior-to-TC credits toward their Ed.D. program. Students from other institutions may be eligible to transfer up to 30 points from previous graduate study at an accredited institution. All credits transferred must be from coursework relevant to the degree program enrolled in, and any transfer of credits must meet the approval of the student's faculty advisor.

Candidacy Requirements for All Ed.D. Students (Minimum 15 credits; and all considered part of our "Doctoral Seminar" that supports students through their various doctoral preparation stages as specified below):

- A&HL 5501: Fundamentals of Literature Reviews (3)
- A&HL 5502: Literature Reviews for Diverse Audiences and Purposes (3)

- A&HL 6501 Advanced Theories in Applied Linguistics and TESOL (3)
- A&HL 6502 Area-specific Research Methods in Applied Linguistics and TESOL (3)
- A&HL 6503 Area-specific Data Analysis in Applied Linguistics and TESOL (3)
- A&HL 6504 Academic Publishing and Writing in Applied Linguistics and TESOL (3)
- A&HL 6505 Hidden Rules of Academia in Applied Linguistics and TESOL (3)
- A&HL 7501 Dissertation Proposal Development in Applied Linguistics and TESOL (3)
- A&HL 7502: Dissertation Proposal Writing and Defense in AL and TESOL (3)
- A&HL 8907: Dissertation advisement in TESOL and applied linguistics (0) (Dissertation Submission)

Doctoral preparation involves four successive stages:

1. Developing a critical understanding of the research literature in a given area (5501-5502)
2. Conceptualizing and carrying out a pilot study in the area of inquiry (6501-6505)
3. Writing a dissertation proposal in the area of inquiry (7501-7502)
4. Carrying out the study and writing the dissertation (6501-6505 & 8900 Dissertation Completion and Submission)

Students are expected to make steady and continuous progress toward the degree. Students who fail to make timely progress may be asked to leave the program. Timely progress will be determined by the program faculty.

If students do not pass the proposal or the proposal defense, they will be asked to leave the program. In the event of a failed dissertation defense, faculty may petition the Ed.D committee to permit one additional retake, if extraordinary circumstances apply.

Doctor of Education in Applied Linguistics or TESOL (75 credits ; The Second Language Acquisition Area of Specialization)

The second language acquisition area of specialization requires a minimum of 75 graduate credits beyond the bachelor's degree. It has five types of requirements: (1) doctoral candidacy requirements (listed above), (2) specialization-specific courses (3) elective courses, (4) out-of-program breadth courses, and (5) research methodology and statistics courses.

Specialization-Specific Courses (6-15 credits):

- A&HL 4087: Introduction to second language acquisition (3)
- A&HL 5008: Interlanguage analysis (3)
- A&HL 5087: Second language acquisition in the classroom (3)
- A&HL 5097: Task-based Language Teaching (3)
- A&HL 6087: Advanced second language acquisition (3)
- Various topics courses (3)

Research Methodology and Statistics Courses (3-6 credits):

- A&HL 5575: Research literacy in applied linguistics and TESOL (3)
- Three courses from the following:
- A&HL 6000: Second language test validation (3)
- A&HL 6040: Classroom-based language assessment (3)
- A&HL 6060: Generalizability theory for second language testing (3)
- A&HL 6089: Second language performance assessment (3)
- C&T 5502: Introduction to qualitative research in curriculum and teaching (3)
- HUDM 4050: Introduction to measurement (3)
- HUDM 4122: Probability and statistical inference (3)
- HUDM 5122: Applied regression analysis (3)
- HUDM 5123: Linear models and experimental design (3)
- ITSF 4092: Qualitative research and evaluation in international education (3)
- ITSF 5000: Methods of inquiry: Ethnography and participant observation (3)
- ITSF 5001: Ethnography and participant observation: Structural and interpretive analysis (3)
- ITSF 5002: Ethnography and participant observation: Comparative and qualitative analysis (3)
- ORLJ 4009: Understanding behavioral research (3)

Elective courses in Applied Linguistics and TESOL (3-6 credits):

- A&HL 4104: Discourse analysis (3)
- A&HL 4105: Conversation analysis (3)
- A&HL 5020: Interactional sociolinguistics (3)
- A&HL 5105: Classroom discourse (3)
- A&HL 6031: Advanced conversation analysis (3)
- A&HL 4090: Introduction to Corpus Linguistics (3)
- A&HL 5090: Computational Linguistics for Applied Linguists (3)
- A&HL 5515: Adv.Topics: Applied Linguistics I: Introduction to Corpus Linguistics (3)
- A&HL 4089: Teaching writing to ESL students (3)
- A&HL 5011: Technology-based language teaching and material design (3)
- A&HL 5199: Topics in language assessment (3)
- A&HL 6000: Second language test validation (3)

- A&HL 6040: Classroom-based language assessment (3)
- A&HL 6060: Generalizability theory for second language assessment research (3)
- A&HL 6089: Second language performance assessment (3)

Out-of-program breadth courses (3 credits):

- BBS 5068 Brain and behavior I (2)
- BBS 5069 Brain and behavior II (2)
- HBSK 4074 Development of reading comprehension strategies and study skills (2-3)
- HBSK 5096 Psychology of memory (2-3)
- HUDK 4015 Psychology of thinking (2-3)
- HUDK 4029 Human cognition and learning (2-3)
- HUDK 4035 Technology and human development (2-3)
- HUDK 4080 Educational psychology (2-3)
- HUDK 5021 Personality development and socialization in childhood (2-3)
- HUDK 5023 Cognitive development (2-3)
- HUDK 5024 Language development (2-3)
- HUDK 5025 Spatial thinking (2-3)
- HUDK 5029 Personality development and socialization across the lifespan (2-3)
- HUDK 5030 Visual explanations (2-3)
- HUDK 5039 Design of intelligent learning environments (2-3)
- HUDK 5090 Psychology of language and reading (2-3)
- MSTU 4133 Cognition and computers (2-3)

Transfer Courses (30 up to 45 credits , see above)

Candidacy Requirements (15 credits ; see above)

Doctor of Education in Applied Linguistics or TESOL (75 credits ; The Second Language Assessment Area of Specialization)

The second language assessment area of specialization requires a minimum of 75 graduate credits beyond the bachelor's degree. It has five types of requirements: (1) doctoral candidacy requirements (listed above), (2) specialization-specific courses, (3) elective courses, (4) out-of-program breadth courses, and (5) research and statistics courses.

Specialization-Specific Courses (15 points):

- A&HL 5512: Historical changes in language testing research (3)

- A&HL 6040: Classroom-based language assessment (3)
- Three courses from the following:
- A&HL 5199: Topics in language assessment (3)
- A&HL 6089: Second language performance assessment (3)
- A&HL 6000 : Second language test validation (3)
- A&HL 6060: Generalizability theory for L2 testing research (3)
- A&HL 6407: Internship in applied linguistics and TESOL: Assessment lab (3)

Research Methods and Statistics Courses (6 points):

- A&HL 5575: Research literacy in applied linguistics and TESOL (3)
- HUDM 4050: Introduction to measurement (3)
- HUDM 4122: Probability and statistical inference (3)
- HUDM 5122: Applied regression analysis (3)
- One or more from the following depending on the dissertation topic:
- HUDM 5123 Linear models and experimental design (3)
- HUDM 5124 Multidimensional scaling and clustering (3)
- HUDM 6030 Multilevel and longitudinal data analysis (3)
- HUDM 6051 Psychometric theory I (3)
- HUDM 6052 Psychometric theory II (3)
- HUDM 6055 Latent structure analysis (3)
- HUDM 6122 Multivariate analysis I (3)
- HUDM 6123 Multivariate analysis II (3)

The HUDM courses can also be counted as Breadth Courses (see below).

Elective Courses (9 points):

- A&HL 5199: Topics in language assessment (3)
- A&HL 6000: Second language test validation (3)
- A&HL 6040: Classroom-based language assessment (3)
- A&HL 6060: Generalizability theory for second language assessment research (3)
- A&HL 6089: Second language performance assessment (3)
- A&HL 4104: Discourse analysis (3)
- A&HL 4105: Conversation analysis (3)

- A&HL 5020: Interactional sociolinguistics (3)
- A&HL 5105: Classroom discourse (3)
- A&HL 6031: Advanced conversation analysis (3)
- A&HL 5087: Second language acquisition in the classroom (3)
- A&HL 6087: Advanced second language acquisition (3)
- A&HL 6097: Task-based language teaching (3)
- A&HL 4090: Introduction to Corpus Linguistics (3)
- A&HL 5090: Computational Linguistics for Applied Linguists (3)
- A&HL 5515: Adv.Topics: Applied Linguistics I: Introduction to Corpus Linguistics (3)
- A&HL 4089: Teaching writing to ESL students (3)
- A&HL 5011: Technology-based language teaching and material design (3)

Courses can be taken at an affiliate campus in the Columbia community with advisor's approval.

Out-of-Program Breadth Courses (6 points):

- HUDM 5123 Linear models and experimental design (3)
- HUDM 5124 Multidimensional scaling and clustering (3)
- HUDM 6030 Multilevel and longitudinal data analysis (3)
- HUDM 6051 Psychometric theory I (3)
- HUDM 6052 Psychometric theory II (3)
- HUDM 6055 Latent structure analysis (3)
- HUDM 6122 Multivariate analysis I (3)
- HUDM 6123 Multivariate analysis II (3)
- HUDK 4035: Technology and human development (2-3)
- HUDK 4074: Reading comprehension strategies and study skills (2-3)
- HUDK 4080: Educational psychology (2-3)
- HUDK 5023: Cognitive development (2-3)
- HUDK 5024: Language development (2-3)
- MSTU 4036: Hypermedia and education (2-3)
- HUDK 4029: Cognition and learning (2-3)
- MTSU 4133: Cognition and computers (2-3)

Transfer Courses (up to 45 points, see above)

Candidacy Requirements (15 points, see above)

Doctor of Education in Applied Linguistics or TESOL (75 credits ; The Language Use Area of Specialization)

The language use area of specialization requires a minimum of 75 graduate points beyond the bachelor's degree. This area of specialization has five types of requirements: (1) doctoral candidacy requirements (listed above), (2) Area of Specialization course requirements, (3) elective courses, (4) required out-of-program breadth courses, and (5) research and statistics courses.

Area of Specialization Requirements for Language Use (9 points):

- A&HL 4020 Interactional sociolinguistics (3)
- A&HL 4104 Discourse analysis (3)
- A&HL 4105 Conversation analysis (3)
- A&HL 4106 Text and textuality (3)
- A&HL 5090 Introduction to Corpus Linguistics (3)
- A&HL 5105 Classroom discourse (3)
- A&HL 5106 Language Socialization (3)
- A&HL 6031 Advanced conversation analysis (3)
- Various topics courses (3)

Research Methods and Statistics Requirements for Language Use (6 points minimum):

To ensure that students have the skills to do scholarly research in an Area of Specialization, they are required to take a minimum of 6 points in research methods, statistics, and measurement. Depending on the type of dissertation, they may be asked to take additional courses in linguistic analysis, qualitative methods, or quantitative methods.

- A&HL 5575 Research literacy in applied linguistics and TESOL (3)
- One course from the following:
- HUDM 4122 Probability and statistical inference (3)
- ITSF 5000 Methods of inquiry: Ethnography and participant observation (3)
- Additional courses chosen with advisor's approval

Elective Courses (Must have advisor’s approval)

- A&HL 4101: Phonetics and phonology (3)
- A&HL 5085: Advanced syntax (3)
- A&HL 5008: Interlanguage analysis (3)
- A&HL 5087: Second language acquisition in the classroom (3)
- A&HL 6087: Advanced second language acquisition (3)

- A&HL 6097: Task-based language teaching (3)
- A&HL 4089: Teaching writing to ESL students (3)
- A&HL 5011: Technology-based language teaching and material design (3)
- A&HL 5090: Introduction to Corpus Linguistics (3)
- A&HL 5199: Topics in language assessment (3)
- A&HL 5512: Historical perspectives on language testing research (3)
- A&HL 5519: Instructed second language acquisition and assessment (3)
- A&HL 6000: Second language test validation (3)
- A&HL 6040: Classroom-based language assessment (3)
- A&HL 6060: Generalizability theory for second language assessment research (3)
- A&HL 6089: Second language performance assessment (3)
- Various topic courses (3)
- A&HL 6090: Computational linguistics for Applied Linguistics (3)

Out-of-Program Breadth Courses (6 points total, chosen with advisor's approval). Below is just a sample:

- ITSF 5003: Communication and Culture (3)
- ITSF 5016: Ethnography of education (3)

Transfer Courses (up to 45 credits ; see above)

Candidacy Requirements (15 credits ; see above)

Doctor of Education in Applied Linguistics or TESOL (75 credits ; The Language & Technology Specialization)

The Doctor of Education (EdD) in Applied Linguistics or TESOL Language & Technology Area of Specialization is designed to help students prepare for academic research and career opportunities at the intersection of linguistics and technology. Students will learn the skills needed to participate in research, development, and evaluation of friendly, pedagogical artificial intelligent (AI) applications in Applied Linguistics.

Doctor of Education in Applied Linguistics or TESOL (75 credits ; The Language & Technology Area of Specialization)

The language & technology area of specialization requires a minimum of 75 graduate credits beyond the bachelor's degree. It has five types of requirements: (1) doctoral candidacy requirements (listed above), (2) specialization-specific courses, (3) elective courses, (4) out-of-program breadth courses, and (5) research and statistics courses.

Specialization-Specific Courses (9 points):

- A&HL 4090 Introduction to Corpus Linguistics (3)
- A&HL 5011 Technology-based language teaching and materials design (3)

- A&HL 5090 Computational linguistics for Applied Linguistics (3)

Research Methods and Statistics Courses (6 points):

- A&HL 5575: Research Literacy in AL and TESOL
- HUDM 4050: Introduction to Measurement
- HUDM 4122: Probability and Statistical Inference
- HUDM 5122: Applied Regression Analysis
- HUDM 5123: Linear Models and Experimental Design
- HUDM 5124: Multidimensional Scaling and Clustering
- HUDM 6030: Multilevel and Longitudinal Data Analysis
- HUDM 6051: Psychometric Theory I
- HUDM 6052: Psychometric Theory II
- HUDM 6055: Latent Structure Analysis
- ORLA 6641: Advanced Research Methods and Design

Elective Courses (9 points):

- A&HL 5199: Topics in language assessment (3)
- A&HL 6000: Second language test validation (3)
- A&HL 6040: Classroom-based language assessment (3)
- A&HL 6060: Generalizability theory for second language assessment research (3)
- A&HL 6089: Second language performance assessment (3)
  A&HL 4104: Discourse analysis (3)
- A&HL 4105: Conversation analysis (3)
- A&HL 5020: Interactional sociolinguistics (3)
- A&HL 5105: Classroom discourse (3)
- A&HL 6031: Advanced conversation analysis (3)
- A&HL 5087: Second language acquisition in the classroom (3)
- A&HL 6087: Advanced second language acquisition (3)
- A&HL 6097: Task-based language teaching (3)
- A&HL 4090: Introduction to Corpus Linguistics (3)
- A&HL 5515: Adv.Topics: Applied Linguistics I: Introduction to Corpus Linguistics (3)
- A&HL 4089: Teaching writing to ESL students (3)

Courses can be taken at an affiliate campus in the Columbia University community with advisor's approval.

Out-of-Program Breadth Courses (6 points):

- HUDK 4005: Equity, Ethical, and Social Issues in Educational Technology
- MTSU 4133: Cognition and computers
- HUDK 4035: Technology and human development
- MSTU 4040: Mobile Learning
- HDUK 4050: Core methods in educational data mining
- HUDK 4051: Learning analytics: process and theory
- HUDK 4052: Data, Learning, and Society
- HUDK 4054: Managing education data
- MSTU 4083:Instructional Design of Educational Technology
- MSTU 5000: Virtual, Augmented, Mixed Reality and Games as Learning Tools
- ORLA 6541: Applied Data Science in Organizations and Leadership

Transfer Courses (up to 45 credits , see above) Candidacy Requirements (15 credits , see above)

Applied Linguistics

Ed.M. | Points/Credits: 60 | Entry Terms: Fall

The Applied Linguistics and TESOL Program offers a Master of Education degree with four areas of specialization in Applied Linguistics or TESOL: language use, second language acquisition, second language assessment, and language and technology. The EdM is an articulated Master's degree, an average of 30 credits beyond the M.A. level. Please refer to the Area of Specialization descriptions below for detailed curriculum information. Note that students' official major will be Applied Linguistics or TESOL (i.e., their areas of specialization will not appear on the student academic record). Students can expect to complete the Ed.M. in Applied Linguistics or TESOL in one to three years depending on their full-time or part-time status. Students receiving an M.A. in Applied Linguistics and TESOL at Teachers College can usually finish earlier.

The Ed.M. program typically attracts two kinds of students: a) those who have already received an M.A. in a related field of study and who wish to further their professional development in order to augment their practice in the field; and b) those who have already received an M.A. in a related field of study and who wish to ultimately pursue a doctorate degree.

The Ed.M. curriculum has six types of requirements: (1) prerequisites and/or transfer courses, (2) specialization-specific courses, (3) elective courses, (4) research methods and statistics/measurement courses, (5) breadth courses, and (6) an Ed.M. exit project. All course decisions must be made in consultation with the student's faculty advisor.

Applied Linguistics

M.A. | Points/Credits: 36 | Entry Terms: Fall

The Applied Linguistics track offers a 36-point Master of Arts degree for students wishing to pursue research and other non-teaching pathways in applied linguistics. Through comprehensive and innovative coursework, hands-on experiences in our on-campus language school, and research projects, students will explore the theoretical and practical applications of applied linguistics in 8 areas of study, 6 of which are required for the Applied Linguistics track: language analysis, language use, language acquisition, language assessment, language and technology, and language research methodology. See below for a list of areas of courses.

Students earning the Master of Arts degree have 4 types of courses (1) required courses, (2) electives, (3) breadth courses, and (4) an exit project. Required Courses (18 points): 1 course each from the 6 required areas.

Elective Courses (12 points): Any Applied Linguistics and TESOL courses not taken as a required option.

Breadth Out-of-Program Courses (6 points): Teachers College classes offered outside of the AL/TESOL Program. Note that all breadth courses must be approved by your advisor.

Exit Project:

In addition to course requirements, students must complete a master's degree project written on a research topic arising from course-related interests and subject to approval by an advisor (The advisor can be different from or the same as your assigned academic advisor). This project can be a review of literature on a scholarly topic, a practice-motivated review of the literature, or an empirical study. It is normally completed at the beginning of the last semester of study. For more information, click here.

Students can normally expect to complete the M.A. in Applied Linguistics or TESOL in four semesters (i.e., two years).

AREAS AND COURSES

Language Analysis

- A&HL 4000: Educational Linguistics (3)
- A&HL 4005: Semantic Systems & the Lexicon (3)
- A&HL 4085: Pedagogical English grammar (3)
- A&HL 4090: Introduction to Corpus Linguistics (3)
- A&HL 4101: Phonetics and Phonology (3)

- A&HL 4106: Text and Textuality (3)
- A&HL 5008: Learner Language Analysis (3)
- A&HL 5085: Advanced Syntax (3)
- A&HL 5086: Advanced Pedagogical Grammar (3)
- A&HL 5199: Special Topics: Tense and Aspect (3)
- A&HL 5199: (Theories of) Pragmatics (forthcoming) (3)
- A&HL 6031: Advanced Conversation Analysis (3)

Language Use

- A&HL 4001: Sociolinguistics and Education (3)
- A&HL 4090: Introduction to Corpus Linguistics (3)
- A&HL 4104: Discourse Analysis (3)
- A&HL 4105: Conversation Analysis (3)
- A&HL 4106: Text and Textuality (3)
- A&HL 5015: Classroom Discourse (3)
- A&HL 5020: Interactional Sociolinguistics (3)
- A&HL 5106: Language Socialization (3)
- A&HL 5199: Special Topics: Theories of Pragmatics (3)
- A&HL 6031: Advanced Conversation Analysis (3)

Language Acquisition

- A&HL 4087: Introduction to Second Language Acquisition (3)
- A&HL 5008: Learner Language Analysis (3)
- A&HL 5087: SLA in the Classroom (Instructed SLA) (3)
- A&HL 5099: Special Topics: Teaching EFL to Young Learners (3)
- A&HL 5199: Special Topics: English Medium Instruction (EMI) (3)
- A&HL 6087: Advanced Second Language Acquisition (3)
- A&HL 6097: Tasked-Based Language Teaching (3)

Language Pedagogy

- A&HL 4076: TESOL Methodologies for PreK-6 (3)
- A&HL 4077: TESOL Classroom Practices (3)
- A&HL 4089: Teaching Writing to ESL Students (3)

- A&HL 4171: TESOL Methodologies for 7-12 (3)
- A&HL 4185: Pedagogical Approaches in the Content Areas for Teachers of PK-12 ESL (3)
- A&HL 5011: Technology-based Language Teaching and Material Design (3)
- A&HL 5087: SLA in the Classroom (Instructed SLA) (3)
- A&HL 5099: Advanced Topics: Teaching EFL to Young Learners (3)
- A&HL 5105: Classroom Discourse (3)
- A&HL 5106: Language Socialization (3)
- A&HL 5199: Special Topics: English Medium Instruction (EMI)
- A&HL 5301: Practicum I: Integrated Skills (3)
- A&HL 6040: Classroom-based Language Assessment (3)
- A&HL 6097: Task-Based Language Teaching (3)
- A&HL 6301: Practicum II: Listening (3)
- A&HL 6302: Practicum II: Speaking (3)
- A&HL 6303: Practicum II: Reading (3)
- A&HL 6304: Practicum II: Writing (3)

Language Assessment

- A&HL 4088: Second Language Assessment (3)
- A&HL 5008: Learner Language Analysis (3)
- A&HL 5199: Learning-Oriented Assessment (3)
- A&HL 5512: Historical Perspectives of Language Testing Research (3)
- A&HL 6000: Second Language Test Validation (3)
- A&HL 6040: Classroom-based Language Assessment (3)
- A&HL 6060: Generalizability Theory for Second Language Assessment Research (3)
- A&HL 6089: Second Language Performance Assessment (3)

Language and Technology

- A&HL 4090: Introduction to Corpus Linguistics (3)
- A&HL 5011: Technology-based Language Teaching and Material Design (3)
- A&HL 5090: Computational Linguistics for Applied Linguists (3)
- A&HL 5199: Special topics: Artificial Intelligence in Applied Linguistics (3)
- (Advanced Computational Linguistics for Applied Linguists [high code]) (forthcoming)

- (Computational Speech Processing for Linguistics Research) (forthcoming)

Language Teacher Professional Development

- A&HL 4077: TESOL Classroom Practices (3)
- A&HL 4085: Pedagogical English grammar (3)
- A&HL 4086: Language Classroom Observation (3)
- A&HL 4105: Conversation Analysis (3)
- A&HL 5008: Learner Language Analysis (3)
- A&HL 5011: Technology-based Language Teaching and Material Design (3)
- A&HL 5105: Classroom Discourse (3)
- A&HL 5087: SLA in the Classroom (Instructed SLA) (3)
- A&HL 5099: Advanced Topics: Teaching EFL to Young Learners (3)
- A&HL 5106: Language Socialization (3)
- A&HL 5199: Special Topics: English Medium Instruction (EMI) (3)
- A&HL 5577: Language Teacher Education: Supervision (3)
- A&HL 6097: Task-Based Language Teaching (3)

Language Research Methodology

- A&HL 4104: Discourse Analysis (3)
- A&HL 4105: Conversation Analysis (3)
- A&HL 5008: Learner Language Analysis (3)
- A&HL 5020: Interactional Sociolinguistics (3)
- A&HL 5199: Special Topics: Statistics in Applied Linguistics (3)
- A&HL 5575: Research Literacy in Applied Linguistics and TESOL (3)
- A&HL 6000: Second Language Test Validation (3)
- A&HL 6031: Advanced Conversation Analysis (3)
- A&HL 6060: Generalizability Theory for Second Language Assessment Research (3)

Applied Linguistics (Hybrid)

M.A. | Points/Credits: 36 | Entry Terms: Summer

The Applied Linguistics and TESOL Program offers a Master of Arts degree with the following tracks: Applied Linguistics, TESOL General, TESOL PreK-12 with Initial Certification, and TESOL PreK-12 with Transitional-B Certification.Students earning the Masters of Arts degree have five types of requirements: (1) general courses,(2) track-specific courses, (3) elective courses within AL and TESOL, and (4) out-of-program breadth courses, and (5) an exit project. All course decisions must be made in consultation with the student's assigned faculty advisor. Below are the track descriptions for the MA in Applied Linguistics (HYBRID).

General Courses (15 points):

- A&HL 4000: Educational Linguistics (3)
- A&HL 4085: Pedagogical English grammar (3)
- A&HL 4087: Introduction to second language acquisition (3)
- A&HL 4088: Second language assessment (3)
- One language use course from the list below (for AL and TESOL General only):
- A&HL 4001: Sociolinguistics and education (3)
- A&HL 4104: Discourse analysis (3)
- A&HL 4105: Conversation analysis (3)
- A&HL 4106: Text and textuality (3)

Track-Specific Courses for the MA in AL (9 points):

- A&HL 4077: TESOL classroom practices (3)
- A&HL 5301: Practicum I: Integrated skills (3)
- A&HL 5575: Research literacy in applied linguistics and TESOL (3)

Elective Courses (6 points):

- Elective courses in Applied Linguistics and TESOL (6 points):
- A&HL 4101: Phonetics and phonology (3)
- A&HL 5085: Advanced syntax (3)
- A&HL 4001: Sociolinguistics and education (3)
- A&HL 4104: Discourse analysis (3)
- A&HL 4105: Conversation analysis (3)
- A&HL 4106: Text and textuality (3)
- A&HL 5020: Interactional sociolinguistics (3)

- A&HL 5105: Classroom discourse (3)
- A&HL 5106: Language socialization (3)
- A&HL 6031: Advanced conversation analysis (3)
- A&HL 4089: Teaching writing to ESL students (3)
- A&HL 4090: Introduction to Corpus Linguistics (3)
- A&HL 5011: Technology-based language teaching and material design (3)
- A&HL 6097: Task-based language teaching (3)
- A&HL 5008: Interlanguage analysis (3)
- A&HL 5087: SLA in the classroom (3)
- A&HL 6087: Advanced second language acquisition (3)
- A&HL 5090: Computational Linguistics for Applied Linguists (3)
- A&HL 5199: Topics in language assessment (3)
- A&HL 5512: Historical perspectives on language testing research (3)
- A&HL 5519: Instructed second language acquisition and assessment (3)
- A&HL 6000: Second language test validation (3)
- A&HL 6040: Classroom-based language assessment (3)
- A&HL 6060: Generalizability theory for second language assessment research (3)
- A&HL 6089: Second language performance assessment (3)
- Courses can be taken at an affiliate campus in the Columbia community with advisor's approval.

Breadth Out-of-Program Courses (6 points)

Must be chosen with advisor's written approval.

Exit Project:

- In addition to course requirements, students must complete a mMaster's project written on a research topic arising from their course-related interests and subject to approval by their assigned advisor. This project can be a review of literature on a scholarly topic or a practice motivated review of literature. It is normally completed at the beginning of the last semester of study. For more information, click here.

Below is the specific course sequence for the MA in Applied Linguistics (Hybrid)

1st Summer (12 credits) (Hybrid)

Courses	Course #	Credits
Educational Linguistics (A) (online)	A&HL 4000	3

TESOL Classroom Practices (A) (online)	A&HL 4077	3
Pedagogical English Grammar (B) (in person)	A&HL 4085	3
Practicum I: Integrated Skills (B) (in person)	A&HL 5301	3

Fall Courses (6 credits) (Online)

Breadth Course 1 (see below)		3
Intro to Second Language Acquisition	A&HL 4087	3

Note: Breadth courses are classes offered outside of AL/TESOL; Electives are AL/TESOL courses

Spring Courses (6 credits) (Online)

Breadth Course 2 (see below)		3
Research Literacy in AL and TESOL (online)		3

2nd Summer Courses (12 credits) (Hybrid)

Course in Language Use (A) (online)	A&HL____	3
Elective 1 (A)		3
Second Language Assessment (B) (in person)	A&HL 4088	3
Elective 2 (BA) (in person)		3

Suggested Online Breadth Courses

Fall

- HUDK4029 Cognition and Learning
- HUDK4080 Education Psychology
- HUDK5023 Cognitive Development
- HUDK5035 Psychology of Media
- HUDM4120 Basic Concepts in Statistics
- MSTU5025 Research Technology in Educational Environment
- MSTU5555 Technology and Emergent Global Curriculum
- ORLD4827 Fostering Transformative Learning

Spring

- MSTU4010 Theories of Communication
- MSTU4016 The History of Communication
- MSTU4050 Online Schools and Online Schooling in K-12
- MSTU4052 Computer Problem Solving and Cooperative Learning
- MSTU4141 Social Media and Learning
- MSTU5002 Culture, Media, and Education

Fall and Spring

- HUDM4122 Probability and Statistical Inference
- HUDM5122 Applied Regression Analysis
- ORLD5063 Online Teaching and Learning: Adult Learning

Teaching of English to Speakers of Other Languages (TESOL)

Ed.D. | Points/Credits: 75 | Entry Terms: Fall

The Applied Linguistics and TESOL Program offers a Doctor of Education degree with four areas of specialization: language use, second language acquisition, second language assessment, and language and technology. Please see the descriptions for each of these areas of specialization below.

Students who did not receive their M.A. or Ed.M. from Teachers College will be expected to complete all the required courses or their equivalent for the M.A./Ed.M programs in Applied Linguistics or TESOL at Teachers College.

Doctoral students have five types of requirements: (1) doctoral candidacy requirements, (2) area of specialization course requirements, (3) elective courses, (4) out-of-program breadth courses, (5) research and statistics courses. All course decisions must be made in consultation with the faculty advisor.

Transfer Courses (30 or 45 credits):

- Students with an M.A. or Ed.M. from Teachers College can use up to 45 prior-to-TC credits toward their Ed.D. program. Students from other institutions may be eligible to transfer up to 30 points from previous graduate study at an accredited institution. All credits transferred must be from coursework relevant to the degree program enrolled in, and any transfer of credits must meet the approval of the student's faculty advisor.

Candidacy Requirements for All Ed.D. Students (Minimum 15 credits; and all considered part of our “Doctoral Seminar” that supports students through their various doctoral preparation stages as specified below):

- A&HL 5501: Fundamentals of Literature Reviews (3)

- A&HL 5502: Literature Reviews for Diverse Audiences and Purposes (3)
- A&HL 6501 Advanced Theories in Applied Linguistics and TESOL (3)
- A&HL 6502 Area-specific Research Methods in Applied Linguistics and TESOL (3)
- A&HL 6503 Area-specific Data Analysis in Applied Linguistics and TESOL (3)
- A&HL 6504 Academic Publishing and Writing in Applied Linguistics and TESOL (3)
- A&HL 6505 Hidden Rules of Academia in Applied Linguistics and TESOL (3)
- A&HL 7501 Dissertation Proposal Development in Applied Linguistics and TESOL (3)
- A&HL 7502: Dissertation Proposal Writing and Defense in AL and TESOL (3)
- A&HL 8907: Dissertation advisement in TESOL and applied linguistics (0) (Dissertation Submission)

Doctoral preparation involves four successive stages:

1. Developing a critical understanding of the research literature in a given area (5501-5502)
2. Conceptualizing and carrying out a pilot study in the area of inquiry (6501-6505)
3. Writing a dissertation proposal in the area of inquiry (7501-7502)
4. Carrying out the study and writing the dissertation (6501-6505 & 8900 Dissertation Completion and Submission)

Students are expected to make steady and continuous progress toward the degree. Students who fail to make timely progress may be asked to leave the program. Timely progress will be determined by the program faculty.

If students do not pass the proposal or the proposal defense, they will be asked to leave the program. In the event of a failed dissertation defense, faculty may petition the Ed.D committee to permit one additional retake, if extraordinary circumstances apply.

Doctor of Education in Applied Linguistics or TESOL (75 credits ; The Second Language Acquisition Area of Specialization)

The second language acquisition area of specialization requires a minimum of 75 graduate credits beyond the bachelor's degree. It has five types of requirements: (1) doctoral candidacy requirements (listed above), (2) specialization-specific courses (3) elective courses, (4) out-of-program breadth courses, and (5) research methodology and statistics courses.

Specialization-Specific Courses (6-15 credits):

- A&HL 4087: Introduction to second language acquisition (3)
- A&HL 5008: Interlanguage analysis (3)
- A&HL 5087: Second language acquisition in the classroom (3)
- A&HL 5097: Task-based Language Teaching (3)
- A&HL 6087: Advanced second language acquisition (3)

- Various topics courses (3)

Research Methodology and Statistics Courses (3-6 credits):

- A&HL 5575: Research literacy in applied linguistics and TESOL (3)
- Three courses from the following:
- A&HL 6000: Second language test validation (3)
- A&HL 6040: Classroom-based language assessment (3)
- A&HL 6060: Generalizability theory for second language testing (3)
- A&HL 6089: Second language performance assessment (3)
- C&T 5502: Introduction to qualitative research in curriculum and teaching (3)
- HUDM 4050: Introduction to measurement (3)
- HUDM 4122: Probability and statistical inference (3)
- HUDM 5122: Applied regression analysis (3)
- HUDM 5123: Linear models and experimental design (3)
- ITSF 4092: Qualitative research and evaluation in international education (3)
- ITSF 5000: Methods of inquiry: Ethnography and participant observation (3)
- ITSF 5001: Ethnography and participant observation: Structural and interpretive analysis (3)
- ITSF 5002: Ethnography and participant observation: Comparative and qualitative analysis (3)
- ORLJ 4009: Understanding behavioral research (3)

Elective courses in Applied Linguistics and TESOL (3-6 credits):

- A&HL 4104: Discourse analysis (3)
- A&HL 4105: Conversation analysis (3)
- A&HL 5020: Interactional sociolinguistics (3)
- A&HL 5105: Classroom discourse (3)
- A&HL 6031: Advanced conversation analysis (3)
- A&HL 4090: Introduction to Corpus Linguistics (3)
- A&HL 5090: Computational Linguistics for Applied Linguists (3)
- A&HL 5515: Adv.Topics: Applied Linguistics I: Introduction to Corpus Linguistics (3)
- A&HL 4089: Teaching writing to ESL students (3)
- A&HL 5011: Technology-based language teaching and material design (3)
- A&HL 5199: Topics in language assessment (3)

- A&HL 6000: Second language test validation (3)
- A&HL 6040: Classroom-based language assessment (3)
- A&HL 6060: Generalizability theory for second language assessment research (3)
- A&HL 6089: Second language performance assessment (3)

Out-of-program breadth courses (3 credits):

- BBS 5068 Brain and behavior I (2)
- BBS 5069 Brain and behavior II (2)
- HBSK 4074 Development of reading comprehension strategies and study skills (2-3)
- HBSK 5096 Psychology of memory (2-3)
- HUDK 4015 Psychology of thinking (2-3)
- HUDK 4029 Human cognition and learning (2-3)
- HUDK 4035 Technology and human development (2-3)
- HUDK 4080 Educational psychology (2-3)
- HUDK 5021 Personality development and socialization in childhood (2-3)
- HUDK 5023 Cognitive development (2-3)
- HUDK 5024 Language development (2-3)
- HUDK 5025 Spatial thinking (2-3)
- HUDK 5029 Personality development and socialization across the lifespan (2-3)
- HUDK 5030 Visual explanations (2-3)
- HUDK 5039 Design of intelligent learning environments (2-3)
- HUDK 5090 Psychology of language and reading (2-3)
- MSTU 4133 Cognition and computers (2-3)

Transfer Courses (30 up to 45 credits , see above)

Candidacy Requirements (15 credits ; see above)

Doctor of Education in Applied Linguistics or TESOL (75 credits ; The Second Language Assessment Area of Specialization)

The second language assessment area of specialization requires a minimum of 75 graduate credits beyond the bachelor's degree. It has five types of requirements: (1) doctoral candidacy requirements (listed above), (2) specialization-specific courses, (3) elective courses, (4) out-of-program breadth courses, and (5) research and statistics courses.

Specialization-Specific Courses (15 points):

- A&HL 5512: Historical changes in language testing research (3)
- A&HL 6040: Classroom-based language assessment (3)
- Three courses from the following:
- A&HL 5199: Topics in language assessment (3)
- A&HL 6089: Second language performance assessment (3)
- A&HL 6000 : Second language test validation (3)
- A&HL 6060: Generalizability theory for L2 testing research (3)
- A&HL 6407: Internship in applied linguistics and TESOL: Assessment lab (3)

Research Methods and Statistics Courses (6 points):

- A&HL 5575: Research literacy in applied linguistics and TESOL (3)
- HUDM 4050: Introduction to measurement (3)
- HUDM 4122: Probability and statistical inference (3)
- HUDM 5122: Applied regression analysis (3)
- One or more from the following depending on the dissertation topic:
- HUDM 5123 Linear models and experimental design (3)
- HUDM 5124 Multidimensional scaling and clustering (3)
- HUDM 6030 Multilevel and longitudinal data analysis (3)
- HUDM 6051 Psychometric theory I (3)
- HUDM 6052 Psychometric theory II (3)
- HUDM 6055 Latent structure analysis (3)
- HUDM 6122 Multivariate analysis I (3)
- HUDM 6123 Multivariate analysis II (3)

The HUDM courses can also be counted as Breadth Courses (see below).

Elective Courses (9 points):

- A&HL 5199: Topics in language assessment (3)
- A&HL 6000: Second language test validation (3)
- A&HL 6040: Classroom-based language assessment (3)
- A&HL 6060: Generalizability theory for second language assessment research (3)
- A&HL 6089: Second language performance assessment (3)

- A&HL 4104: Discourse analysis (3)
- A&HL 4105: Conversation analysis (3)
- A&HL 5020: Interactional sociolinguistics (3)
- A&HL 5105: Classroom discourse (3)
- A&HL 6031: Advanced conversation analysis (3)
- A&HL 5087: Second language acquisition in the classroom (3)
- A&HL 6087: Advanced second language acquisition (3)
- A&HL 6097: Task-based language teaching (3)
- A&HL 4090: Introduction to Corpus Linguistics (3)
- A&HL 5090: Computational Linguistics for Applied Linguists (3)
- A&HL 5515: Adv.Topics: Applied Linguistics I: Introduction to Corpus Linguistics (3)
- A&HL 4089: Teaching writing to ESL students (3)
- A&HL 5011: Technology-based language teaching and material design (3)

Courses can be taken at an affiliate campus in the Columbia community with advisor's approval.

Out-of-Program Breadth Courses (6 points):.

- HUDM 5123 Linear models and experimental design (3)
- HUDM 5124 Multidimensional scaling and clustering (3)
- HUDM 6030 Multilevel and longitudinal data analysis (3)
- HUDM 6051 Psychometric theory I (3)
- HUDM 6052 Psychometric theory II (3)
- HUDM 6055 Latent structure analysis (3)
- HUDM 6122 Multivariate analysis I (3)
- HUDM 6123 Multivariate analysis II (3)
- HUDK 4035: Technology and human development (2-3)
- HUDK 4074: Reading comprehension strategies and study skills (2-3)
- HUDK 4080: Educational psychology (2-3)
- HUDK 5023: Cognitive development (2-3)
- HUDK 5024: Language development (2-3)
- MSTU 4036: Hypermedia and education (2-3)
- HUDK 4029: Cognition and learning (2-3)

- MTSU 4133: Cognition and computers (2-3)

Transfer Courses (up to 45 points, see above)

Candidacy Requirements (15 points, see above)

Doctor of Education in Applied Linguistics or TESOL (75 credits ; The Language Use Area of Specialization)

The language use area of specialization requires a minimum of 75 graduate points beyond the bachelor's degree. This area of specialization has five types of requirements: (1) doctoral candidacy requirements (listed above), (2) Area of Specialization course requirements, (3) elective courses, (4) required out-of-program breadth courses, and (5) research and statistics courses.

Area of Specialization Requirements for Language Use (9 points):

- A&HL 4020 Interactional sociolinguistics (3)
- A&HL 4104 Discourse analysis (3)
- A&HL 4105 Conversation analysis (3)
- A&HL 4106 Text and textuality (3)
- A&HL 5090 Introduction to Corpus Linguistics (3)
- A&HL 5105 Classroom discourse (3)
- A&HL 5106 Language Socialization (3)
- A&HL 6031 Advanced conversation analysis (3)
- Various topics courses (3)

Research Methods and Statistics Requirements for Language Use (6 points minimum):

To ensure that students have the skills to do scholarly research in an Area of Specialization, they are required to take a minimum of 6 points in research methods, statistics, and measurement. Depending on the type of dissertation, they may be asked to take additional courses in linguistic analysis, qualitative methods, or quantitative methods.

- A&HL 5575 Research literacy in applied linguistics and TESOL (3)
- One course from the following:
- HUDM 4122 Probability and statistical inference (3)
- ITSF 5000 Methods of inquiry: Ethnography and participant observation (3)
- Additional courses chosen with advisor's approval

Elective Courses (Must have advisor’s approval)

- A&HL 4101: Phonetics and phonology (3)
- A&HL 5085: Advanced syntax (3)

- A&HL 5008: Interlanguage analysis (3)
- A&HL 5087: Second language acquisition in the classroom (3)
- A&HL 6087: Advanced second language acquisition (3)
- A&HL 6097: Task-based language teaching (3)
- A&HL 4089: Teaching writing to ESL students (3)
- A&HL 5011: Technology-based language teaching and material design (3)
- A&HL 5090: Introduction to Corpus Linguistics (3)
- A&HL 5199: Topics in language assessment (3)
- A&HL 5512: Historical perspectives on language testing research (3)
- A&HL 5519: Instructed second language acquisition and assessment (3)
- A&HL 6000: Second language test validation (3)
- A&HL 6040: Classroom-based language assessment (3)
- A&HL 6060: Generalizability theory for second language assessment research (3)
- A&HL 6089: Second language performance assessment (3)
- Various topic courses (3)
- A&HL 6090: Computational linguistics for Applied Linguistics (3)

Out-of-Program Breadth Courses (6 points total, chosen with advisor's approval). Below is just a sample:

- ITSF 5003: Communication and Culture (3)
- ITSF 5016: Ethnography of education (3)

Transfer Courses (up to 45 credits ; see above)

Candidacy Requirements (15 credits ; see above)

Doctor of Education in Applied Linguistics or TESOL (75 credits ; The Language & Technology Specialization)

The Doctor of Education (EdD) in Applied Linguistics or TESOL Language & Technology Area of Specialization is designed to help students prepare for academic research and career opportunities at the intersection of linguistics and technology. Students will learn the skills needed to participate in research, development, and evaluation of friendly, pedagogical artificial intelligent (AI) applications in Applied Linguistics.

Doctor of Education in Applied Linguistics or TESOL (75 credits ; The Language & Technology Area of Specialization)

The language & technology area of specialization requires a minimum of 75 graduate credits beyond the bachelor's degree. It has five types of requirements: (1) doctoral candidacy requirements (listed above), (2) specialization-specific courses, (3) elective courses, (4) out-of-program breadth courses, and (5) research and statistics courses.

Specialization-Specific Courses (9 points):

- A&HL 4090 Introduction to Corpus Linguistics (3)
- A&HL 5011 Technology-based language teaching and materials design (3)
- A&HL 5090 Computational linguistics for Applied Linguistics (3)

Research Methods and Statistics Courses (6 points):

- A&HL 5575: Research Literacy in AL and TESOL
- HUDM 4050: Introduction to Measurement
- HUDM 4122: Probability and Statistical Inference
- HUDM 5122: Applied Regression Analysis
- HUDM 5123: Linear Models and Experimental Design
- HUDM 5124: Multidimensional Scaling and Clustering
- HUDM 6030: Multilevel and Longitudinal Data Analysis
- HUDM 6051: Psychometric Theory I
- HUDM 6052: Psychometric Theory II
- HUDM 6055: Latent Structure Analysis
- ORLA 6641: Advanced Research Methods and Design

Elective Courses (9 points):

- A&HL 5199: Topics in language assessment (3)
- A&HL 6000: Second language test validation (3)
- A&HL 6040: Classroom-based language assessment (3)
- A&HL 6060: Generalizability theory for second language assessment research (3)
- A&HL 6089: Second language performance assessment (3)
  A&HL 4104: Discourse analysis (3)
- A&HL 4105: Conversation analysis (3)
- A&HL 5020: Interactional sociolinguistics (3)
- A&HL 5105: Classroom discourse (3)
- A&HL 6031: Advanced conversation analysis (3)
- A&HL 5087: Second language acquisition in the classroom (3)
- A&HL 6087: Advanced second language acquisition (3)
- A&HL 6097: Task-based language teaching (3)

- A&HL 4090: Introduction to Corpus Linguistics (3)
- A&HL 5515: Adv.Topics: Applied Linguistics I: Introduction to Corpus Linguistics (3)
- A&HL 4089: Teaching writing to ESL students (3)

Courses can be taken at an affiliate campus in the Columbia University community with advisor's approval.

Out-of-Program Breadth Courses (6 points):

- HUDK 4005: Equity, Ethical, and Social Issues in Educational Technology
- MTSU 4133: Cognition and computers
- HUDK 4035: Technology and human development
- MSTU 4040: Mobile Learning
- HDUK 4050: Core methods in educational data mining
- HUDK 4051: Learning analytics: process and theory
- HUDK 4052: Data, Learning, and Society
- HUDK 4054: Managing education data
- MSTU 4083:Instructional Design of Educational Technology
- MSTU 5000: Virtual, Augmented, Mixed Reality and Games as Learning Tools
- ORLA 6541: Applied Data Science in Organizations and Leadership

Transfer Courses (up to 45 credits , see above) Candidacy Requirements (15 credits , see above)

Teaching of English to Speakers of Other Languages (TESOL)

Ed.M. | Points/Credits: 60 | Entry Terms: Fall

The Applied Linguistics and TESOL Program offers a Master of Education degree with four areas of specialization in Applied Linguistics or TESOL: language use, second language acquisition, second language assessment, and language and technology. The EdM is an articulated master's degree, an average 30 credits beyond the M.A. level. Please refer to the Area of Specialization descriptions below for detailed curriculum information. Note that students' official major will be Applied Linguistics or TESOL. Students can expect to complete the Ed.M. in Applied Linguistics or TESOL in one to three years depending on their full-time or part-time status. Students receiving an M.A. in Applied Linguistics and TESOL at Teachers College can usually finish earlier.

The Ed.M. program typically attracts two kinds of students: a) those who have already received an M.A. in a related field of study and who wish to further their professional development in order to augment their practice in the field; and b) those who have already received an M.A. in a related field of study and who wish to ultimately pursue a doctorate.

The Ed.M. curriculum has six types of requirements: (1) prerequisites and/or transfer courses, (2) specialization-specific courses, (3) elective courses, (4) research methods and statistics/measurement courses, (5) breadth courses, and (6) an Ed.M. exit project. All course decisions must be made in consultation with the student's faculty advisor.

Students with an M.A. in Applied Linguistics or TESOL from Teachers College may use up to 36 credits of their M.A. course work toward their Ed.M. program, provided these courses are approved by their faculty advisor. Students with an M.A. from other accredited institutions or who completed their M.A. at TC but outside of the Applied Linguistics and TESOL Program may transfer up to 30 credits, subject to the approval of the faculty advisor.

Prerequisite and/or Transfer Courses for all Areas of Specialization (15 points):

- A&HL 4000: Educational linguistics (3)
- A&HL 4085: Pedagogical English grammar (3)
- A&HL 4087: Introduction to second language acquisition (3)
- A&HL 4088: Second language assessment (3)
- One course from the following:
- A&HL 4001: Sociolinguistics and education (3)
- A&HL 4090: Introduction to Corpus Linguistics (3)
- A&HL 4104: Discourse analysis (3)
- A&HL 4105: Conversation analysis (3)
- A&HL 4106: Text and textuality (3)

Detailed requirements for specialization-specific courses, elective courses, research methods and statistics courses, and breadth courses are given below.

Master of Education in Applied Linguistics or TESOL (60 credits ; Second Language Acquisition Area of Specialization)

The second language acquisition area of specialization requires 60 credits beyond the bachelor's degree, with a minimum of 30 credits earned under the auspices of Teachers College.

Prerequisite or Transfer Courses (15 credits ; see above).

Specialization-Specific Courses (15 credits):

- A&HL 5008: Learner language analysis (3)
- A&HL 5087: Second language acquisition in the classroom (3)
- A&HL 6087: Advanced second language acquisition (3)
- A&HL 6097: Task-based language teaching (3)
- Various topics courses (3)

Research Methods and Statistics (6 credits):

- A&HL 5575: Research literacy in applied linguistics and TESOL (3)
- One course from the following:
- C&T 5502: Introduction to qualitative research (3)
- HUDM 4050: Introduction to measurement (3)
- HUDM 4122: Probability and statistical inference (3)

Electives (9 points):

- A&HL 4101: Phonetics and phonology (3)
- A&HL 5085: Advanced syntax (3)
- A&HL 4001: Sociolinguistics and education (3)
- A&HL 4104: Discourse analysis (3)
- A&HL 4105: Conversation analysis (3)
- A&HL 4106: Text and textuality (3)
- A&HL 5020: Interactional sociolinguistics (3)
- A&HL 5105: Classroom discourse (3)
- A&HL 5106: Language socialization (3)
- A&HL 6031: Advanced conversation analysis (3)
- A&HL 4089: Teaching writing to ESL students (3)
- A&HL 5011: Technology-based language teaching and material design (3)
- A&HL 5199: Topics in language assessment (3)
- A&HL 5512: Historical perspectives on language testing research (3)
- A&HL 5519: Instructed second language acquisition and assessment (3)
- A&HL 6000: Second language test validation (3)
- A&HL 6040: Classroom-based language assessment (3)
- A&HL 6060: Generalizability theory for second language assessment research (3)
- A&HL 6089: Second language performance assessment (3)
- A&HL 6090: Computational linguistics for Applied Linguistics (3)

(Courses can be taken at an affiliate campus in the Columbia community with advisor's approval.)

Out-of-Program Breadth Courses (6 credits):

- BBS 5068: Brain and behavior I (2)

- BBS 5069: Brain and behavior II (2)
- HBSK 4074: Development of reading comprehension strategies and study skills (2-3)
- HBSK 5096: Psychology of memory (2-3)
- HUDK 4015: Psychology of thinking (2-3)
- HUDK 4029: Cognition and learning (2-3)
- HUDK 4080: Educational psychology (2-3)
- HUDK 5023: Cognitive development (2-3)
- HUDK 5024: Language development (2-3)
- HUDK 5025: Spatial thinking (2-3)
- HUDK 5029: Personality development and socialization across the lifespan (2-3)
- HUDK 5030: Visual explanations (2-3)
- HUDK 5090: Psychology of language and reading (2-3)
- MSTU 4133: Cognition and computers (2-3)

Exit Project:

In addition to fulfilling the above course requirements, students must complete an Ed.M. project on a research topic arising from course-related interests and with advisor's approval. This project can be a 25-page review of literature on a scholarly topic or it can be an empirical paper, normally completed during the last semester of study.

Master of Education in Applied Linguistics or TESOL (60 credits ; Second Language Assessment Area of Specialization)

The second language assessment area of focus requires 60 credits beyond the bachelor's degree, with a minimum of 30 credits completed under the auspices of Teachers College.

Prerequisite or Transfer Courses (15 credits ; see above).

Specialization-Specific Courses (15 credits):

- A&HL 5512: Historical changes in language testing research (3)
- A&HL 6040: Classroom-based language assessment (3)
- A&HL 6089: Second language performance assessment (3)
- Two courses from the following:
- A&HL 5199: Topics in language assessment (3)
- A&HL 6089: Second language performance assessment (3)
- A&HL 6000: Second language test validation (3)
- A&HL 6060: Generalizability theory for L2 testing research (3)

- A&HL 6407: Internship in applied linguistics and TESOL: Assessment lab (3)

Research Methods and Statistics Courses (6 credits):

- A&HL 5575: Research literacy in applied linguistics and TESOL (3) and
- One course from the following:
- HUDM 4050: Introduction to measurement (3)
- HUDM 4122: Probability and statistical inference (3)
- HUDM 5122: Applied regression analysis (3)

The HUDM courses may also fulfill the Breadth requirement.

Out-of-Program Breadth Courses (6 credits):

- HUDM 4050: Introduction to measurement (3)
- HUDM 4122: Probability and statistical inference (3)
- HUDM 5122: Applied regression analysis (3)
- HUDK 5024: Language development (2-3)
- HUDK 4029: Cognition and learning (2-3)
- HUDK 4035: Technology and human development (2-3)
- HBSK 4074: Reading comprehension strategies and study skills (2-3)
- HUDK 4080: Educational psychology (2-3)
- HUDK 5023: Cognitive development (2-3)
- MSTU 4036: Hypermedia and education (2-3)
- MSTU 4133: Cognition and computers (2-3)

Exit Project:

In addition to course requirements, students must complete an Ed.M. project on a research topic arising from course-related interests and with advisor's approval. This project can be a 25-page review of literature on a scholarly topic or it can be an empirically-based paper. It is normally completed during the last semester of study.

Master of Education in Applied Linguistics or TESOL (60 credits ; Language Use Area of Specialization)

The degree requires 60 graduate points beyond the bachelor's degree, with a minimum of 30 credits taken under the auspices of Teachers College. The Ed.M. may serve as continued professional development or as groundwork for future doctoral studies in Applied Linguistics or TESOL. For the focus on language use, students will complete the following requirements:

Prerequisite and/or Transfer Courses for All areas of Specialization (15 credits): See above.

Area of Specialization-Specific Courses in Language Use (9 credits):

- A&HL 4104: Discourse analysis (3)
- A&HL 4105: Conversation analysis (3)
- A&HL 4106: Text and textuality (3)
- A&HL 5020: Interactional sociolinguistics (3)
- A&HL 5105: Classroom discourse (3)
- A&HL 5106: Language Socialization (3)
- A&HL 6031: Advanced conversation analysis (3)
- Various topics courses in discourse (3)

Research Methods and Statistics for Language Use (6 credits) (Must have advisor's written approval):

- A&HL 5575: Research literacy in applied linguistics and TESOL (3) and
- One course from the following:

OR

(HUDM courses)

- HUDM 4050: Introduction to measurement (3)
- HUDM 4122: Probability and statistical inference (3)
- ITSF 5000: Methods of inquiry: Ethnography and participant observation (3)
- Additional courses chosen with advisor's approval

Recommended Elective Courses for the Language Use Area of Specialization (Must have advisor's written approval)

- A&HL 4101: Phonetics and phonology (3)
- A&HL 5085: Advanced syntax (3)
- A&HL 5008: Interlanguage analysis (3)
- A&HL 5087: Second language acquisition in the classroom (3)
- A&HL 6087: Advanced second language acquisition (3)
- A&HL 6097: Task-based language teaching (3)
- A&HL 4089: Teaching writing to ESL students (3)
- A&HL 5011: Technology-based language teaching and material design (3)
- A&HL 5090: Introduction to Corpus Linguistics (3)
- A&HL 5199: Topics in language assessment (3)

- A&HL 5512: Historical perspectives on language testing research (3)
- A&HL 5519: Instructed second language acquisition and assessment (3)
- A&HL 6000: Second language test validation (3)
- A&HL 6040: Classroom-based language assessment (3)
- A&HL 6060: Generalizability theory for second language assessment research (3)
- A&HL 6089: Second language performance assessment (3)
- Various topic courses (3)
- A&HL 6090 Computational linguistics for Applied Linguistics (3)

Required Out-of-Program Breadth Courses (6 credits total, chosen with advisor's approval). Below is just a sample:

- ITSF 5003: Communication and Culture (2-3)
- ITSF 5016: Ethnography of education (2-3)

Exit Project:

In addition to course requirements, students must complete an Ed.M. project on a research topic arising from course-related interests and subject to approval by their assigned advisor. This project can be a 25-page review of literature on a scholarly topic or it can be an empirically-based paper. It is normally completed during the last semester of study.

Master of Education in Applied Linguistics or TESOL (60 credits ; Language & Technology Area of Specialization)

The language & technology area of focus requires 60 graduate credits beyond the bachelor's degree, with a minimum of 30 credits completed under the auspices of Teachers College.

Prerequisite and/or Transfer Courses for All areas of Specialization (15 credits): See above.

Specialization-Specific Courses (9 credits):

- A&HL 4090; Introduction to Corpus Linguistics (3)
- A&HL 5011; Technology-based language teaching and materials design (3)
- A&HL 5090; Computational linguistics for Applied Linguistics (3)

Research Methods and Statistics Courses (6 credits):

- A&HL 5575: Research literacy in applied linguistics and TESOL (3) and
- One course from the following:
- HUDM 4050: Introduction to measurement (3)
- HUDM 4122: Probability and statistical inference (3)
- HUDM 5122: Applied regression analysis (3)

Recommended Elective Courses for the Language & Technology Area of Specialization (9 credits: Must have advisor's written approval)

- A&HL 4101: Phonetics and phonology (3)
- A&HL 5085: Advanced syntax (3)
- A&HL 5008: Interlanguage analysis (3)
- A&HL 5087: Second language acquisition in the classroom (3)
- A&HL 6087: Advanced second language acquisition (3)
- A&HL 6097: Task-based language teaching (3)
- A&HL 4089: Teaching writing to ESL students (3)
- A&HL 5199: Topics in language assessment (3)
- A&HL 5512: Historical perspectives on language testing research (3)
- A&HL 5519: Instructed second language acquisition and assessment (3)
- A&HL 6000: Second language test validation (3)
- A&HL 6040: Classroom-based language assessment (3)
- A&HL 6060: Generalizability theory for second language assessment research (3)
- A&HL 6089: Second language performance assessment (3)

Out-of-Program Breadth Courses (6 points):

- HUDK 4005: Equity, Ethical, and Social Issues in Educational Technology (3)
- MTSU 4133: Cognition and computers (3)
- HUDK 4035: Technology and human development (3)
- MSTU 4040: Mobile Learning (3)
- HDUK 4050: Core methods in educational data mining (3)
- HUDK 4051: Learning analytics: process and theory (3)
- HUDK 4052: Data, Learning, and Society (3)
- HUDK 4054: Managing education data (3)
- MSTU 4083:Instructional Design of Educational Technology (3)
- MSTU 5000: Virtual, Augmented, Mixed Reality and Games as Learning Tools (3)
- ORLA 6541: Applied Data Science in Organizations and Leadership (3)

Exit Project:

In addition to course requirements, students must complete an Ed.M project on a research topic arising from course-related interests and with advisor's approval. This project can be a 25-page review of literature on a scholarly topic or it can be an empirically-based paper. It is normally completed during the last semester of study.

Students can normally expect to complete an EdM. in Applied Linguistics or TESOL in four semesters (i.e., two years) depending on transfer credits.

Teaching of English to Speakers of Other Languages (TESOL)

M.A. | Points/Credits: 36 | Entry Terms: Fall

The TESOL MA General track offers a 36-point Master of Arts degree for students planning to teach in any variety of settings, except in New York State public schools. Graduates typically take positions, such as teaching adults in community colleges, Intensive English Programs on four-year campuses, private schools with language programs, and jobs abroad. Through comprehensive and innovative coursework, hands-on experiences in our on-campus language school, and research projects, students explore the theories and practices of English language teaching to speakers of other languages in 8 areas of study, 6 of which are required for the TESOL General track: language analysis, language use, language acquisition, language assessment, language and technology, and language pedagogy. See below for a list of areas of courses.

Students earning the Masters of Arts degree have five types of requirements: (1) required courses,(2) elective courses within AL and TESOL, (3) out-of-program breadth courses, and (4) an exit project.

All course decisions must be made in consultation with the student's assigned faculty advisor. Students should choose elective and breadth courses that align with their career path. Below are the descriptions for the MA in TESOL General:

Required l Courses (18 points): 1 course each from the 6 required areas (see above).

Elective Courses (12 points): any Applied Linguistics and TESOL courses not taken as a required option.

Breadth Out-of-Program Courses (6 points): Teachers College classes offered outside of the AL/TESOLProgram. Note that they must be approved by the assigned academic advisor.

Exit Project:

- In addition to course requirements, students must complete a master's degree project written on a research topic arising from their course-related interests and subject to approval by an advisor (The advisor can be different from or the same as your assigned academic advisor). This project can be a review of literature on a scholarly topic or a practice-motivated review of literature or it can be an empirical paper. It is normally completed at the beginning of the last semester of study. For more information, click here.

Students can normally expect to complete the M.A. in Applied Linguistics or TESOL in four semesters (i.e., two years).

AREAS AND COURSES

Language Analysis

- A&HL 4000: Educational Linguistics (3)
- A&HL 4005: Semantic Systems & the Lexicon (3)
- A&HL 4085: Pedagogical English grammar (3)
- A&HL 4090: Introduction to Corpus Linguistics (3)
- A&HL 4101: Phonetics and Phonology (3)
- A&HL 4106: Text and Textuality (3)
- A&HL 5008: Learner Language Analysis (3)
- A&HL 5085: Advanced Syntax (3)
- A&HL 5086: Advanced Pedagogical Grammar (3)
- A&HL 5199: Special Topics: Tense and Aspect (3)
- A&HL 5199: (Theories of) Pragmatics (forthcoming) (3)
- A&HL 6031: Advanced Conversation Analysis (3)

Language Use

- A&HL 4001: Sociolinguistics and Education (3)
- A&HL 4090: Introduction to Corpus Linguistics (3)
- A&HL 4104: Discourse Analysis (3)
- A&HL 4105: Conversation Analysis (3)
- A&HL 4106: Text and Textuality (3)
- A&HL 5015: Classroom Discourse (3)
- A&HL 5020: Interactional Sociolinguistics (3)
- A&HL 5106: Language Socialization (3)
- A&HL 5199: Special Topics: Theories of Pragmatics (3)
- A&HL 6031: Advanced Conversation Analysis (3)

Language Acquisition

- A&HL 4087: Introduction to Second Language Acquisition (3)
- A&HL 5008: Learner Language Analysis (3)
- A&HL 5087: SLA in the Classroom (Instructed SLA) (3)
- A&HL 5099: Special Topics: Teaching EFL to Young Learners (3)
- A&HL 5199: Special Topics: English Medium Instruction (EMI) (3)

- A&HL 6087: Advanced Second Language Acquisition (3)
- A&HL 6097: Tasked-Based Language Teaching (3)

Language Pedagogy

- A&HL 4076: TESOL Methodologies for PreK-6 (3)
- A&HL 4077: TESOL Classroom Practices (3)
- A&HL 4089: Teaching Writing to ESL Students (3)
- A&HL 4171: TESOL Methodologies for 7-12 (3)
- A&HL 4185: Pedagogical Approaches in the Content Areas for Teachers of PK-12 ESL (3)
- A&HL 5011: Technology-based Language Teaching and Material Design (3)
- A&HL 5087: SLA in the Classroom (Instructed SLA) (3)
- A&HL 5099: Advanced Topics: Teaching EFL to Young Learners (3)
- A&HL 5105: Classroom Discourse (3)
- A&HL 5106: Language Socialization (3)
- A&HL 5199: Special Topics: English Medium Instruction (EMI)
- A&HL 5301: Practicum I: Integrated Skills (3)
- A&HL 6040: Classroom-based Language Assessment (3)
- A&HL 6097: Task-Based Language Teaching (3)
- A&HL 6301: Practicum II: Listening (3)
- A&HL 6302: Practicum II: Speaking (3)
- A&HL 6303: Practicum II: Reading (3)
- A&HL 6304: Practicum II: Writing (3)

Language Assessment

- A&HL 4088: Second Language Assessment (3)
- A&HL 5008: Learner Language Analysis (3)
- A&HL 5199: Learning-Oriented Assessment (3)
- A&HL 5512: Historical Perspectives of Language Testing Research (3)
- A&HL 6000: Second Language Test Validation (3)
- A&HL 6040: Classroom-based Language Assessment (3)
- A&HL 6060: Generalizability Theory for Second Language Assessment Research (3)
- A&HL 6089: Second Language Performance Assessment (3)

Language and Technology

- A&HL 4090: Introduction to Corpus Linguistics (3)
- A&HL 5011: Technology-based Language Teaching and Material Design (3)
- A&HL 5090: Computational Linguistics for Applied Linguists (3)
- A&HL 5199: Special topics: Artificial Intelligence in Applied Linguistics (3)
- (Advanced Computational Linguistics for Applied Linguists [high code]) (forthcoming)
- (Computational Speech Processing for Linguistics Research) (forthcoming)

Language Teacher Professional Development

- A&HL 4077: TESOL Classroom Practices (3)
- A&HL 4085: Pedagogical English grammar (3)
- A&HL 4086: Language Classroom Observation (3)
- A&HL 4105: Conversation Analysis (3)
- A&HL 5008: Learner Language Analysis (3)
- A&HL 5011: Technology-based Language Teaching and Material Design (3)
- A&HL 5105: Classroom Discourse (3)
- A&HL 5087: SLA in the Classroom (Instructed SLA) (3)
- A&HL 5099: Advanced Topics: Teaching EFL to Young Learners (3)
- A&HL 5106: Language Socialization (3)
- A&HL 5199: Special Topics: English Medium Instruction (EMI) (3)
- A&HL 5577: Language Teacher Education: Supervision (3)
- A&HL 6097: Task-Based Language Teaching (3)

Language Research Methodology

- A&HL 4104: Discourse Analysis (3)
- A&HL 4105: Conversation Analysis (3)
- A&HL 5008: Learner Language Analysis (3)
- A&HL 5020: Interactional Sociolinguistics (3)
- A&HL 5199: Special Topics: Statistics in Applied Linguistics (3)
- A&HL 5575: Research Literacy in Applied Linguistics and TESOL (3)
- A&HL 6000: Second Language Test Validation (3)
- A&HL 6031: Advanced Conversation Analysis (3)

- A&HL 6060: Generalizability Theory for Second Language Assessment Research (3)

Teaching of English to Speakers of Other Languages/Teaching of English (TESOL/Teaching of English)

M.A. | Points/Credits: 49 | Entry Terms: Summer, Fall | Certification: Dual Certification NY State Initial: English to Speakers of Other Languages (TESOL) Pre-K-12; NY State Initial: Teaching of English (7-12)

The dual certification M.A. in English Education and TESOL (Teaching English to Speakers of Other Languages) is an innovative program that responds to a growing need for dually certified teachers. The program leads to a PK-12 Initial New York State Teacher Certification in TESOL and a secondary certification (7-12) in English Education. Students complete 46 credits of coursework over two academic years, including two semesters (Fall and Spring) of student teaching.

Students work with leading researchers and practitioners in the fields of English Education and TESOL through comprehensive and innovative coursework and research projects. In addition, students are mentored by experienced teachers during their two semesters of student teaching in the New York City school system. While students will graduate with two separate teacher certifications, the purpose of the dual certification program is to explore the intersections between the teaching of English and TESOL; we examine both the unique challenges and opportunities of teaching secondary English and TESOL simultaneously.

Candidates applying for initial certification in New York will be required to fulfill NYSED's Content Core requirements for initial certification (see https://www.tc.columbia.edu/office-of-teacher-education/students/certification-requirements/). They will also be required to take and pass all required New York State exams for initial certification. For more information, please visit our Office of Teacher Education (OTE) website: https://www.tc.columbia.edu/office-of-teacher-education/current-students/certification-requirements/

Core Courses (30 credits):

- A&HL 4000 Educational Linguistics (3) *or* A&HL 4101 Phonetics & phonology (3)
- A&HL 4076 PreK-6 Methods (3)
- A&HL 4085 Pedagogical English Grammar (3)
- A&HL 4087 Second Language Acquisition (3)
- A&HL 4088 Second Language Assessment (3)
- A&HL 4185 Pedagogical Approaches to Content Methods (3)
- A&HE 4057 English Methods (3)
- A&HE 4058 Teaching of Reading (3)
- A&HE 4151 Teaching of Writing (3)
- A&HE 5518 Teaching of English in Diverse Social and Cultural Contexts (3)

Literature Course (3 credits):

Students choose one of the following courses:

- A&HE 4050 Literature & Teaching
- A&HE 4051 Critical Approaches
- A&HE 4052 Adolescent Literature
- A&HE 4053 Cultural Perspectives
- A&HE 4056 Feminist Perspectives
- A&HE 4100 Teaching of Drama & Theater
- A&HE 4561 Teaching Narrative and Story
- A&HE Teaching of Poetry

Student Teaching Courses (6 credits):

- A&HC 4750 Supervised Teaching Phase I 3 credits
- A&HC 4751 Supervised Teaching Phase II 3 credits

Foundations/Breadth Courses (6)

Foundations/breadth courses are intended to broaden students' knowledge of the history of education, philosophies of education, and educational issues and practices beyond their particular area of concentration. All students must take at least 6 credits of such courses (courses in Teachers College not designated "A&HE," "A&HL" or "A&HC") in close consultation with their advisors and with the TC Office of Teacher Education.

Foundations/breadth credits must be used to meet the New York State requirements within the following categories:*

- Special Education (3)
- Human Development/Psychology (3)

Each term, the program will issue a list of courses across the college offered within each of the three categories above from which students may choose. These courses may be taken as pass/fail.

*If any of these requirements has been met through previous college-level coursework, the student may choose to take only two of the three breadth courses. Students must make these adjustments in consultation with their advisor.

Exit Project (1 credit):

- A&HE 5590 Master's Seminar 1 credit

Students complete a master's degree project written on a research topic arising from course-related interests and subject to approval by their assigned advisor. This project can be a review of literature on a scholarly topic or a teacher inquiry project. It is normally completed during the penultimate semester of study. The Master's Seminar supports the completion of this project.

Student Teaching

Students in the 46 credit TESOL/Teaching of English program have two separate semesters of student teaching. As specified by New York State in the requirements for 7-12 ELA Initial Certification, one of these experiences is in a middle school and the other is in a high school. Most placements are made in urban public schools in New York City. Commuting to one of the outer boroughs should be expected. Over the course of their student-teaching semesters, student teachers will be placed in classrooms in which TESOL and English Language Arts are taught.

In addition to these student teaching placements, students will complete 50 hours of observation on the PK-6 level as part of the A&HL 4076 PreK-6 Methods course.

Teaching of English to Speakers of Other Languages (TESOL) (Hybrid)

M.A. | Points/Credits: 36 | Entry Terms: Summer

The Applied Linguistics and TESOL Program offers a Master of Arts degree with the following tracks: Applied Linguistics, TESOL General, TESOL PreK-12 with Initial Certification, and TESOL PreK-12 with Transitional-B Certification.

Students earning the Masters of Arts degree have five types of requirements: (1) general courses,(2) track-specific courses, (3) elective courses within AL and TESOL, and (4) out-of-program breadth courses, and (5) an exit project. All course decisions must be made in consultation with the student's assigned faculty advisor. Below are the track descriptions for the MA in TESOL (Hybrid):

General Courses (15 points):

- A&HL 4000: Educational linguistics (3)
- A&HL 4085: Pedagogical English grammar (3)
- A&HL 4087: Introduction to second language acquisition (3)
- A&HL 4088: Second language assessment (3)
- One language use course from the list below (for AL and TESOL General only):
- A&HL 4001: Sociolinguistics and education (3)
- A&HL 4104: Discourse analysis (3)
- A&HL 4105: Conversation analysis (3)
- A&HL 4106: Text and textuality (3)

Track-Specific Courses for the MA in TESOL (9 points):

- A&HL 4077: TESOL classroom practices (3)
- A&HL 5301: Practicum I: Integrated skills (3)

- One course from the following:
- A&HL 6301: Practicum II: Listening (3)
- A&HL 6302: Practicum II: Speaking (3)
- A&HL 6303: Practicum II: Reading (3)
- A&HL 6304: Practicum II: Writing (3)

Elective Courses (6 points)

Elective courses in Applied Linguistics and TESOL (6 points):

- A&HL 4101: Phonetics and phonology (3)
- A&HL 5085: Advanced syntax (3)
- A&HL 4001: Sociolinguistics and education (3)
- A&HL 4104: Discourse analysis (3)
- A&HL 4105: Conversation analysis (3)
- A&HL 4106: Text and textuality (3)
- A&HL 5020: Interactional sociolinguistics (3)
- A&HL 5105: Classroom discourse (3)
- A&HL 5106: Language socialization (3)
- A&HL 6031: Advanced conversation analysis (3)
- A&HL 4089: Teaching writing to ESL students (3)
- A&HL 4090: Introduction to Corpus Linguistics (3)
- A&HL 5011: Technology-based language teaching and material design (3)
- A&HL 6097: Task-based language teaching (3)
- A&HL 5008: Interlanguage analysis (3)
- A&HL 5087: SLA in the classroom (3)
- A&HL 5090: Computational Linguistics for Applied Linguists (3)
- A&HL 6087: Advanced second language acquisition (3)
- A&HL 5199: Topics in language assessment (3)
- A&HL 5512: Historical perspectives on language testing research (3)
- A&HL 5519: Instructed second language acquisition and assessment (3)
- A&HL 6000: Second language test validation (3)
- A&HL 6040: Classroom-based language assessment (3)

- A&HL 6060: Generalizability theory for second language assessment research (3)
- A&HL 6089: Second language performance assessment (3)
- Courses can be taken at an affiliate campus in the Columbia community with advisor's approval.

Breadth Out-of-Program Courses (6 points)

Must be chosen with advisor's written approval.

Exit Project:

In addition to course requirements, students must complete a Master's project written on a research topic arising from their course-related interests and subject to approval by their assigned advisor. This project can be a review of literature on a scholarly topic or a practice motivated review of literature. It is normally completed at the beginning of the last semester of study. For more information, click here.

Below is the specific course sequence for the MA in TESOL General (Hybrid):

1st Summer (12 credits) (Hybrid)

Courses	Course #	Credits
Educational Linguistics (A) (online)	A&HL 4000	3
TESOL Classroom Practices (A) (online)	A&HL 4077	3
Pedagogical English Grammar (B) (in person)	A&HL 4085	3
Practicum I: Integrated Skills (B) (in person)	A&HL 5301	3

Fall Courses (6 credits) (Online)

Breadth Course 1 (see below)		3
Intro to Second Language Acquisition	A&HL 4087	3

Note: Breadth courses are classes offered outside of AL/TESOL; Electives are AL/TESOL courses

Spring Courses (6 credits) (Online)

Breadth Course 2 (see below)		3
Elective 1 (online)	A&HL ____	3

2nd Summer Courses (12 credits) (Hybrid)

Course in Language Use (A) (online)	A&HL ___	3

Elective 2 (A) (online)	A&HL_____	3
Practicum II (B) (in person)	A&HL 6301 or 6304	3
Second Language Assessment (B) (in person)	A&HL 4088	3

Suggested Online Breadth Courses

Fall

- HUDK4029 Cognition and Learning
- HUDK4080 Education Psychology
- HUDK5023 Cognitive Development
- HUDK5035 Psychology of Media
- HUDM4120 Basic Concepts in Statistics
- MSTU5025 Research Technology in Educational Environment
- MSTU5555 Technology and Emergent Global Curriculum
- ORLD4827 Fostering Transformative Learning

Spring

- MSTU4010 Theories of Communication
- MSTU4016 The History of Communication
- MSTU4050 Online Schools and Online Schooling in K-12
- MSTU4052 Computer Problem Solving and Cooperative Learning
- MSTU4141 Social Media and Learning
- MSTU5002 Culture, Media, and Education

Fall and Spring

- HUDM4122 Probability and Statistical Inference
- HUDM5122 Applied Regression Analysis
- ORLD5063 Online Teaching and Learning: Adult Learning

Teaching of English to Speakers of Other Languages (TESOL)

M.A. | Points/Credits: 39 | Entry Terms: Fall | Certification: NY State Initial: English to Speakers of Other Languages (TESOL) K -12

The TESOL PK-12 Initial Certification track offers a 39 credit- Master of Arts degree in TESOL leading toward New York State Initial Teacher Certification. (Students wishing to teach in a public school in a state other than New York are advised to consult the certification requirements for that state).Candidates applying for initial teacher certification in New York will be required to fulfill NYSED's Content Core requirements (see https://www.tc.columbia.edu/office-of-teacher-education/students/certification-requirements/). They will also be required to take and pass all required New York State certification exams for initial certification. For more information, please visit our Office of Teacher Education (OTE) website: https://www.tc.columbia.edu/office-of-teacher-education/current-students/certification-requirements/certification-exams/

General Courses (12 credits):

- A&HL 4000: Educational linguistics (3) *or* A&HL 4101 Phonetics & phonology
- A&HL 4085: Pedagogical English grammar (3)
- A&HL 4087: Introduction to second language acquisition (3)
- A&HL 4088: Second language assessment (3)

Track Specific Courses in TESOL, PK-12 (15 credits):

- A&HL 4076: TESOL methodologies for PK-6 (3)
- A&HL 4171: TESOL methodologies for 7-12 (3)
- A&HL 4185: Pedagogical approaches in the content areas for teachers of PK-12 ESL (3)
- A&HL 4776: Supervised student teaching in TESOL: PK-6 (3)
- A&HL 4777: Supervised student teaching in TESOL: 7-12 (3)

Elective Courses (3 credits)

One elective course in Applied Linguistics and TESOL (3 credits):

- A&HL 4077: TESOL classroom practices (3)
- A&HL 4090: Teaching writing to ESL students (3)
- A&HL 5011: Tech-based language teaching and materials design (3)
- A&HL 6097: Task-based language teaching learning (3)
- A&HL 4001: Sociolinguistics (3)
- A&HL 4090: Introduction to Corpus Linguistics
- A&HL 4104: Discourse analysis (3)
- A&HL 4105: Conversation analysis (3)

- A&HL 4106: Text and textuality (3)
- A&HL 5105: Classroom discourse (3)
- A&HL 5106: Language socialization (3)
- A&HL 5008: Interlanguage analysis (3)
- A&HL 5087: Second language acquisition in the classroom (3)
- A&HL 6097: Task-based language learning (3)
- A&HL 5199: Topics in language assessment (3)
- A&HL 5519: Instructed SLA and assessment (3)
- A&HL 6040: Classroom-based language assessment (3)

Breadth Courses (9 credits)

Foundations/breadth courses are intended to broaden students' knowledge of the history of education, philosophies, and educational issues and practices beyond their particular area of concentration.

Foundations/breadth credits must be used to meet the New York State requirements within the following categories:

- Bilingual/bicultural education or urban education (3)
- Elementary and secondary education (3)
- Teaching students with learning disabilities (3)

Students must consult with their advisor when choosing their breadth courses.

Bilingual/bicultural education or foundations of education and urban education (3) :

- A&HB 4020: Bilingualism and disabilities
- A&HB 4021: Foundations of bilingual/bicultural education
- A&HB 4024: Linguistics foundations of bilingual/bicultural education
- A&HB 4075: Cross-cultural communication and classroom ecology
- A&HB 4121: Bilingual/bicultural curriculum design
- A&HH 4076: History of urban education
- C&T 4078: Curriculum and teaching in urban areas
- C&T 4501: Teaching and learning in the multicultural classroom
- EDPS 4022: Sociology of urban education
- ITSF 4060: Latinos in urban schools

Various topics courses in Bilingual/Bicultural Education

Elementary and secondary education (3)

- A&HF 4090: Philosophies of education
- A&HF 4091: Call to teach
- A&HW 4036: The teaching of social studies
- A&HW 5030: Diversity and the social studies curriculum
- C&T 4124: Curriculum development in elementary education
- C&T 4133: Learning and teaching in the intermediate reading and writing classroom
- C&T 4141: Literature for older children
- C&T 4151: Teaching of writing
- C&T 5037: Literacy, culture, and the teaching of reading
- HUDK 4022: Developmental psychology: Childhood
- HUDK 4023: Developmental psychology: Adolescence
- MSTC 4040: Science in childhood education
- MSTC 4044: Biology curriculum and methods laboratory
- MSTM 5010: Mathematics in elementary school

Teaching students with learning disabilities (3)

- C&T 4000: Disability, exclusion, and schooling
- C&T 4001: Differentiating instruction in inclusive classrooms
- C&T 4046: Curriculum and instruction in secondary inclusive education
- C&T 4047: Curriculum development in secondary inclusive education
- C&T 4301: Formal assessment of exceptional students
- C&T 5080: Access to full participation in schools
- HBSE 4001: Teaching students with disabilities in inclusive classrooms

Exit Project:

In addition to course requirements, students must complete a master's degree project written on a research topic arising from course-related interests and subject to approval by an advisor. This project can be a review of literature on a scholarly topic or a practice motivated review of literature. It is normally completed at the beginning of the last semester of study. For more information, click here.

Teaching of English to Speakers of Other Languages (TESOL) Trans B (includes Peace Corps Fellows)

M.A. | Points/Credits: 32 | Entry Terms: Summer | Certification: NY State Transitional B: English to Speakers of Other Languages (TESOL) Pre-K-12

We offer a 32-credit Master of Arts degree in TESOL leading toward New York State PK-12 Transitional B Initial Teacher Certification. The program is designed for Returned Peace Corps Volunteers to transition into public school classrooms. Successful completion of this program of study leads to the M.A. degree and recommendation for New York State Initial Teacher Certification (grades PK-12). Students in this program balance full-time teaching in a NYCDOE school and graduate school coursework. They are supported in their program and teaching by the TESOL Program and the Peace Corps Fellows Program. Through comprehensive and innovative course work, hands-on experiences in New York City public schools, and research projects, Fellows explore the teaching and learning of English to PK-12 grade speakers of other languages.

In order to complete all degree requirements successfully, this program typically demands a minimum of two years, including summers. The first summer in the program includes intensive coursework and fieldwork to prepare students for their first year of teaching.

Candidates applying for initial certification in New York will be required to fulfill NYSED's Content Core requirements for initial certification (see https://www.tc.columbia.edu/office-of-teacher-education/current-students/certification-requirements/teacher-certification-initial-/). They will also be required to take and pass all required New York State exams for initial certification. For more information, please visit our OTE website: https://www.tc.columbia.edu/office-of-teacher-education/current-students/certification-requirements/certification-exams/

All methods courses must be passed with a grade of B- or above to count toward Initial New York State Certification.

General Courses (12 credits):

- A&HL 4000: Educational linguistics (3)
- A&HL 4085: Pedagogical English grammar (3)
- A&HL 4087: Introduction to second language acquisition (3)
- A&HL 4088: Second language assessment (3)

Track Specific Courses in TESOL, PK-12 (14 credits):

- A&HL 4076: TESOL methodologies for PK-6 (3)
- A&HL 4171: TESOL methodologies for 7-12 (3)
- A&HL 4185: Pedagogical approaches in the content areas for teachers of PK-12 ESL (3)
- A&HL 5207: Fieldwork in TESOL (2)
- A&HL 5105: Classroom Discourse (or other TESOL/AL Elective) (3)

Breadth Courses (6 credits)

- C&T 4501: Teaching and Learning in the Multicultural, Multilingual Classroom (3)
- C&T 4000: Disability, Exclusion and Schooling (3)

Required Exit Project

In addition to course requirements, students must complete a master's degree project written on a research topic arising from their course-related interests and subject to approval by an advisor. This project can be a review of literature on a scholarly topic or a practice motivated review of literature review, and is normally completed at the beginning of the last semester of study. For more information, click here.

Teaching of English to Speakers of Other Languages (TESOL) (Teaching Residents Program)

M.A. | Points/Credits: 44 | Entry Terms: Spring, Summer | Certification: NY State Initial: English to Speakers of Other Languages (TESOL) K -12

Program is not accepting applications for the 2027 year.

In collaboration with the office of Teaching Residents at Teachers College (TR@TC), we are offering a TESOL MA initial certification program. It is an 18-months program, funded by USDOE. After graduation, residents pledge to teach in local high-needs public schools. For more information, including funding, please visit the TR@TC website: https://www.tc.columbia.edu/teachingresidents/

Candidates applying for initial certification in New York will be required to take and pass all required New York State exams for initial certification. For more information, please visit our Office of Teacher Education (OTE) website: https://www.tc.columbia.edu/office-of-teacher-education/students/certification-requirements/certification-exams/

All courses must be passed with a grade of B- or above to count toward Initial New York State Certification.

Teaching of English to Speakers of Other Languages/Teaching of English (TESOL/Teaching of English) (Teaching Residents Program)

M.A. | Points/Credits: 46 | Entry Terms: Spring, Summer | Certification: Dual Certification NY State Initial: English to Speakers of Other Languages (TESOL) Pre-K-12; NY State Initial: Teaching of English (7-12)

Program is not accepting applications for the 2027 year.

In collaboration with Teaching Residents at Teachers College (TR@TC), we are offering a dual initial certification program in TESOL and another subject. After graduation, residents pledge to teach in local high-needs public schools. For more information, including funding, please visit the TR@TC website: https://www.tc.columbia.edu/teachingresidents/

Candidates applying for initial teacher certification in New York will be required to take and pass all required New York State non-curricular exams for initial teacher certification. For more information, please visit our Office of Teacher Education (OTE) website:

https://www.tc.columbia.edu/office-of-teacher-education/students/certification-requirements/certification-exams/

See the TR@TC office for information https://www.tc.columbia.edu/teachingresidents/

Program Faculty

Faculty

- ZhaoHong Han
  Professor of Language and Education
- Erik Voss
  Assistant Professor
- Hansun Zhang Waring
  Professor of Applied Linguistics and TESOL

Professors of Teaching

- Sarah Chepkirui Creider
  Assistant Professor of Teaching
- Hoa T.H. Nguyen
  Assistant Professor of Teaching
- Howard A. Williams
  Associate Professor of Teaching

Emeriti

- James Enos Purpura
  Professor Emeritus of Language and Education

Program Courses

A&HL4000 Educational Linguistics

Survey of cognitive and social approaches to the study of language, language acquisition, language systems, 20th and 21st century movements in linguistics, language varieties and attitudes, forms and functions of language in the classroom.

A&HL4001 Sociolinguistics and Education

This course looks at language variation based on social class, race, ethnicity, age, and gender; cross-cultural pragmatics, interactional sociolinguistics, code-switching, language planning, and World Englishes. Pedagogical implications.

A&HL4003 Schools of Linguistic Analysis

This course offers a comparative examination of major approaches to linguistic analysis, specifically systematic and transformational, with particular reference to pedagogical applications.

A&HL4005 Semantic Systems and the Lexicon

A comparative examination of lexical semantic systems of English and other languages, with particular reference to the teaching and learning of vocabulary.

A&HL4030 Second Language Literacy Development

Provides an introduction to the theory, research, and instructional practices relevant to reading and writing development for second-language learners.

A&HL4076 TESOL Methodologies for PK-6

Teaching ESL to elementary students focusing on early literacy development and content instruction. This course also includes fieldwork.

A&HL4077 TESOL Classroom Practices

Introduction to the major language teaching methods and approaches that have been influential in the 20th and 21st century.

A&HL4078 TESOL Materials

Practice in designing, developing, and evaluating ESL or EFL materials used for students in different settings.

A&HL4080 Teaching in Linguistically Diverse Classrooms

Supports teachers in mainstream classrooms grades PK-12 in building a knowledge base and repertoire of instructional strategies for teaching English language learners in content area classrooms.

A&HL4085 Pedagogical English grammar

A systematic, in-depth examination of English grammar with particular reference to the teaching and learning of grammar.

A&HL4086 Language Classroom Observation

Introduction to the systematic observation of teaching in diverse contexts.

A&HL4087 Introduction to Second Language Acquisition

An introduction to the field of second language acquisition with a focus on the mechanisms driving, and factors influencing, second language learning.

A&HL4088 Second Language Assessment

Priority given to M.A. Applied Linguistics/TESOL students in their last semester. Introduction to language assessment theories and practices including test design, construction, scoring, analysis and reporting; introduction to measurement concepts and basic statistics; and use of SPSS.

A&HL4089 Teaching writing to ESL students

An introduction to the theory and practice of teaching second language writing to multilingual, multicultural writers in a wide range of educational contexts.

A&HL4090 Introduction to Corpus Linguistics

Introduction to Corpus Linguistics introduces students to language corpora as a resource for linguistic analysis, language teaching, artificial intelligence evaluation, and machine learning projects. The course presents a survey of the available language corpora, including learner corpora (texts produced by language learners) and the design of AI-generated text corpora. Students learn fundamental concepts and methods of corpus linguistics through analysis of lexis, grammar, discourse, and GenAI output, comparing human and machine-generated language. In addition, students learn principles of language data annotation for machine learning and NLP projects.

A&HL4101 Phonetics and Phonology

An examination of the sound and orthographic systems of English, with reference to other languages and problems of learning and teaching English.

A&HL4104 Discourse Analysis

Introduction to discourse analysis organized around four themes: discourse and structure, discourse and social action, discourse and identity, and discourse and ideology.

A&HL4105 Conversation Analysis

This course offers a general introduction to conversation analysis (CA) by considering CA's methodological principles and analytical concepts along with its wealth of classic findings on spoken interaction. Through an in-depth look into exemplary studies as well as a series of data sessions, the course also provides basic training in conducting CA analysis.

A&HL4106 Text and Textuality

Permission of instructor required or Prerequisite: A&HL 4085. Explores various viewpoints on the production and comprehension of connected discourse, both written and oral, with reference to cohesive devices, rhetorical structures, and the general pragmatics of communication, with attention to pedagogical applications.

A&HL4162 Specialized TESOL Methodology: Cooperative Learning ESL Classroom

Not all workshops are offered each term or year. Workshops usually meet over 1 or 2 weekends.

A&HL4164 TESOL Methodologies: Language for Specific Purposes

This workshop is designed to introduce techniques for teaching English to students with limited literacy and/or formal schooling in their first language. Special attention will be given to activity and materials development, and to teaching grammar without relying on reading and writing. We will discuss potential academic strengths and weaknesses of students with limited formal schooling, as well as the importance of teacher talk/teacher input for this population. Additionally, we will look at techniques for integrating students with limited literacy into classrooms where most students can read and write.

A&HL4165 TESOL Methodologies: English for Academic Purposes

Not all workshops are offered each term or year. Workshops usually meet over 1 or 2 weekends.

A&HL4166 TESOL Methodologies: Computer-assisted Language Learning

This two-day workshop equips language educators with effective technology integration skills. You will explore multimedia tools, AI assistants, and mobile apps while creating engaging task-based activities for immediate classroom use. Through hands-on sessions, you will learn to evaluate technologies based on sound pedagogy and create tech-enhanced materials aligned with modern teaching approaches. By the end of the workshop, you will leave with ready-to-use language activities and strategies for selecting tools that best serve your teaching context and student needs. No prior technical expertise required. Bring your own device.

A&HL4167 TESOL Methodologies: Media-assisted Language Learning

Not all workshops are offered each term or year. Workshops usually meet over 1 or 2 weekends.

A&HL4168 TESOL Methodologies: Culture and Second Language Teaching

Not all workshops are offered each term or year. Workshops usually meet over 1 or 2 weekends.

A&HL4169 TESOL Methodologies: Literature in the ESOL Class

This workshop explores the value of incorporating published literary works into ESL/EFL curricula.

A&HL4171 TESOL Methodologies for 7-12

Teaching ESL to secondary students, focusing on content area ESL and second language literacy. This course also includes fieldwork.

A&HL4172 TESOL Methodologies: Teaching EFL to Children

Not all workshops are offered each term or year. Workshops usually meet over 1 or 2 weekends.

A&HL4173 TESOL methodologies: Task-based language learning

Not all workshops are offered each term or year. Workshops usually meet over 1 or 2 weekends.

A&HL4174 TESOL Methodologies: Teaching Second Language Grammar

This workshop explores methods of communicative grammar teaching in the adult ESL classroom. It focuses on concrete strategies for integrating grammar instruction into a multi-skills curriculum.

A&HL4175 TESOL Methodologies: Facilitating Autonomy in Language Learning

Not all workshops are offered each term or year. Workshops usually meet over 1 or 2 weekends.

A&HL4176 TESOL Methodologies: Teaching Listening

Not all workshops are offered each term or year. Workshops usually meet over 1 or 2 weekends.

A&HL4177 TESOL Methodologies: Teaching Speaking

Not all workshops are offered each term or year. Workshops usually meet over 1 or 2 weekends.

A&HL4178 TESOL Methodologies: Teaching Reading

Not all workshops are offered each term or year. Workshops usually meet over 1 or 2 weekends.

A&HL4179 TESOL Methodologies: Teaching Writing

Not all workshops are offered each term or year. Workshops usually meet over 1 or 2 weekends.

A&HL4180 TESOL Methodologies: Trends in TESOL Methodologies

Not all workshops are offered each term or year. Workshops usually meet over 1 or 2 weekends.

A&HL4181 Specialized TESOL Methodology: Integrated Skills

Not all workshops are offered each term or year. Workshops usually meet over 1 or 2 weekends.

A&HL4185 Pedagogical Approaches in the Content Areas for Teachers of PK-12 ESL

This course examines subject matter education for ESL students in PK-12 setting. Students investigate best practices within the mainstream setting with a view to helping ESL students gain access to core subject matter knowledge.

A&HL4500 Advanced English Language Study

This is a course for international students, as well as domestic students, who wish to develop more powerful and precise academic language skills. The course has two separate sections: Section 1 (4500.01), which focuses on academic writing and Section 2 (4500.02), which focuses on academic speaking. In the writing section, students will develop their own voice as an academic writer while becoming familiar with the conventions and styles common in academic writing. The course will focus on a variety of genres of academic writing, such as writing abstracts, critiques, and literature reviews. We will also discuss the writing process, including paraphrasing, summarizing, developing construct definitions, and APA citation. In the speaking section, we will develop the oral presentation skills necessary to participate in a variety of academic speaking contexts, including group work and meetings with professors. Students will also receive coaching in individualized pronunciation and suprasegmental issues, such as intonation, strategic pausing, and word stress. Limit 1 point for TESOL and Applied Linguistics students, and point does not count toward degree; out of program students may take it for 2 points.

A&HL4776 Supervised Student Teaching in TESOL: PK-6

Permission of instructor required. A supervised teaching experience for M.A. students who work toward a New York State teaching certificate in TESOL PK-12 (Preschool to 12th grade). Requires an additional 20-30 hours per week of work outside the class.

A&HL4777 Supervised Student Teaching in TESOL:7-12

Permission of instructor required. A supervised teaching experience for M.A. students who work toward a New York State teaching certificate in TESOL PK-12 (Preschool to 12th grade). Requires an additional 20-30 hours per week of work outside the class.

A&HL4819 Experiences in Learning Another Language: Trends

A series of workshops designed to provide language teachers with an opportunity to learn a foreign language through a brief immersion experience so that they can reflect upon the experience from a learner's perspective. Methods vary from term to term. These workshops may be taken more than once pending advisor's approval.

A&HL4907 Research and Independent Study: Applied Linguistics

Permission of instructor required. Research under the direction of a faculty member. Students work individually or with others. Course may be taken more than once.

A&HL4997 TESOL/AL MA Project Writing

The purpose of the course is to support Applied Linguistics and TESOL students in the process of developing their MA project. This course will provide structured support for students who would like to know more about academic writing in the context of their MA projects.

A&HL5008 Learner Language Analysis

This course introduces second language empirical research with a particular focus on analyzing learner language, a cornerstone of SLA research. Classic conceptions and analytic practices are discussed, but the bulk of attention is on current conceptions and methods. Participants are given opportunities to both conduct guided research and to explore analytical methods on their own.

A&HL5011 Technology-based Language Teaching and Material Design

This course is a foundation course that introduces language teachers to technology-assisted language instruction and material design. Students will explore a range of technological applications including (but not limited to) multimedia materials, immersive technology, AI tools, and mobile learning, while aligning these with established theories of language learning and language teaching. The course emphasizes critical evaluation of technology. It fosters principled and innovative material design, empowering participants to design engaging lessons that utilize technology for language learning and assessment. By the end of the course, students will be equipped to evaluate AI tools and their use and make informed decisions about incorporating technology into their language teaching practice.

A&HL5020 Interactional Sociolinguistics

This course offers a general introduction to Interactional Sociolinguistics (IS) as an approach to discourse analysis. Aside from introducing classical concepts as well as their applications, major analytical themes such as conversation style, cross-cultural communications, gender and discourse, and discourse and identity will be explored through critical reading analyses of a series of relevant empirical studies.

A&HL5085 Advanced Syntax

This course is an intensive survey of generative grammar, the influential cognition-oriented theory of human language competence that has been developed over decades by Noam Chomsky and colleagues. The theory is explored with reference to English and other natural languages. Permission of instructor required or Prerequisite: A&HL 4085. Survey of generative syntax.

A&HL5087 SLA in the Classroom (Instructed SLA)

This course introduces research on instructed second language acquisition (ISLA), a thriving subfield of SLA, that investigates the effects of different types of instruction on second language development. Participants will be exposed to key and current topics and issues, develop an understanding (not just an awareness) of the essence of pedagogical intervention, including its potentials and limitations, and learn strategies that have proven effective in cultivating functional competence in learners.

A&HL5090 Computational Linguistics for Applied Linguists

The course covers fundamental concepts in natural language processing (NLP) and Python for research and applications in language assessment and applied linguistics. Students will explore methods for text processing, parsing, part-of-speech tagging, noun phrase and entity extraction, and sentiment analysis for basic NLP tasks. The course will also include an introduction to machine learning for text classification and automated essay scoring.

A&HL5105 Classroom Discourse

This course offers a general introduction to the study of classroom discourse. Through critical reading analyses of a body of classic and current work, students will become familiar with how systematic analyses of classroom interaction are conducted in a variety of classroom contexts. The goal is to cultivate an appreciation for the major findings in the study of classroom discourse and to develop an ability to perform disciplined analyses of such interaction.

A&HL5106 Language Socialization

An introduction to the field of language socialization. Through critical reading analyses of a body of classic and current work, students will become familiar with the theoretical background of language socialization as well as how systematic analyses of both first and second language socialization are conducted both in and outside homes. The goal is to cultivate an appreciation for the major findings in the study of language socialization and to develop an ability to perform disciplined analyses of social interaction from the language socialization perspective.

A&HL5207 Fieldwork in TESOL

Required field observation for students in the PK-12 certification track. Course may be taken more than once.

A&HL5301

Helps student teachers refine their understanding of, and skills in, implementing and reflecting on their English language teaching. The course consists of two components: weekly seminars and student teaching in the Community Language Program (CLP).

A&HL5383 Specialized Practicum for ESOL Teachers: In-service II

Permission of instructor required. These practica offer a teaching experience in TC's Community Language Program (CLP).

A&HL5501 Fundamentals of Literature Reviews

A&HL5502 Literature Reviews for Diverse Audiences and Purposes

A&HL5512 Historical Perspectives of Language Testing Research

Permission of instructor required. This course examines the major issues and debates in language testing research since the 1960s. It explores controversies related to the nature of language ability, test authenticity, test score generalizability, performance assessment, and test validation. It also involves discussion of problems and future directions of language testing.

A&HL5575 Research Literacy in Applied Linguistics and TESOL

Prerequisite: A&HL 4087. Introduction to quantitative and qualitative research methods with discussion of major research paradigms (experimental, ethnographic, introspective, questionnaire, etc.) and critical review of professional literature in applied linguistics and TESOL.

A&HL5577 Language Teacher Education: Supervision

Introduces models of language teacher supervision with required field hours.

A&HL6000 Second Language Test Validation

This course addresses the notion of validity and the process of validation in second language (L2) assessment. More specifically, it focuses on conceptual issues related to the establishment of internal and external validity in L2 assessments and other measuring instruments (e.g., questionnaires). The course aims not only to introduce students to the range of multivariate analytical methods (i.e., factor analysis and structural equation modeling) for answering complex questions but also to introduce students to how these analyses would be carried out so that claims of validity can be established and justified empirically. Finally, this course introduces students to data analysis using SPSS and EQS.

A&HL6031 Advanced Conversation Analysis

Prerequisite; A&HL 4105. This course is designed to help students pursue further interests in and appreciations for conversation analysis (CA) as a methodology as well as its vast body of findings on language and social interaction. Aside from addressing the critical issue of CA and context, , three main themes will be explored: (1) membership categorization analysis (MCA); (2) tacit practices in interaction (i.e., person reference, nonverbal conduct, prosody, and discourse markers; cf. contextualization cues; (3) complex issues related to foundational practices in interaction (i.e., turn-taking, repair, and sequencing beyond the basics). The class will be conducted in a format that combines lectures, critical readings analyses, and data analysis exercises.

A&HL6040 Classroom-based Language Assessment

This course explores the major issues and debates that have ensued both in the field of second and foreign language classroom-based assessment and in mainstream classroom assessment. Focus will be placed on classroom-based language assessment research and practice in the context of processing.

A&HL6060 Generalizability Theory for Second Language Assessment Research

This course introduces students to an overview of generalizability (G) theory and its application in the context of second language (L2) assessment. The goals of this course are to provide the theoretical basis for G-theory in order for students to become well-informed consumers of research in this area and to provide students with the tools necessary to design empirical studies using G-theory analyses in L2 assessment contexts.

A&HL6087 Advanced Second Language Acquisition

Prerequisite: A&HL 4087. This course inspects the theoretical landscape of Second Language Acquisition and examines its etiology and impact on the field of study.

A&HL6089 Second Language Performance Assessment

This course focuses on the application of Many-Facet Rasch Measurement (MFRM) to the examination of questions in applied linguistics related to second language (L2) performance assessment. In addition to examining how performance assessments have been conceptualized and investigated in applied linguistics research, students will have multiple opportunities to perform analyses of L2 performance data using MFRM. Students will learn to use Winsteps and Facets for these analyses.

A&HL6207 Advanced Fieldwork in Applied Linguistics and TESOL

Permission of instructor required. Opportunity for qualified students, individually or in small groups, to develop and pursue projects, in consultation with an advisor, in schools, communities, and other field settings. Course may be taken more than once.

A&HL6301

Helps students develop and practice their skills in teaching listening within an integrated, communicative English language curriculum. The course consists of two components: weekly seminars and student teaching in the Community Language Program (CLP).

A&HL6302

A&HL6303

Helps students develop and practice their skills in teaching reading within an integrated, communicative English language curriculum. The course consists of two components: weekly seminars and student teaching in the Community Language Program (CLP). Requires an additional 36 hours per week of work outside the classroom.

A&HL6304

Helps students develop and practice their skills in teaching writing within an integrated, communicative English language curriculum. The course consists of two components: weekly seminars and student teaching in the Community Language Program (CLP). Requires an additional 36 hours per week of work outside the classroom.

A&HL6407 Internship in Applied Linguistics and TESOL

A&HL6501 Advanced Theories in Applied Linguistics and TESOL

A&HL6502 Area-specific Research Methods in AL and TESOL

A&HL6503 Area-specific Data Analysis in Applied Linguistics and TESOL

A&HL6504 Academic Publishing and Writing in AL and TESOL

A&HL6505 Hidden Rules of Academia in Applied Linguistics and TESOL

A&HL6586 Seminar in Observation

A&HL6587 Seminar in Second Language Acquisition: Acquisitional and Cross-cultural Pragmatics

Prerequisite: A&HL 4104 or permission of instructor. Research on acquisitional and cross-cultural pragmatics.

A&HL7501 Dissertation Proposal Development in Applied Linguistics and TESOL

A&HL7502 Dissertation Proposal Writing and Defense in Applied Linguistics and TESOL

A&HL8907

This course supports doctoral students in Applied Linguistics or TESOL who are in the process of writing their dissertation.

Art and Art Education

Program Description

The faculty and students of the Program in Art and Art Education share the belief that art education is a human right. We see engagements with the arts as essential to human development, community building, and civic life. Our notion of teaching and learning is broad. We embrace imaginative art education practices that serve people of all ages and backgrounds in schools, community sites, museums, colleges, and beyond. The Program welcomes students from across the United States and around the world. They represent diverse cultures, interests, and experiences, and each brings unique perspectives to our community. In turn, our master's and doctoral degree programs broaden students' horizons, fostering their development as artists, researchers, reflective thinkers, and imaginative educational practitioners. The Program's commitment to diversity, equity, inclusion, and accessibility is reflected across our requirements. It is evident in our students' active studio practices; in their critical engagements with art pedagogy; in their participation in contemporary debates about art and visual culture; in their conceptualization of research studies; and in their study of the philosophy, history, and psychology of art education. As artists, educators, and scholars, we recognize that we need to exercise our voices and investigate ourselves as we work within the tensions that shape contemporary culture. Our faculty—experienced practitioners, scholars, and artists—work closely with students to design programs that meet and support their particular needs and goals. We are fortunate to have active relationships with leading cultural organizations in New York City and across the globe. Our many collaborations offer students additional opportunities to enrich and expand their programs of study.

OPTIONAL AREAS OF FOCUS

For M.A., Ed.M., Ed.D., and Ed.D.C.T. students—not available for M.A. initial teacher certification students:

Museum Education

Students may choose to take a Museum Education area of focus as part of their degree. This area of focus explores the art museum as a civic and educational institution, examines the role of museum education departments, and introduces students to innovative museum education programs and pedagogical practices.

The museum area of focus consists of four courses, which must be taken in addition to other master's or doctoral requirements:

A&HA 5085 - The Museum Education Department: Function, Scope, Possibilities

A&HA 4090 - Teaching in the Art Museum

A&HA 5804 - Museum Experiences Across Disciplines

A&H 4000 - Inquiry in the Museum: Bridging Gallery and Studio

This course is strongly recommended for students in the museum area of focus:

A&HA 4079 - Exploring Cultural Diversity: Implications for Arts Education

Note: Students in this area of focus must secure and complete an internship or residency in a museum or gallery, in consultation with their advisor. References to this area of focus will not appear on student transcripts or records.

Art Pedagogy (K-12)

Students who seek to sharpen their expertise designing pedagogically sound, imaginative studio art learning opportunities may complete the Art Pedagogy area of focus. This area of focus equips students to teach people of different ages in different learning contexts—schools, museums, community centers, and beyond. It combines courses in the artistic development of children and adolescents, curriculum development, studio-based practice with applications for teaching, cultural diversity in art education, and special education, along with an optional art teaching internship.

The Art Pedagogy area of focus consists of the courses listed below, which must be taken in addition to other master's or doctoral requirements:

A&HA 4080 - Artistic Development of Children

A&HA 4281 - Field Observations (two semesters)

A&HA 4088 - Artistic Development: Adolescence-Adulthood

A&HA 4087 - Processes and Structures in the Visual Arts

A&HA 4089 - New Media, New forms: Technological Trends in Art Education

A&HA 4081 - Curriculum Design in Art Education

A&HA 4102 - Challenging Thinking: Lesson Planning

A&HA 4079 - Exploring cultural diversity: Implications for Arts Education

A&HA 5202 - Fieldwork in Art Education (Optional)

Note: The Studio Art Pedagogy area of focus does not lead to New York State P-12 art teacher certification. Students who wish to become certified art teachers should apply to the Art and Art Education Program's M.A. with Initial Teacher Certification program. Students who wish to also learn how to become clinical supervisors of art teachers in schools must complete, in addition to the courses above: A&HA 4722 Supervised teaching in art education: Elementary, A&HA 4702 Supervised teaching in art education: Secondary, and A&HA 6520 Seminar in clinical supervision in the arts: K-12. References to this area of focus will not appear on student transcripts or records.

College Art Pedagogy Specialization (CAPS)

The College Art Pedagogy Specialization is a 10-credit point area of focus within the Art and Art Education Program. It prepares TC students who already hold an MFA or BFA degree as well as students who are currently registered for the MFA at Columbia School for the Arts to teach studio art, design and writing and their integration, at the college and university level. The specialization supports students in developing responsive curricula, mentoring emerging artists, and cultivating a personal, reflective teaching practice grounded in their own artistic identities.

The specialization consists of the courses listed below, which must be taken in addition to other degree requirements. For students from the Columbia University School for the Arts, these credits may be transferred into the College Teaching doctoral degree (EdD-CT), pending admission.

1. Choose one: EITHER A&H 4043 – Exploring Teacher/Practitioner Life Stories Through the Arts (3 cp) [Summer B] OR WRIT6010Q005 A Writing Classroom of the Imagination (3 cp) [School of the Arts, Fall]
2. A&HA 5xxx – Studio Art Pedagogy (3 cp) [New | Spring]
3. A&HA 5281 – Field Observations (0 cp) [Spring] — to be taken concurrently with Studio Art Pedagogy
4. A&HA 5081 – Advanced Curriculum Design in Art Education (3 cp) [Fall, bi-annual]
5. A&HA 5202 – Fieldwork in Art Education: Clinical Supervision in College Art Teaching (1 cp) [Spring, bi-annual]

Notes: *While student transcripts will show completion of individual coursework, the specialization is not formally reflected on degree transcripts. Students should plan their coursework carefully with their academic advisor and take some courses in sequence, such as Advanced Curriculum Design in Art Education before Fieldwork in Art Education; or Field Observations concurrently with Studio Art Pedagogy.*

Creative Technologies

Students may choose to take the Creative Technologies area of focus as part of their degree. This area of focus explores and strengthens the relationship between art, technology, and education. The goal is to prepare artists and art teachers to be leaders in educational ecologies that interweave digital tools and creative materials in multi- and cross-disciplinary, collaborative, and playful pedagogies.

The state-approved advanced certificate is a 15-credit point offering. Students who complete the certificate requirements will receive official acknowledgement of certificate completion on their records.

Required courses:

A&HA 4089 New media, new forms

A&HA 4084 Digital foundations in creative technologies

A&HA 5128 Studio in creative technologies

A&HA 5125 Inquiry-based art & design

A&HA 5063 Adv. studio in creative technologies

A&HA 5120 Creative technologies research seminar

A&HA 5601 Creative technologies colloquium

Community Engagement

If your aim is to be an art educator in community settings, you may take the Community Engagement area of focus as part of their degree. Students in this area of focus take the courses below, along with other pertinent courses identified with advisement.

Shaping Priorities: The Arts and Community Engagement

Community Arts Pilot Project

Designing for Social Impact: Community-Based Art Education Initiatives

Academic Research in Art Education

Open to MA and EdM students. Not suitable for MA Init, Studio Practice MA (Hybrid), Ed.D., or Ed.D.C.T students.

An academically demanding specialization for students who are particularly interested in conducting rigorous, high-level scholarly research in art education. Applicants must be comfortable rereading demanding academic texts, have excellent English writing skills, and possess strong analytical abilities.

Specialization courses: Art and Visual Culture (3 credits), Research Methods in Arts and Humanities (3 credits), Doctoral Proseminar in Art Education (3 credits), Advanced Doctoral Seminar in Art Education I (3 credits), Advanced Doctoral Seminar in Art Education II (3 credits)

Program Degrees

Expand the accordion(s) to view the degree requirements:

Art and Art Education

Ed.D. | Points/Credits: 75 | Entry Terms: Spring, Summer, Fall

Required Dissertation Seminar Sequence in Art Education (15 points):

- A&HA 5504: Doctoral Proseminar in Art Education: Problem Statement Paper
- A&HA 6510: Advanced Doctoral Seminar I: Qualifying Paper 1 - Literature Review,
- A&HA 6511: Advanced Doctoral Seminar II: Qualifying Paper 2 - Pilot Study
- A&HA 7502: Dissertation Seminar in Art Education: Proposal Development

Required Research Methods Courses (4 points minimum)

Two courses minimum:

1. A course that offers an overview of various research methods.
2. A course that focuses on a specific methodological approach.

Required Content Courses in Art Education (12 minimum suggested points)

To be selected in consultation with the advisor.

Required Studio Courses in Art Education (6 points minimum)

Optional Concentration Courses

Students enrolled in a concentration must fulfill all courses required for that specific concentration.

Required Courses Outside the Program (flexible points)

To be selected in consultation with the advisor.

Presentation Requirement: A&HA 6999 - Exhibition Rating (0 points):

- Exhibition OR
- Publication OR
- Conference Presentation

Notes:

To complete doctoral certification, students must fulfill all course and doctoral/dissertation seminar requirements and successfully pass faculty review of doctoral qualifying papers and the dissertation proposal. Students are also required to offer a professional presentation. This may include--in consultation with the student's advisor--a conference presentation, a published article, a gallery exhibition, or other equivalent advisor-approved professional presentation. The doctoral certification process is accomplished through faculty review; students must complete each level satisfactorily before they are given permission to write the dissertation. Candidates should be in touch with the Office of Doctoral Studies to be certain of complying with the latest procedures and deadlines.

Art and Art Education

Ed.D.C.T. | Points/Credits: 75 | Entry Terms: Spring, Summer, Fall

Required Dissertation Seminar Sequence in Art Education (15 points):

- A&HA 5504: Doctoral Proseminar in Art Education: Problem Statement Paper
- A&HA 6510: Advanced Doctoral Seminar I: Qualifying Paper 1 - Literature Review,
- A&HA 6511: Advanced Doctoral Seminar II: Qualifying Paper 2 - Pilot Study
- A&HA 7502: Dissertation Seminar in Art Education: Proposal Development

Required Research Methods Courses (4 points minimum)

Two courses minimum:

1. A course that offers an overview of various research methods.
2. A course that focuses on a specific methodological approach.

Required Content Courses in Art Education (flexible points)

To be selected in consultation with the advisor.

Required Studio Courses in Art Education (6 points minimum)

Optional Area of Specialization Courses

Students enrolled in an area of specialization must fulfill all courses required for that specific specialization.

Required Courses in Art College Teaching (7 points)

- A&HA 5081: Advanced Curriculum Design in Art Education (3 points)
- A&HA 6002: Teaching and Administration of the Arts in College (3 points)
- A&HA 6482: Internship in the Teaching of College (1 point)

Required Courses Outside the Program (15 points minimum)

1. Higher/Adult Education (4-6 points minimum)

At least two courses in higher education/adult education each for 2 credits minimum, to be selected in consultation with the advisor.

Suggestions:

- ORLD 4051: How Adults Learn
- ORLD 4053: Facilitating Adult Learning

1. Other Courses Outside the Program (9-11 points)

To be selected in consultation with the advisor. Must be taken at Teachers College.

Presentation Requirement: A&HA 6999 - Exhibition Rating (0 points):

- Exhibition OR
- Publication OR
- Conference Presentation

Notes:

To complete doctoral certification, students must fulfill all course and doctoral/dissertation seminar requirements and successfully pass faculty review of doctoral qualifying papers and the dissertation proposal. Students are also required to offer a professional presentation. This may include—in consultation with the student's advisor—a

conference presentation, a published article, a gallery exhibition, or some other equivalent advisor-approved professional presentation. The doctoral certification process is accomplished through faculty review; students must complete each level satisfactorily before they are given permission to write the dissertation. Candidates should be in touch with the Office of Doctoral Studies to be certain of complying with the latest procedures and deadlines.

Art and Art Education

Ed.M. | Points/Credits: 60 | Entry Terms: Spring, Summer, Fall

Required Art Education courses:

- A&HA 4080: Artistic development of children (2 points) OR A&HA 4088 - Artistic development: Adolescence to adulthood (2 points)
- A&HA 5001: Research methods in arts and humanities (3 points)
- A&HA 5086: Art in visual culture (2 points)
- A&HA 5922: Master's seminar in art education (2 points)
- Three studio courses (2-3 points each)
- A&HA 6510: Advanced seminar in art education research (2 points)

Required courses outside the Art and Art Education Program (6 points minimum):

Students in the Ed.M program must take six (6) points at Teachers College offered outside the Art and Art Education Program. Any course that does not start with A&HA qualifies as an out-of-program, or breadth, course.

Additional courses within and outside the Program:

To be planned in consultation with the advisor and in support of individual needs and interests.

Students in this Ed.M. program are required to complete an advisor-approved integrative project on a theme or research topic arising from their interests.

Art and Art Education

M.A. | Points/Credits: 34 | Entry Terms: Spring, Summer, Fall

Required courses in Art Education:

- A&HA 4080 - Artistic development of children OR A&HA 4088 - Artistic development: Adolescence-adulthood (2 points)
- A&H 5001 - Research methods in arts and humanities (3 points)
- A&HA 5086 - Art in visual culture (2 points)

- A&HA 5922 - Master's seminar in art education (2 points)
- A&HA 6510 - Advanced seminar (2 points)
- Three studio courses (2-3 points each)

Required courses outside the program (6 points minimum): Chosen with advisor approval.

Students in the M.A. program must take six (6) points offered outside the Art and Art Education Program at Teachers College. Any course that does not start with A&HA qualifies as an out-of-program, or breadth, course.

Additional courses within and outside the Program:

To be planned in consultation with the advisor and in support of individual needs and interests.

Students in this M.A. degree program are required to complete an advisor-approved integrative project on a theme or research topic arising from their interests.

Art and Art Education

M.A. | Points/Credits: 40 | Entry Terms: Fall | Certification: NY State Initial: Visual Arts Pre-K-12

Required Courses in Art Education (34 points):

- A&HA 4079 - Equity and Diversity: Implications for art education (3 points)
- A&HA 4080 - Artistic development of children (2 points) with co-requisite A&HA 4281 Field observations in art education 1 (1 point)
- A&HA 4081 - Curriculum design in art education (3 points)
- A&HA 4087 - Processes and structures in the visual arts (2 points)
- A&HA 4088 - Artistic development: Adolescence to adulthood (3 points) with co-requisite A&HA 4281 - Field observations in art education 2 (1 point)
- A&HA 4089 - New media, new forms (2 points)
- A&HA 4860 - Cross-cultural conversations in the arts (1 point)
- A&HA 4102 - Challenging thinking: Plan lessons (3 points)
- A&HA 4702 - Supervised student teaching in art education: Secondary (3 points)
- A&HA 4722 - Supervised student teaching in art education: Elementary (3 points)
- Three studio courses (2 points each)

Required courses outside the program (6 points):

Students in the M.A. degree leading to New York State Initial Teacher Certification must take six (6) points offered outside the Art and Art Education Program at Teachers College. Any course that does not start with A&HA qualifies as an out-of-program, or breadth, course. Students pursuing teacher certification must earn three (3)

credits in a Special Education course (required by the NYSED for certification) as part of the out-of-program requirement. The New York State Education Department (NYSED) requires that applications for Initial Teacher Preparation take and pass non-curricular certification exams.

Note:

Members of each student teaching cohort are also required to attend student teaching seminars, participate in resource workshops on documenting and evaluating their practicum teaching, and mount a Macy Gallery exhibition combining their own artwork with that of the pupils taught during their practica. Note: To be certified by New York State, there are additional requirements. Please see below and consult the Office of Teacher Education website for details.

Certification Information

To gain Initial Teacher Certification students must:

1. Complete all degree requirements, including two terms of student teaching (fall and spring) and 3 credits in Special Education.
2. Must maintain a grade of B- or better in all Art and Art Education courses.
3. Ensure that fingerprints are on file with both the NYC DOE (for student teaching) and the New York State Education Department (for certification).
4. Take and pass the non-curricular examinations required by the New York State Education Department.
5. Complete NYSED Workshops: Child Abuse and Identification and Reporting Training; School Violence Intervention and Prevention Training.
6. Complete Dignity for All Students Act (DASA) workshop.

Students will receive all pertinent information to complete items 3-6 in the Supervised Teaching Seminar.

Creative Technologies

Advanced Certificate | Points/Credits: 15 | Entry Terms: Spring, Summer, Fall

The Creative Technologies Certificate (CTC) is a new curriculum expansion at Teachers College, Columbia University. It explores and strengthens the relationship between art, technology, and education. The goal is to prepare artists and art teachers to be leaders in educational ecologies that aptly interweave digital tools and creative materials in multi- and cross-disciplinary, collaborative, and playful pedagogies. The state-approved advanced certificate is a 15-credit point offering within the Art and Art Education Program.

The Creative Technologies Curriculum is designed for individuals with work experience and/or undergraduate or graduate degrees in studio art, art education, art history, media design, or instructional technology, among others. Candidates for the CTC would ideally be art educators, artists, designers, technologists, and others who wish to incorporate creative technologies in various educational settings.

New media and digital technologies have changed the making, teaching, learning, and accessibility of art. These changes have influenced formal and informal learning environments such as universities, schools, libraries, community centers, after-school programs, and art studios. Consequently, the landscape of traditional art itself is changing as a new creative reality steeped in media, technology, and social experience emerges.

The CTC strengthens and explores the relationship between art, technology, and education. This critical trifecta is an interdependent force at the forefront of educational efforts in primary, secondary, and university-level teaching and learning. In a world of increasing digital fabrication and social practice, it is more essential than ever to demonstrate proficiency beyond any one skill set. The CTC provides this diverse training to participants so that they may become leaders in this interdisciplinary movement.

Course Sequence

Required Courses (15pts)

- A&HA 4089 New Media, New Forms 2pts
- A&HA 4084 Digital Foundations in Creative Technologies 2pts (Elective)
- A&HA 5128 Studio in Creative Technologies 2pts
- A&HA 5125 Inquiry-based Art & Design 2pts
- A&HA 5063 Adv. Studio in Creative Technologies 2pts
- A&HA 5120 Creative Technologies Research Seminar 3pts
- A&HA 5601 Creative Technologies Colloquium 0pts

Elective Course

Students should consult with their advisors to select a relevant elective course of 2 points to complete the 15 required credits. This course needs to address creative technologies integration across the curriculum and be taken from the Art & Art Education Program and other TC programs (see list of courses in the TC catalog or online).

Course Load and Program Timeline

Students must plan their schedules carefully, as some courses are only offered in the Fall (F) semester and others in the Spring (Sp). Some courses are offered in Summer (Su) session A and/or B as well.

Transfer Credit

Credit points from other institutions may not be transferred into the certificate/concentration.

Statement on Satisfactory Progress

Students are expected to make satisfactory progress toward the completion of certificate requirements. Program faculty will review each student's progress annually. Where there are concerns about satisfactory progress, students will be informed by the program faculty. If a student is performing below expectations he/she may be required to complete additional coursework. The Program will provide a plan and timeline for remediation so students know the expectations for their continuance in the Program. If satisfactory progress is not maintained a student may be dismissed from the Program.

For more information see the CTC website.

Studio Practice for Art Educators (Hybrid)

M.A. | Points/Credits: 32 | Entry Terms: Summer

Required courses in Art and Art Education (26 points):

- A&HA 4040 Studio practice and seminar for artist-educators 1 (3 points)
- A&HA 4041 Studio practice and seminar for artist-educators 2 (3 points)
- A&HA XXXX Studio (6 points, 2 courses for 3 points each)
- A&HA 4902 Research and independent study (2 points, 2 courses for 1 point each)
- A&HA 5045 Professional practice for artists (3 points)
- A&HA 5063 Advanced studio (6 points, 2 courses for 3 points each)
- A&HA 5086 Art in visual culture (3 points)
- A&HA 6999 Presentation rating (0 points)

Required courses outside the program (6 points):

- A&H 4043 Exploring teacher/practitioner life stories through the arts (3 points)
- A&HF 4092 Education and the aesthetic experience (3 points)

Students in this M.A. program are required to assemble an advisor-approved body of studio work completed in the program and present it through public exhibition.

Program Faculty

Faculty

- Judith M. Burton

  Macy Professor of Education

- Olga Marta Hubard Orvananos

  Associate Professor of Art Education

- Richard Jochum

  Associate Professor of Art & Education

Professors of Teaching

- Lisa Hochtritt

  Visiting Professor of Art and Art Education

- Naomi Lisa Lifschitz-Grant

  Associate Professor of Teaching in Art and Art Education

Program Courses

A&H4000 Inquiry in the Museum

An immersive course focused on inquiry learning across the art museum and the art studio. This course examines how inquiry-driven museum and studio experiences can inform and enrich each other, and how these processes matter in education and across disciplines. The qualities of generative gallery and studio teaching are considered.

A&H5001 Research Methods in Arts & Humanities

(INSTEP Humanizing Research) An examination of research studies and strategies for conducting research in the arts and humanities.

A&HA4061 Printmaking Processes

A basic course in printmaking for the beginning student. Each semester focuses on one topic of the following: Silkscreen, Japanese Woodblock or Lithography. Group and individual instruction to enhance the skills and aesthetic perception of each student. Limited registration.

A&HA4062 Printmaking:Etching I

A basic course in printmaking for the beginning student. Each semester focuses on one of the following processes: Silkscreen, Japanese Woodblock or Lithography. Group and individual instruction to enhance the skills and aesthetic perception of each student. No prior experience required.

A&HA4063 Intro to Painting

Students explore various approaches to using paint, gaining confidence, skill, and insight as they create images that are personally and culturally relevant. A notion of the art studio as a learning community and insights into artists' processes are central to this inquiry-based studio course. Acrylic painting, collage, and drawing, among other processes, are employed. No prior experience required.

A&HA4073 Video Art

This class explores video as a medium for artistic expression and social inquiry. Students will learn how to produce video artworks incorporating aesthetic, conceptual and technical issues, designing visually effective and compelling video experiences. Technical components include all aspects of image production: image recording, basic editing and final output. No prior experience required.

A&HA4078 Art for Classroom Teachers: Teaching Art to Children

This course integrates hands-on materials explorations and discussions of curriculum that support artistic learning, considering its role in the overall development of children. Students will explore a variety of art media and processes, and apply what they learn about the unique properties of materials to lesson plans that make meaningful connections between classroom curricula and the arts for all children. Discussions will include ways to motivate, communicate about, and respond to children's artwork.

A&HA4079 Equity and Diversity: Implications for Art Education

This course explores issues related to equity, diversity, inclusion and belonging, examining them in relation to art and art education. Students reflect about curriculum choices, pedagogical approaches, and human relations that contribute to diverse, equitable, and inclusive art learning spaces.

A&HA4080 Artistic Development of Children

An examination of the role of the senses, emotions, and intellect in artistic development, and of the layered integrations they form over time. Discussion of ways in which developmental insights are basic to the design and implementation of exemplary visual arts lessons. This course offers critical starting points for research, and is recommended for students in elementary education.

A&HA4081 Curriculum Design in Art Education

Introduction to curriculum theory and design in art education in the context of education, broadly speaking, and schooling. This course examines conceptual models reflected in different art curricula, and engages students in review of curricular issues related to learning processes, contexts, outcomes, standards, and assessment, among others.

A&HA4084 Digital Foundations: Creative Technology

This studio course introduces students to the foundations of physical computing, electronics, and creative coding. Using tools such as micro-controllers, sensors, and actuators, students will develop a critical and creative eye for interactive forms of artistic expression. Weekly hands-on labs, assignments, and readings will help students gain technical proficiency with digital making.

A&HA4085 Histories of Art Education

An introduction to major historical events and underlying beliefs, values, and practices that have influenced contemporary art and art education programs at all levels of instruction in the U.S. as well as internationally.

A&HA4086 Current Issues and Practices in Art and Art Education

An analysis of current philosophies, theories, and practices in art and art education at all levels and across sites of instruction.

A&HA4087 Processes and Structures in the Visual Arts

The course aims to enrich and extend personal studio practice and, in parallel, provoke insights into the role of materials in supporting, integrating, and challenging the artistic growth of students in a variety of educational settings. Opportunities for in-depth and sustained exploration of the properties, structures, and expressive uses of selected art materials.

A&HA4088 Artistic Development: Adolescence to Adulthood

An examination of sensory, biological, affective, cognitive, and socio-cultural issues influencing continuing development in the visual arts. Discussion of ways in which developmental insights are basic to designing challenging lessons which enrich growth and learning as well as offering critical starting points for research.

A&HA4089 New Media, New Forms: Technological Trends in Art Education

This online studio course invites students to explore the many creative possibilities of new media in art and education. Through hands-on engagement with digital tools and materials, students will explore the impact of technology in art studios and classrooms, the changing role of the art educator, and the new importance of making in the curriculum. The outcome is a playful and transformative inquiry into new media and how we can utilize them to create new forms in a hybrid teaching and learning environment.

A&HA4090 Teaching in the Art Museum

An examination of how educators can facilitate meaningful encounters between people and works of art. This course explores a series of issues central to the work of gallery teachers including the layered interpretations of art objects, balancing audience's responses and "official" information, culturally-responsive teaching with works of art, and the inclusion of non-discursive activities in museum teaching.

A&HA4092 Introduction to Ceramics

Introduction to the basic techniques of hand building, the potters wheel, and slab construction with emphasis on personal expression. Attention to three-dimensional design and surface decoration. Stoneware and earthenware clay bodies and firing procedures will be addressed. No prior experience required.

A&HA4093 Sculpture

An exploration of creating three-dimensional art through a range of styles and materials. Studio experimentation with and discussion around a range of sculptural processes such as mold making/casting, woodworking, and metalworking. Contemporary art practices and interdisciplinary endeavors will be addressed. No prior experience required.

A&HA4094 Introduction to Digital Photography

This course is designed to introduce students to digital photography with an emphasis on creative image making. The class will cover the fundamentals of the digital camera, the use of software for image enhancement, and printing practices. Technical terms will be demystified as we familiarize ourselves with color, composition and thematic approaches. Students will be introduced to contemporary photographers as we apply ourselves to our unique vision. Please bring your camera to first class. No prior experience required.

A&HA4096 Photography for Educators

Exploration of basic digital photographic techniques and their application to teaching and learning in a variety of educational environments.

A&HA4102 Challenging Thinking: Lesson Planning for K-12 Teachers of the Visual Arts

This lesson planning seminar aims to provide structure, format and context to the development of art lessons, acknowledging the pedagogical purviews essential to good art teaching. Lectures and discussion topics are linked to other A&HA courses, allowing students to grasp the interrelatedness of their studies.

A&HA4173 Video and Art Education

Studio-based course that explores video methods as a creative tool for meaning making and learning in the art classroom. Students will learn aspects of image production and post-production, while exploring digital story telling, video animation, video journaling, and video sharing. We will use camcorders, iPads, iPhones, animation cameras and diverse software. Discussions of video art from diverse artists will be included, and media literacy in art education and applications for teaching will be addressed.

A&HA4202 Fieldwork in Art Education

Permission of instructor required. Professional activities in the field under faculty supervision.

A&HA4281 Field Observations in Art Education

Required of art teacher certification majors. To be taken concurrently with A&HA 4080, Artistic development of children, and A&HA 4088, Artistic development: Adolescence to adulthood. Involves observations in schools of various types; documentation of diverse teaching styles and curricular approaches; analysis of perceptual, artistic, and societal assumptions implicit within programs observed.

A&HA4702

Prerequisites: A&HA 4080, A&HA 4081, A&HA 4085, A&HA 4087, A&HA 4088, and A&HA 4281. M.A. Init candidates should plan to take student teaching full-time in their last full year of the program towards completion of their degree. A variety of supervised teaching experiences (7-12), supplemented by conferences, evaluation, and seminars. The student teacher completes 200 hours in each placement observing, assisting, teaching, and evaluating. Mandatory for those seeking state certification in art in New York State and other states. For Art Education majors only.

A&HA4722

Prerequisites: A&HA 4080, A&HA 4081, A&HA 4085, A&HA 4087, A&HA 4088, and A&HA 4281. M.A. candidates should plan to take student teaching full-time in their last full year of the program towards completion of their degrees. A variety of supervised teaching experiences (K-6) supplemented by conferences, evaluation, and seminars. The student teacher completes 200 hours in each placement observing, assisting, teaching, and evaluating. Required of those seeking state certification in New York State and other states. For Art Education majors only.

A&HA4860 Cross-Cultural Conversations in the Arts

Work conference or institute.

A&HA4902 Research and Independent Study in Art Education

Permission of instructor required. Research and independent study under faculty supervision.

A&HA4985 Crafts Experience at Haystack Mountain

Permission of instructor required.

A&HA5005 Visual Arts Research Methods

This course explores research methods and methodologies grounded in visual arts practice. Students learn the basics of arts-based research, consider how to assess and recognize methodologies, and explore ways of creating and representing knowledge visually. The course is delivered through lectures, studio and writing workshops, and group seminars/presentations.

A&HA5060 Drawing

Drawing mostly from life, students reframe their knowledge and habits in order to see the raw, sensory details needed to draw. Students also tap on imagination and memory, envisioning ways to create compositions and meanings through mark making. We explore strategies to generate lines; to vary marks; and to see and draw shapes, negative space, light, and shadow. New observation, concentration, creativity, and idea generation skills will be developed. No prior experience necessary.

A&HA5063

Artists capable of independent endeavor share their ideas and work in critiques and discussions and undertake advanced artistic problems suggested by the instructor or of their own devising. This course requires an average of 30 hours per week of out-of-classroom work.

A&HA5064 Experiments in Content

An examination of new concepts, attitudes, processes, technologies, and materials, both in their current forms as well as future applications. The topic focuses for the course will be drawn from art and design/studio/research/ psychology/ teaching.

A&HA5065 Intermediate Painting

Students with prior painting experience are supported as they continue exploring the diverse possibilities of painting media. When pertinent, students integrate painting processes with other art forms and digital media. Exploration and construction of painting languages, conceptual frameworks, and personal expressions.

A&HA5070 Figure Drawing

This class addresses the intimidation figure drawing can awaken in some, and equips students with a number of approaches and strategies for drawing the human figure. Open to students at all levels; no prior experience required.

A&HA5081 Advanced Curriculum Design in Art Education

This course will enable students to design, implement, and evaluate curricula in higher art education. It will address how the teaching, learning, and making of art have changed, and how these changes affect curriculum design in theory and practice. Students will practice the intricacies of curriculum design by creating unique syllabi and study programs for real-world institutions, preparing them to teach in colleges and universities.

A&HA5082 Philosophies of Art in Education

The course will provide participants with an introduction to historical and contemporary philosophical debates that frame art education and contemporary art practices. It will examine philosophical perspectives on art, the place of philosophical thinking in studio teaching, and models of reflective practices in art pedagogy. The goal is to introduce students of art and art education to seminal discussions in the field, to facilitate learning through critical thinking, and to help students develop their own philosophies of art in education.

A&HA5085 The Museum Education Department: Function, Scope, Possibilities

An introduction to the function and roles of education departments in art museums. This course offers an overview of the scope of programs and initiatives that education departments oversee within and beyond museums' walls, with consideration of what it takes to launch and sustain them in the real world. Attention is given to the realities of actual institutions and the communities they serve, and to what might be possible.

A&HA5086 Art Today

An examination of the role of visual culture in contemporary life. Includes reflection on how visual texts function across cultural spaces, with emphasis on artworks and their exhibition contexts: museums, galleries, public, and alternative spaces.

A&HA5090 Museum Education: Social and Cultural Issues

An introduction to the art museum as an educational institution. With an emphasis on education, and attention to museum spaces, histories, and missions, this course examines social and cultural issues central to the museum's evolving purpose. Students are sensitized to the necessity of making change in the 21st century museum, and are encouraged to develop a critically reflective and empathetic practice.

A&HA5092 Advanced Ceramics

Further studies of advanced ceramic techniques with an emphasis on content, craft, and individual development. This class is designed for students who have taken an Introductory level course and have an understanding of the fundamentals of working with clay. The class may explore advanced techniques in ceramics such as mold making and slip casting, advanced throwing, alternating clay, glaze development, kilns and firing, among other topics.

A&HA5093 Advanced Sculpture: Mixed Media

Further studies of sculptural process with an emphasis on content, craft, and individual development. This course supports those who have taken an introductory sculpture course to develop a more independent practice.

A&HA5094 Advanced Photography

This class is designed for students who already have a basic knowledge of the digital camera. The class will support and challenge students as they develop personal photographic projects. Students' projects can focus on documentary, portrait, landscape, or conceptual photography, among other approaches.

A&HA5120 Creative Technologies Seminar

What are some of the powerful new ideas surrounding technology-infused art and design education? This seminar-style course will look at the impact of emerging technologies (such as AI, VR, gaming, blockchain, bioart, data visualization, e-textiles, and interactivity), their ethical implications, and their place in art and design studios and classrooms. Through short lectures and workshops, students will gain both a general overview of the field and a unique opportunity to develop their own inquiries into civic-minded, cutting-edge art and design education. A colloquium series will accompany the seminar and provide interactions with leaders in the field.

A&HA5125 Inquiry-Based Art and Design

Teachers who search for their own questions inspire students to do the same. They transform their curiosity into knowledge, empowering others to learn and grow with them. This course provides educators with ways to integrate technology into various learning environments. Students will utilize project-based learning, design-thinking and maker-centered learning to develop maker-projects and curricula for a diverse set of communities. The course will enable students to look at contemporary and historic examples of art, design, and technology, as well as the social context in which these works were produced.

A&HA5128 Studio in Creative Tech

This studio course enables students to work on technology-infused art and design projects. Students will learn multiple aspects of digital fabrication, 2D and 3D design. With a rich support structure and the opportunity for peer learning, students gain the expertise needed to pursue their projects with knowledge and skill. Interested students will have the opportunity to participate in a gallery exhibition.

A&HA5181 The Arts in Education

An examination of ideas about the interdisciplinary role of the arts in traditional and nontraditional educational and administrative settings through analysis of programs, projects, policy issues, and political processes that involve the visual arts, dance, music, and theater.

A&HA5202 Fieldwork in Art Education

Permission of instructor required. Professional activities in the field under faculty supervision.

A&HA5601 Creative Technologies Colloquium

The Creative Technologies Colloquium is a critical supplement to A&HA 5120 Creative Technologies Research Seminar. Students in A&HA 5120 are required to enroll in this course, which meets six times over the course of the semester. At each Colloquium, students will have an opportunity to present their research and receive feedback from peers. The colloquium will incorporate outside presenters, who will offer models for students developing their own practice-based research, as well as networking opportunities within the Creative Technologies field.

A&HA5804 Museum Experiences Across Disciplines

Focus on interdisciplinary learning in the museum. This course prepares museum educators and classroom teachers to engage learners of various ages across a spectrum of disciplines and learning modalities within museum settings. Emphasis on how traditional curricular boundaries might be upended to create cross and interdisciplinary learning centered on art objects and museum spaces.

A&HA5902 Research and Independent Study in Art Education

Permission of instructor required. Research and independent study under faculty supervision.

A&HA5922 Master's Seminar in Art Education I: Proposal Development

Required for all M.A. and Ed.M. students. Guided independent work in research, culminating in the development of a master's Special Project (thesis) proposal. This course includes an additional 36 weekly hours to develop the Special Project research proposal.

A&HA6002 Teaching and Administration of Art Education in College

A practical and theoretical ground for the discussion, development, and implementation of pedagogical philosophies, strategies, and practices by which art and design specialists come to teaching in art and design programs in higher education. The course attends to pedagogical discourses and practices; the administration and leadership of art as a discipline; and studio practice and art teaching as professional development.

A&HA6003 Critical Perspectives and Practices in the Arts

Students investigate their creative practice from several critical perspectives and produce personal profiles and arts projects within educational and cultural contexts.

A&HA6010 Writing for Journal Publication in the Arts

In this course students learn how to transform completed research papers into publishable articles. Through drafting, editing, and revising their work, and through instructor feedback and peer review, students will, over the course of the semester, produce an article manuscript ready for submission to a scholarly journal.

A&HA6021 Supervision and Administration: Arts in Education

Substantial teaching and/or arts administration experience. This course explores the function and dynamics of effective supervision and administration in schools and school systems; community settings; museums; and other learning sites.

A&HA6202 Advanced Fieldwork in Art Education

Permission of instructor required. Professional activities in the field under faculty supervision.

A&HA6422 Internship in the Supervision and Administration of Art Education

Permission of instructor required. Qualified students work as interns with supervisors or administrators in selected sites. Provision is made for assessment of field-based competencies in fulfillment of program requirements.

A&HA6482 Intrn:Tcg Coll Art/Museum Pgms

Permission of instructor required. Guided experiences in the teaching of the arts in colleges and museums. Sections: (1) Teaching in art programs: college, (2) Teaching in art programs: museum.

A&HA6502

For doctoral students who are completing qualifying papers, developing literature reviews, or exploring and applying research methods. The seminar includes faculty/student presentations, group discussions, and critiques. Requires an additional 36-40 hours per week of work outside the classroom.

A&HA6510

Research Seminar for master's students who are completing their theses or doctoral students who are completing qualifying papers, developing literature reviews, or exploring and applying research methods. This course includes an additional 36 weekly hours to conduct research for and write the Special Project or qualifying paper.

A&HA6520 Seminar in Clinical Supervision in the Arts: K-12

Permission of instructor required. Seminar in classroom supervision and its application to student teaching and inservice training. On-site field experience, analysis of observation and assessment, readings and discussion. Participants must have a minimum of 5 years of teaching experience.

A&HA6580 Problems in Art and Education

Specific problems of art and art education are examined. Different topics each semester.

A&HA6902 Independent Studio Work: Sculpture

Permission of instructor required. Enrollment limited. For advanced independent study.

A&HA6903 Independent Studio Work: Drawing/Painting

Permission of instructor required. Enrollment limited. For advanced independent study.

A&HA6904 Independent Studio Work: Painting

Permission of instructor required. Enrollment limited. For advanced independent study.

A&HA6905 Independent Studio Work: Printmaking

Printmaking experience and permission of instructor required. Enrollment limited. This self-directed course provides printmaking studio and faculty access for advanced independent study.

A&HA6906 Independent Studio Work: Ceramics

Permission of instructor required. Enrollment limited. For advanced independent study.

A&HA6907 Independent Studio Work: Digital Media

Permission of instructor required. Enrollment limited. Prerequisites: extensive experience in digital media and/or related technologies. For advanced independent study. Noncredit for majors only.

A&HA6972 Research and Independent Study in Art Education

Permission of instructor required. Research and independent study under the direction of a faculty member.

A&HA6999 Exhibition/Presentation Rating

Rating of certification for Ed.D. exhibitions and public presentations offered in fulfillment of degree requirements. To be taken during the semester in which work is presented.

A&HA7502

Required of all doctoral students in the program in the semester following successful completion of written qualifying papers. Involves preparation and presentation of dissertation proposal for approval. The teaching format is flexible and includes faculty/student presentations, group discussions, and critiques.

A&HA8900

Individual advisement on doctoral dissertations. For requirements, see section in catalog on Continuous Registration for Ed.D. degree.

Arts Administration

Program Description

Prepare for creative leadership with the Program in Arts Administration's (ARAD) comprehensive, two-year, 39-credit master's degree that is informed by both research and professional practice. Our program welcomes students training to work in organizations supporting the for-profit and non-profit sectors, both in the U.S. and abroad. In our program you will find:

- An exceptional and renowned full-time faculty with active research projects and influence in the arts;
- Accomplished arts professionals and highly successful instructors who offer courses on marketing, fundraising, accounting, and business planning;
- A data-driven approach to arts administration that will uniquely position ARAD graduates as competitive in the field;
- A partnership with the Columbia University School of Business enabling preferential registration;
- Opportunities for hands-on learning with leading arts organizations in New York and beyond;
- Individualized student advising and mentorship from faculty, fellow students, and alumni;
- An academic internship program;
- A robust and global alumni network;
- A cohort experience giving students a supportive, dynamic, exciting group of peers
- Opportunities for professional development, including internships, networking opportunities, career and interviewing workshops, and microgrants.

Program Degrees

Expand the accordion(s) to view the degree requirements:

Arts Administration

M.A. | Points/Credits: 39 | Entry Terms: Fall

The M.A. degree consists of 39 points of coursework:

The 39 required points are comprised of: 21 points taken from the core program offerings, which includes 3 points of coursework through the Columbia University Business School, an internship taken for 0 points, and 3 points for the final integrative project; 6 points of Arts Administration Program (ARAD) electives; 6 points of coursework outside of the Arts Administration Program to fulfill the breadth requirement through Teachers College courses; and 6 points taken as electives at Teachers College or Columbia University.

The core curriculum represents a unique alliance among the faculties of Teachers College and Columbia's Graduate School of Business, and access to diverse academic offerings across Columbia's many graduate programs and schools. Included in the core requirements are training in the use of data and theory in arts administration research and practice, cultural policy, fundraising, DEIA (diversity, equity, inclusion, and accessibility), accounting, financial planning, marketing, entrepreneurship, labor relations, contracts, and copyright law. Each student is evaluated in the first year to ensure that satisfactory progress is maintained. Please note: tuition rates may vary for non-TC courses, depending on the offering school.

Program Faculty

Faculty

- Davinia Gregory

  Assistant Professor, Arts Administration Program

- Jennifer Lena

  Associate Professor of Arts Administration

Professors of Teaching

- Tania Aparicio Morales

  Assistant Professor of Teaching

- Lauren Elaine Van Haaften-Schick

  Assistant Professor of Teaching

Adjunct Faculty

- Fernando Masterson

  Adjunct Assistant (A&HG 4178 Marketing for the Arts, Entertainment & Culture)

- Eric Oberstein

  Adjunct Assistant (A&HG 4199 002 Creative Producing in the Performing Arts)

- Alexandra Perloff-Giles

  PT Adjunct Instructor

- Agnes Szanyi

  Adjunct Assistant

Instructors

- Rebecca Carew

  PT Instructor

Program Courses

A&HG4013 Cultural Policy

A seminar covering historical and contemporary issues in arts policy focused on moments of economic, political, and social conflict and consensus.

A&HG4174 Law and the Arts

Permission required for non-AADM majors. Principal artistic applications of U.S. law in areas drawn from copyright law, unfair competition and trademark law, misappropriation, First Amendment questions, miscellaneous torts including rights of privacy and publicity, defamation, interference with contract, and other problems relating to authenticity of art works.

A&HG4176 Fundraising

Permission from professor required for non-AADM majors. An overview of current thinking in the field on finding support and generating funds for cultural initiatives including traditional and non-traditional approaches, funding trend analysis and research, and social entrepreneurship and revenue generation.

A&HG4178 Marketing for the Arts, Entertainment & Culture

This course encompasses a focus on both for and not for profit organizations. It covers the diverse fields of commercial entertainment and visual arts, nonprofit performing and visual arts, as well as service and trade-related organizations in the cultural arts realm.

A&HG4370 Practicum in Arts Administration

Permission required. This is a required course that offers professional development sessions and in which students read and critique research and reports on the state of the field, and practices within it. This course must be completed prior to the required internship.

A&HG4470 Internship in Arts Administration

Permission required. Internship arranged with host institutions on an individual basis, taking into account the student's needs, interests, and capacities and the host's abilities to integrate those with its operation in an educationally useful manner. Minimum 75 hours. Pre-requisite: Practicum in Arts Administration.

A&HG4520 Data & Theory in Arts Administration

This course explores research design, ethics, data collection and analysis as they are employed in arts administrative contexts and relevant to arts administration Integrative Project requirements. It also examines important examples of arts administration research and theory. Students begin to develop the research logic for their Integrative Projects.

A&HG4575 IP Seminar

AADM majors only. In this mandatory course, first-year ARAD students will develop a formal proposal for the integrative project for approval, secure an appropriate IP Sponsor, and complete an oral defense of their IP proposal.

A&HG4970 Supv Rsch-Arts Admin

Permission from the Program Director required. Independent research in arts administration.

A&HG5172 Contemporary Issues Arts Admin

Contemporary issues within arts administration. Topics evolve with the field but can include debates over deaccessioning art, the importance of new markets like China, etc.

A&HG5175 Entrepreneurship in the Arts

Permission from professor required for non-AADM majors. Designed to integrate arts administration course-work from business, law, and the arts. Moves from the financial, cultural, political environment to strategic planning tools to specific arts situations in the creation and implementation of planning objectives.

A&HG5178 Race & The Arts

Race and The Arts explores how, at every step, arts practitioners and administrators generate and reinforce meanings that we take for granted, but are being created all the time, by engaging in pre-established discourses that go back to the foundations of modernity and modern capitalism. Whether arts practitioners or administrators know they are engaging in discourse is irrelevant - they always are. The course aims to make us intentional about how we engage with the defining discourse of modern times - that around how we place value on people, human-made objects, and the earth's natural resources.

A&HG5501 Contracts, Conflict, and Negotiation in the Arts

This course offers an overview of legal agreements in the arts, and gives students crucial tools for navigating related issues through a series of hands-on workshops in topics such as contract negotiation and conflict resolution. These skills will prepare students for the job market, and give them vital resources with which they can excel in future positions in arts organizations or businesses. Understanding contract terms and the power dynamics behind negotiations will also give students the crucial ability to identify and remedy contracts that might be unfair, as well as to hone their capacity to identify workplace inequities, thereby equipping them to establish and uphold business practices that are oriented towards social justice.

Bilingual/Bicultural Education

Program Description

In our increasingly diverse world, the study of multiple languages-in-education is in demand. The Program in Bilingual/Bicultural Education acknowledges the need to provide students with a foundation for understanding and working with bilingual learners in diverse educational settings. Our program specializes in education that privileges language minoritized student populations in the U.S. and in the world.

Students who select the course of study offered by our program will be prepared to work in schools, community organizations, and international agencies as teachers, specialists, consultants, curriculum designers, and evaluators. Students may also pursue an interest in policy and research and/or continue further studies.

Through our courses, students will examine the phenomenon of multiple languages and cultures in schools, classrooms, and communities within local and global contexts. The courses will allow students to explore interests in teaching in schools where more than one language and culture are part of the curriculum, particularly within the multilingual, multicultural city schools of New York, and to explore how the local and unique situations of schools connect to those found in other parts of the world.

Furthermore, students can observe and work in enrichment language education models that will enable them to develop the understanding and working knowledge necessary to educate language minorities while working with the goal of developing proficiency in more than one language for both language-majority and -minority students. Students will examine the nature of cross-cultural understanding and knowledge, as it provides support and access for language minority school populations to respect, develop, and preserve their languages within educational settings, to develop and strengthen their identities, and to go beyond themselves to engage in the world as productive citizens. The courses will also help students explore their place within the context of the presence of multiple languages and cultures in schools and communities and in promoting diversity in thinking and social justice in the U.S. and beyond.

Courses within the different departments will allow students to explore the distinction between regular general education teaching and teaching in settings where the curriculum is taught in more than one language, second language learning theory, literacy, and interdisciplinary intellectual endeavors.

Students will plan an appropriate course of study, according to their background, knowledge, and experiences and in relation to their future goals, with their advisor. Students are strongly advised to plan their whole curriculum during their first semester, so as to meet all requirements and to enjoy the multiple possible field experiences in educational settings. Students are also urged to go to the program website https://www.tc.columbia.edu/arts-and-humanities/bilingual-bicultural-education/ for

FAQs to explore the multiple strands available at the M.A. level, New York State requirements for teacher certification, and distinctions in the different fields of study that might be important in the selection of the area of Bilingual/Bicultural Education as a major.

Program Degrees

Expand the accordion(s) to view the degree requirements:

Bilingual/Bicultural Education

Advanced Certificate | Points/Credits: 15 | Entry Terms: Spring, Summer, Fall | Certification: Bilingual Extension

The Advanced Certificate is for students who are pursuing a master's degree in another program (must already hold or be pursuing Initial Teacher Certification in that program), or non- degree students who already have teacher certification and want the Bilingual Extension Certification but not a Master's degree in Bilingual Bicultural Education. This is not a degree program. It may be completed in as little as 1 year.

Required Courses Points

- A&HB 4021 Foundations of Bilingual/Bicultural Education 3, Fall
- A&HB 4028 Teaching Literacy in Bilingual Settings 3, Spr
- A&HB 4121 Bilingual/Bicultural Curriculum Design Elem/Middle Sch 3, Fall
- A&HB 4323 Practicum in Bilingual/Bicultural Education 3, Fall

Electives (one or more courses)

- A&HB 4024 Linguistic Foundations of Bilingual/Bic Education 3, Spr
- A&HB 4075 Cross-Cultural Communication & Classroom Ecology 3, Spr
- A&HB 4133 Curriculum & Methods for Bilingual Ed: Science 1-3,Spr
- A&HB 4134 Curriculum & Methods for Bilingual Ed: Math 1-3,Spr

Other courses offered in the Bilingual/Bicultural Program – see current course schedule

New York State Education Department (NYSED) mandates teacher certification requirements that are needed for program completion and graduation which are listed in the Office of Teacher Education section of the catalog.

Online Advanced Certificate in Bilingual/Bicultural Education 15 Credits

The online format enables students to participate in an interactive experience from their home without having to travel to our campus in New York City. The online and in-person programs follow primarily the same curriculum, with the following exception: The in-person program includes an elective. The online format does not include an elective.

Required Online Course Points

- A&HB 4021 Foundations of Bilingual/Bicultural Education 3, Su A
- A&HB 4028 Teaching Literacy in Bilingual Settings 3, Fall
- A&HB 4075 Cross-Cultural Communication & Classroom Ecology 3, Su B
- A&HB 4121 Bilingual/Bicultural Curriculum Design Elem/Middle Sch 3, Spring
- A&HB 4323 Practicum in Bilingual/Bicultural Education 3, Fall

Bilingual/Bicultural Education

M.A. | Points/Credits: 33 | Entry Terms: Fall

All courses of study require three core foundational courses and a bilingual inquiry course. M.A. programs require an integrative project. Students are strongly urged to consult with an academic advisor on all degree requirements.

Foundation and Inquiry Courses:

A&HB 4021 Foundations of Bilingual/Bicultural Education (3)

A&HB 4024 Linguistic Foundations of Bilingual/Bicultural Education (3)

A&HB 4075 Cross-cultural Communication and Classroom Ecology (3)

A&HB 4150 Teacher/Educational Inquiry: Bilingual/Bicultural Education (3)

MA in Bilingual/Bicultural Education (Academic track, not leading to certification)

In addition to the four Foundational courses, students in the Academic track also need an additional course within the BBE program during their first semester, which can be selected from the following courses:

A&HB 4121 Bilingual/Bicultural Curriculum Design in Elementary and Middle Schools

A&HB 5024 Bilingual/Multilingual Education: International Perspectives

A&HB 5020 Curriculum & Instruction for Bilingual Students with & without Disabilities

Each student will choose courses with advisor assistance. The following shows a sample of recommended courses for potential areas of focus. For other courses not listed here, consult with your academic advisor.

Area of Focus on Research for Academic Track Students - Choose among the following courses:

A&HB 4140 Latina Women Narratives

A&HL 4104 Discourse Analysis

EDPS 5020 Methods of Social Research

EDPS 5022 Sociological Analysis of Educational Systems

HBSK 5085 Observing and assessing preschool children

HUDM 4050 Introduction to Measurement

ITSF 5000 Methods of Inquiry: Ethnography & Participant Observation

ITSF 5016 Ethnography of Education

ITSF 5519 Research in Language and Literacy

Area of Focus on Policy for Academic Track Students - Choose among the following courses:

A&HB 4199 Topics in Bilingualism and Bilingual/Bicultural Education

A&HB 5024 Bilingual/Multilingual Education: International Perspectives

C&T 4010 Immigration & Curriculum

EDPS 4000 Education and Public Policy

EDPP 5042 Urban Politics in Education

EDPP 5045 Race, Ethnicity and U.S. Educational Policy

ITSF 4010 Cultural & Social Bases-Education

ITSF 4024 Dynamics of Family Interactions

ITSF 4025 Languages, Society, and Schools

ITSF 4060 Latinos in Urban School

ITSF 4098 Educational Development Policies in China

ITSF 4198 Language and Educational Rights

ITSF 5023 The Family as Educator

ITSF 5500 Education Across the Americas

A&HF 4090 Philosophies of Education

Area of Focus on Teaching for Academic Track students:

Students interested in teaching but not in the NYS teaching certification, and who aspire to be placed in a teaching context for the Practicum, should take 3 BBE methods courses. They are encouraged to follow the Stream A courses as closely as possible and choose from the following courses:

A&HB 4020 Foundations of Bilingual Special Education (3)

A&HB 4028 Teaching Literacy in Bilingual Settings (3)

A&HB 4029 Latino Children's Literature and Literacies

A&HB 4121 Bilingual/Bicultural Curriculum Design in Elementary and Middle schools (3)

A&HB 4133 Curriculum and Methods for Bilingual Teachers: Science (2-3)

A&HB 4134 Curriculum and Methods for Bilingual Teachers: Mathematics (2-3)

A&HE 5518 Teaching English Diverse Socio Cultural Contexts

A&HF 4091 The Call to Teach

A&HH 4076 History or Urban Education

A&HL 4076 TESOL Methodologies for PK-6 (3)

A&HW 5030 Diversity & Social Studies Curriculum

ORLD 4051 How Adults Learn

Bilingual/Bicultural Childhood Education

M.A. | Points/Credits: 33/40 (dep. on track selection) | Entry Terms: Fall | Certification: NY State Initial: Childhood Education 1-6, Bilingual Education Extension, Optional Middle School Certification 7-9

All courses of study require three core foundational courses and a bilingual inquiry course. M.A. programs require an integrative project. The teaching strands with Bilingual/Bicultural Studies and the courses of study leading to NY State initial teacher certification require a practicum or student teaching experience. Students are strongly urged to consult with an academic advisor on all degree requirements.

Foundation and Inquiry Courses:

- A&HB 4021 Foundations of Bilingual/Bicultural Education (3)
- A&HB 4024 Linguistic Foundations of Bilingual/Bicultural Education (3)
- A&HB 4075 Cross-cultural Communication and Classroom Ecology (3)
- A&HB 4150 Teacher/Educational Inquiry: Bilingual/Bicultural Education (3)

Each student will choose courses with advisor assistance. The following shows a sample of recommended courses for potential concentrations.

The Master of Arts - Dual program leading to Initial Teacher Certification in Childhood Education and the Bilingual Extension Certification has two options:

Strand A (for students with less than 1 year of full-time teaching experience as a head teacher) requires one full year of student teaching with the accompanying courses (a total of 17 additional credits), for a minimum of 40 credits for the degree.

Strand B (for students with at least 1 year of full-time teaching experience as a head teacher) requires a half-year of student teaching (7 credits) for a minimum of 33 credits for the degree.

Bilingual/Bicultural Education

M.A. | Points/Credits: 33 | Entry Terms: Fall | Certification: NY State: Bilingual Extension Certification

All courses of study require three core foundational courses and a bilingual inquiry course. M.A. programs require an integrative project. The teaching strands with Bilingual/Bicultural Studies and the courses of study leading to NY State teacher certification require a practicum or student teaching experience. Students are strongly urged to consult with an academic advisor on all degree requirements.

Foundation and Inquiry Courses:

- A&HB 4021 Foundations of Bilingual/Bicultural Education (3)
- A&HB 4024 Linguistic Foundations of Bilingual/Bicultural Education (3)
- A&HB 4075 Cross-cultural Communication and Classroom Ecology (3)
- A&HB 4150 Teacher/Educational Inquiry: Bilingual/Bicultural Education (3)

Each student will choose courses with advisor assistance.

The Master of Arts - Bilingual Extension leads to the Bilingual Extension Certification, requires a half-year of student teaching or a practicum (depending on whether the student has his/her own classroom), for a minimum of 33 credits for the degree.

Bilingual/Bicultural Childhood Education Trans B (includes Peace Corps Fellows)

M.A. | Points/Credits: 33 | Entry Terms: Summer | Certification: NY State Transitional B Childhood Education 1-6, Bilingual Education, Optional Middle School Certification 7-9

All courses of study require three core foundational courses and a bilingual inquiry course. M.A. programs require an integrative project. The teaching strands with Bilingual/Bicultural Studies and the courses of study programs leading to NY State certification require a practicum or student teaching experience. Students are strongly urged to consult with an academic advisor on all degree requirements.

Foundation and Inquiry Courses:

- A&HB 4021 Foundations of Bilingual/Bicultural Education (3)
- A&HB 4024 Linguistic Foundations of Bilingual/Bicultural Education (3)
- A&HB 4075 Cross-cultural Communication and Classroom Ecology (3)
- A&HB 4150 Teacher/Educational Inquiry: Bilingual/Bicultural Education (3)

Each student will choose courses with advisor assistance.

The Master of Arts - Transitional B program requires a practicum course in conjunction with full-time teaching, or a student teaching experience if the student does not have his/her own classroom, for a minimum of 33 credits for the degree.

Bilingual/Bicultural Education (Online)

Advanced Certificate | Points/Credits: 15 | Entry Terms: Spring, Summer, Fall | Certification: Bilingual Extension

Online Advanced Certificate in Bilingual/Bicultural Education 15 Credits

The online format enables students to participate in an interactive experience from their home without having to travel to our campus in New York City. The online and in-person programs follow primarily the same curriculum, with the following exception: The in-person program includes an elective. The online format does not include an elective. This is not a degree program. It may be completed in as little as 1 year.

Required Online Courses Points

- A&HB 4021 Foundations of Bilingual/Bicultural Education 3, Su A
- A&HB 4028 Teaching Literacy in Bilingual Settings 3, Fall
- A&HB 4075 Cross-Cultural Communication & Classroom Ecology 3, Su B
- A&HB 4121 Bilingual/Bicultural Curriculum Design Elem/Middle Sch 3, Fall
- A&HB 4323 Practicum in Bilingual/Bicultural Education 3, Fall

New York State Education Department (NYSED) has teacher certification requirements that are needed for program completion and graduation which are listed in the Office of Teacher Education section of the catalog.

Bilingual/Bicultural Childhood Special Education (BiSPED)

M.A. | Points/Credits: 44 | Entry Terms: Fall | Certification: NY State Initial: Childhood Education 1-6, Bilingual Education Extension, Optional Middle School Certification 7-9: NY State Initial: Students with Disabilities (1-6)

All courses of study require three core foundational courses and a bilingual inquiry course. M.A. programs require an integrative project. The teaching strands with Bilingual/Bicultural Studies and the courses of study leading to NY State teacher certification require a practicum or student teaching experience. Students are strongly urged to consult with an academic advisor on all degree requirements.

Foundation and Inquiry Courses:

- A&HB 4021 Foundations of Bilingual/Bicultural Education (3)
- A&HB 4024 Linguistic Foundations of Bilingual/Bicultural Education (3)

- A&HB 4075 Cross-cultural Communication and Classroom Ecology (3)
- A&HB 4150 Teacher/Educational Inquiry: Bilingual/Bicultural Education (3)

Each student will choose courses with advisor assistance. The following shows a sample of recommended courses for potential concentrations.

The Program in Bilingual/Bicultural Education and the Program in Intellectual Disability/Autism have created this program, Bilingual Special Education Studies (BiSPED) for teacher candidates who wish to work with bilingual students with disabilities.

This Master of Arts degree leads to Initial Certification in Childhood Education (1-6), the Bilingual Extension Certification, and the Teaching Students with Disabilities Certification. This degree program is for students who do not hold teacher certification, have an interest in working with bilingual special education children, and have some prior experience with elementary school children in formal or informal contexts.

Program Faculty

Faculty

- Patricia Martinez Alvarez

  Associate Professor of Bilingual/Bicultural Education

Professors of Teaching

- Sharon Chang

  Associate Professor of Teaching

- Edward Rivero

  Visiting Associate Professor of Teaching

Emeriti

- Carmen Martinez-Roldan

  Associate Professor Emerita of Bilingual/Bicultural Education

Adjunct Faculty

- Belinda Arana

  Adjunct Assistant Professor

- Lurdez A Berrios

  BBE Fee-Based Instructor

- Rosa Alcalde Delgado

  Adjunct Assistant Professor

- Yi Han

  Adjunct Professor

- Shaoyan Qi

  BBE Fee-Based Instructor

- Lucia Rodriguez

  Adjunct Assistant Professor

Instructors

- Andrea García

- Molly Wang

  Fee Based Instructor

Program Courses

A&HB4020 Foundations of Bilingual Sp Ed

This course is a solid introduction to the field of special education with an added emphasis on its intersection with bilingual education. It engages students in the study of the nature, psycho-social, and educational needs of individuals across the educational lifespan with disabilities. Within this course we consider issues in special education from the historical philosophical, legal, cultural, linguistic, and ethical viewpoints, and the responsibilities of teachers and other professionals toward students with disabilities and their families. Additionally, the course offers an opportunity to analyze the research in bilingual education in relation to the complexity of the over- and under-representation of bilingual students in special education, issues in relation to differentiating cultural and linguistic-related learning variations from special education issues, and instructional implications (including assistive technology). This course involves working in groups with other classmates to conduct a case study with one bilingual child with a disability. Access to educational contexts and being bilingual is preferable but not required to take this course.

A&HB4021 Foundations of Bilingual/Bicultural Education

Review of the linguistic, socio-cultural, philosophical, political, and historical foundations that have shaped bilingual education policies, program models, and teaching and assessment practices. This course addresses both elementary and middle school/secondary education content. Analysis of how diverse bilingual education elementary and middle school program models throughout the world respond to different linguistic, social, and educational goals.

A&HB4024 Linguistic Fdns-Blngl/Biclt Ed

Introduction to the study of bilingualism. Study of sociolinguistics and psycholinguistics as applied to the design and implementation of bilingual/bicultural educational models and materials.

A&HB4028 Teaching Literacy in Bilingual Settings

Approaches to developing literacy in a second and native language in elementary and middle schools. Techniques for developing listening, speaking, reading, and writing skills; developing language and literacy through the content areas; using children's literature; and assessing students' literacy development in the second and native language. Strategies to develop biliteracy in dual language programs.

A&HB4029 Latinx Children's Literature and Literacies

Participants will explore literature for children and adolescents that highlights Latinx characters and themes, created by a diverse range of Latinx authors, illustrators, and poets across various intersections of race, gender, and sexualities. The course will equip educators with valuable resources and provide criteria for selecting literature, emphasizing cultural authenticity and the design of equitable learning ecologies. These experiences will establish a foundation for developing research and classroom practices that integrate Latinx literature to support all readers in both mainstream and bilingual classrooms.

A&HB4075 Cross-cultural Communication and Classroom Ecology

Examination of the influence of culture in the design and implementation of school instruction. Identification of salient theoretical issues related to culture and social organization as they relate to the education of ethnolinguistic and minoritized children. Exploration of the learning/teaching processes within the context of multicultural and bilingual classroom settings from a cultural perspective. Reflection upon the role of the teacher in creating cultural learning environments. Survey of research approaches which serve as tools to examine classroom interaction. Use of technology for exploring the knowledge of minoritized learners.

A&HB4121 Bilingual/Bicultural Curriculum Design in Elementary and Middle Schools: Social Studies

Prerequisites: Proficiency in the English language and one additional language. The course focuses on three aspects addressing both elementary and middle school contexts: (a) linguistic, cognitive, developmental, and socio-cultural considerations in the design of bi/multilingual curricula; (b) exploration of bi/multilingual instructional methods and materials for use in language arts and content areas; (c) critique of current commercially prepared products.

A&HB4133 Curriculum and Methods for Bilingual Teachers: Science

Intensive review of curriculum and methods appropriate to the teaching of the subject areas in bilingual elementary and middle school instructional settings. Offered for those wishing to obtain elementary, bilingual extension, and/or middle school certifications.

A&HB4134 Curriculum and Methods for Bilingual Teachers: Mathematics

Intensive review of curriculum and methods appropriate to the teaching of the subject areas in bilingual instructional settings. Offered as needed for those wishing to obtain bilingual teacher certification.

A&HB4140 Latina Narratives

The Latina Narratives class is a class in which we explore language not just in what people say about themselves or about how others characterize them, but also in relation to the historical concept of erasure, defined as the social organization of forgetting, an always-almost forgotten denial of form, life, and validity of place, and where only ghostly traces and residual mass remain. Students will read Latina narratives, read about narrative methodologies, and will do a narrative of a Latina woman.

A&HB4150

Open only to students registered in any of the M.A. Programs in Bilingual/Bicultural Education. Reflective inquiry focused on bilingualism or biculturalism in relation to instruction in the native language, native language development, second language learning, and the relationship between the theory and practice of learning and/or teaching in bi/multilingual/multicultural settings. Course supports students in development and presentation of their Integrative Project.

A&HB4323

Permission required. This course is for current teachers or students with prior teaching experience. Practical application of bilingual and bicultural classroom practices in all content areas, the teaching of an additional language (ESL or LOTE), and the development of bilingualism. Classroom observations and supervision will be provided for full-time teachers and student teachers. Weekly seminars focus on teaching strategies for a variety of bilingual settings, including teaching content and developing language. Requires an additional 40 hours per week of work outside the classroom.

A&HB4720

Permission required. Student teaching in bilingual elementary classroom. Practical application of bilingual and bicultural classroom practices in all content areas, the teaching of an additional language (ESL or LOTE), and the development of bilingualism. Classroom observations and supervision will be provided for student teachers. Weekly seminars focus on teaching strategies for a variety of bilingual settings, including teaching content and developing language. Emphasis on the use of technology (such as video recording) for informing one's teaching. Requires an additional 40 hours per week of work outside the classroom.

A&HB4721

Permission required. Student teaching in the English elementary classroom teaching students with and without disabilities. Practical application of bilingual and bicultural classroom practices in all content areas while teaching in English and attending to the development of bilingualism. Classroom observations and supervision will be provided for full-time teachers and student teachers. Weekly seminars focus on teaching strategies for a variety of settings teaching in English, including teaching content and developing English as a second language. Emphasis on the use of technology (such as video recording) for informing one's teaching. Requires an additional 40 hours per week of work outside the classroom.

A&HB5020 Curriculum & Instruction: Inclusive Bilingual Education and Issue of (Dis) Abilities

Integrating frameworks for designing curriculum from the fields of Bilingual/Bicultural Education (i.e., Culturally Sustaining Pedagogy) and Inclusive Education (i.e. Universal Design for Learning) this course is an advanced exploration of curriculum design and development work for the inclusive bilingual education context (with children with and without disabilities). The course will assist participants in becoming acquainted with frameworks for designing curriculum and instructional invitations that center on Latin American and other indigenous identities and knowledges, student funds of knowledge, including language and experiences, and a range of ways of learning as well as facilitating successful and challenging learning experiences for all. Teachers will be asked to critically reflect on their curricular choices and focus on the learning needs and assets of their particular students. The course will engage students in an exploration of existing curricular materials for the bilingual inclusive classroom, and research exploring novel constructs for teaching and learning with bilingual childhood students with and without disabilities.

A&HB5021 Inquiry Project Course Work

This course requires a minimum of 27 hours per week of out of classroom work.

A&HB5024 Bilingual/Multilingual Education: International Perspectives

A survey of bilingual/multilingual educational policies and practices throughout the world. While such models and designs are analyzed from a comparative educational perspective, much attention is given to the ethnolinguistic, social, economic, and political contexts.

A&HB6202 Advanced Fieldwork

Permission required.

A&HB6402

Permission required. Occasional opportunities in areas represented by the department. Students must inquire to see if opportunities are available during any given semester. Requires an additional 40 hours per week of work outside the classroom.

A&HB6521 Seminar in Bilingualism/Bilingual Education

A review of research in bilingual/bicultural education from an interdisciplinary perspective. The focus is on the analysis of research, evaluation methodologies and findings, and their potential application to current theory and practice.

A&HB6903 Rsch & Ind Stdy:Biling/Bicultl

This course offers students the opportunity to conduct independent research in the field of bilingual and bicultural education.

Dance Education

Program Description

The Doctor of Education (EdD) degree program in Dance Education at Teachers College affirms dance as an essential form of embodied experience that shapes learning across diverse global contexts. Through dance education, people of all ages imagine, create, think critically, collaborate, shape culture and identity, and communicate meaning about human experiences. Our doctoral community welcomes dance educators who celebrate diverse dance traditions and who are deeply committed to transforming dance education through innovating educational opportunities for a wide variety of adult stakeholders, such as teachers, artists, administrators, and policymakers. In preparing teacher educators, researchers, and leaders, the doctoral program's core mission is to cultivate educational experts who forge new pathways in dance education that are accessible, inclusive, equitable, and excellent for all learners across the lifespan.

The doctoral students in our community are interested in researching a wide range of educational issues impacting underrepresented sectors of the field. These include PK-12 dance education, pre-professional university learning, high-school to post-secondary transition, university dance teacher preparation, community college dance learners, teacher advancement, dance teacher certification, and educational policy. Our work with doctoral students aims to forge new paths in dance education through critically examining historical assumptions, reflecting on contemporary contexts, engaging in collaborative dialogue, and enacting socially just practices.

Our state-of-the-art Arnhold Dance Education Research Studios bolster opportunities to teach and conduct embodied research. We invite our doctoral students to experiment with and expand their pedagogical practice, develop their teaching repertoire, synthesize their doctoral learning, and build a competitive resume through our on-campus teaching opportunities. The new studios provide unparalleled space to pilot bold teaching ideas in a community that supports pedagogical inquiry, teaching-making, and intersections between pedagogy, artistry, and research. As such, dance education doctoral students can propose to teach in our Morningside DanceWorX community-based program or college-wide, credit-based special topics courses.

Nested in the arts mecca of the world, the doctoral program brings together renowned faculty from across the college with the vibrant dance community of New York City. Teachers College is recognized by scholars as a primary incubator for the development of dance education as a field in PK-12 schools and universities. It has played a principal role in cultivating and empowering dance education leaders for over 100 years. As the nation's premier institution in the teaching of teachers in all fields, Teachers College is the ideal place to earn a doctorate in dance education and join the legacy of dance education leadership.

The EdD in Dance Education program offers coursework to prepare doctoral students as teacher educators and researchers with leadership roles. Our courses in Embodied Learning, Dance and Human Development, and Historical Foundations develop content knowledge while facilitating opportunities to examine critical gaps in the field, where innovations have the potential to rapidly advance how we prepare future dance educators, classroom teachers, educational administrators, and policymakers who are accountable to youth and adults across the lifespan. Charged with responsibilities to inform and educate adults who make critical decisions about dance education, a series of courses prepare students to develop effective leadership strategies in a chosen sector, such as PK-12 schools, private studio settings, university contexts, consultancies, and cultural organizations. These courses, including Advanced Curriculum Design, Teaching and Leadership, Praxis Project Seminar, and Studio Seminar, enhance content knowledge while providing students with the opportunity to design their own related inquiries and engage with the vibrant dance and arts communities in NYC and beyond as they refine their research ideas.

Students also select a specialization area and select up to 6 credits of out-of-program courses to deepen a chosen area of inquiry further:

- Teacher Education – Delves into shaping pedagogical content knowledge, supervising student teachers, and coaching educators.
- Leadership and Policy – Delves into leadership skills, program management, cultural policy, or educational administration.
- Movement Sciences – Delves into the pedagogical application of motor learning, anatomy, physiology, and biomechanics.
- Interdisciplinary – A self-designed track combining aspects of the various specialization areas or delving deeper into one or more specific areas of inquiry, such as neuroscience, social justice education, instructional technology, spirituality, creativity, peace education, visual art, music, literature, philosophy, human development, or cognition, for example.

As the primary aim of the Dance Education program is to develop experienced dance educators as tomorrow's dance education researchers, the degree program culminates with a written dissertation and oral defense of an original, student-designed, empirical research study. We believe that the multiple ways of knowing that are embedded in dance practices can serve as the bedrock for developing a research identity and for conducting multi-modal research that is convincing and transformative. Given that individualized research is at the core of the Ed.D. degree experience, students are provided with persistent support in designing and implementing a research study. Through a series of collaborative doctoral and dissertation seminars, students are guided through the research process while developing critical inquiry, reflection, dialogic, and argumentative practices that underpin research. As a result of the seminars, students develop the critical components of their doctoral exam and dissertation research study, including a review of literature, a pilot project, a research proposal, and an IRB ethics review. Students also select from a wide variety of research methods courses offered at the College to tailor their research visions. An optional culminating course,

Writing for Journal Publication, prepares students to disseminate their discoveries in refereed publications. After passing written certification exams, certified doctoral students work closely with program faculty members who serve as their dissertation advisors. The culminating dissertation committee includes dance education faculty as well as College-wide faculty selected for related field expertise.

The doctoral program in Dance Education has formal partnerships with Ballet Hispánico in NYC and Kookmin University in Seoul, South Korea, offering students opportunities for cross-community workshops, seminars, and research. The Arnhold Institute for Dance Education Research, Policy, and Leadership dovetails with the Ed.D. program and provides students with a dynamic research community where they engage with outstanding educational researchers and guest scholars and participate in dance education consortia, symposiums, and professional learning events.

Program Degrees

Expand the accordion(s) to view the degree requirements:

Dance Education

Ed.D. | Points/Credits: 75 | Entry Terms: Fall

Minimum point requirement: 75

Required Dance Education Courses: (17 points)

- A&HD 5040 Dance and Human Development (3 points)
- A&HD 5044 Embodied and Motor Learning for Dance (3 points)
- A&HD 5046 Historical Foundations and Contemporary Issues in Dance Education (3 points)
- A&HD 6000 Advanced Curriculum Design in Dance Education (3 points)
- A&HD 6001 Teaching and Leadership of Dance Education in Colleges, Cultural Institutions, and Communities (3 points)
- A&HD 6482 Praxis Project Seminar: Teaching and Leadership in dance Education (2 points)

Required Dissertation Seminar Sequence in Dance Education: (18 points)

- A&HD 6049 Introduction to Doctoral Inquiry in Dance Education (3 points)
- A&HD 6501 Dance Education Doctoral Seminar 1 (3 points)
- A&HD 6502 Dance Education Doctoral Seminar 2 (3 points)
- A&HD 6999 Studio Seminar: Performance Presentation (3 points)
- A&HD 7501 Dance Education Dissertation Seminar 1 (3 points)
- A&HD 7502 Dance Education Dissertation Seminar 2 (3 points)

- A&HD 8900 Dissertation Advisement in Dance Education (0 points)*

*Note: A&HD8900: Registration for doctoral dissertation advisement is required for all doctoral students who have either been recommended for doctoral certification (advanced to candidacy) or have an approved dissertation proposal on file. Registration is required each Autumn and Spring term unless a student is registered for a 3-point TC course. There is no course syllabus as students are completing individualized dissertation research.

Research Methods Courses (9 points)

- A&H 5001 Research Methods in Arts Education (3 points)
- Two (2) additional courses in research methods chosen in consultation with the major advisor (6 points)

Interdisciplinary Specialization (6 points)

Every student must complete one of the four specializations chosen in consultation with the major advisor. The four options are:

(A) Teacher Education (Educating Teacher Educators)

(B) Leadership and Policy

(C) Movement Sciences

(D) Interdisciplinary (out-of-program breadth courses)

(A) Teacher Education Specialization (Educating Teacher Educators) Example Courses:

- C&T5512 Guided Practice (Supervision) of Elementary and Secondary Teachers (3 points)
- C&T6025 Teacher Educator as Researcher: Inquiry in Teacher Learning (3 points)
- C&T6525 Learning to Teach and Teacher Education (3 points)
- CCPJ5020 Racism and Racial Identity in Psychology and Education (3 points)
- CCPJ5164 Multicultural Counseling and Psychology (3 points)

(B) Leadership and Policy Specialization Example Courses:

- A&HG4013 Cultural Policy (3 points)
- EDPP5045 Race, Ethnicity, and U.S. Educational Policy (3 points)
- ORLD4085 Management and Leadership Skills in Practice (3 points)
- ORLD4091 Somatics: A Mind/Body Approach to Leadership Development (3 points)

(C) Movement Sciences Specialization Example Courses:

- BBSR4060 Motor Learning (3 points)
- BBSR4095 Applied Physiology I (3 points)
- BBSR4005 Applied Anatomy and Biomechanics (3 points)BBSR5028 Motor Development (3 points)

(D) Interdisciplinary Specialization (out-of-program breadth course)

Sample of Possible Advised/Selective Course Topics (by advisement):

- Cognitive Science
- History of Education
- Instructional Technology and Media
- Leadership and Policy
- Movement Sciences
- Neuroscience and Education
- Philosophy of Education
- Special Education
- Spirituality: Mind/Body
- Teacher Education
- Urban Education

Foundation Electives (3+ points)

Courses in curriculum design and assessment may be required for students who have not completed such courses in their undergraduate or graduate education.

Transfer Credits (up to 25 credits)**

- **Up to 25 points of graduate level courses with a grade of B or better in any subject area may be transferred into the EdD program.

Presentation Requirement (0 points)

- Performance (adjudicated) OR
- Publication (refereed) OR
- Conference Presentation (refereed)

Students are required to complete one of the above presentation formats prior to graduation. The presentation must directly relate to the student's dissertation research problem and questions. The presentation must be proposed to and approved by the major advisor.

Praxis Project (0 points)

- Teaching of Adults/Teachers
- Mentoring of Adults/Teachers
- Leadership of Adults/Teachers

Prerequisite: A&HD 6000 and A&HD 6001. Students are required to complete a praxis project in which they teach, mentor or lead adult learners, the proposal for which is developed in A&HD 6001 and in advisement with, and approval by, the major advisor. The praxis project must relate directly to the student's dissertation research problem or questions. It may be implemented in conjunction with A&HD 6482.

Doctoral Certification (0 points)

- Literature Review
- Pilot Study
- Dissertation Proposal & Hearing
- Completion of at least 60 points
- IRB Approval of Dissertation Research Study
- Recommendation for certification by the advisor and department

Program Faculty

Faculty

- Barbara Bashaw

  Arnhold Professor of Practice in Dance Education

- Matthew Kenney Henley

  Associate Professor of Dance Education

Professors of Teaching

- Lynnette Young Overby

  Visiting Assistant Professor in Dance Education

Adjunct Faculty

- Dale Walter Schmid

  Adjunct Associate

Instructors

- Edward C Warburton

  Dance Education Dissertation Advisor

Program Courses

A&HD5040 Dance and Human Development

This course will examine theories of human development and the implications of such for the learning, teaching and leadership of dance education.

A&HD5044 Embodied Learning in Dance Education

Interdisciplinary theoretical perspectives from motor learning, neuroscience and somaesthetics will be introduced to examine embodied learning and to actively refine pedagogical approaches within dance education.

A&HD5046 Historical Foundations and Contemporary Issues in Dance Education

This course engages students in tracing the historical quest to establish dance as arts education in the U.S. and the relevance of this to contemporary issues, beliefs and practices in dance education.

A&HD6000 Advanced Curriculum Design in Dance Education

This course focuses on the development of knowledge and decision-making skills for developing and evaluating personally meaningful dance program curricula that address contemporary issues in the field.

A&HD6001 Teaching and Leadership of Dance Education in Colleges, Cultural Institutions and PK-12 Contexts

This course will examine cross-contextual leadership issues within dance education and the preparation of artist-educators in colleges, cultural institutions and PK-12 contexts.

A&HD6049 Introduction to Doctoral Inquiry in Dance Education

Required for first-year Dance Education doctoral students, this course examines issues that are central to doctoral studies and the development of effective scholarly practices. Topics include an orientation to the program, introduction to doctoral study and the dissertation research process, an overview of research practices, priorities for dance education research, developing a dissertation research interest, and the application of information literacy skills to support research processes.

A&HD6482 Praxis Project: Teaching & Leading in Dance Education

The Praxis Project seminar is designed to support individualized opportunities for doctoral dance education students to practice leadership, supervision, and teaching of adults within college, cultural institutions, and PK-12 field contexts.

A&HD6501 Dance Education Research & Doctoral Seminar 1

Dance Education Doctoral Seminar 1 will facilitate the development of students' dissertation research ideas with a primary focus of developing a preliminary research proposal that may serve as the basis for subsequent dissertation research.

A&HD6502 Dance Education Doctoral Seminar 2

Dance Education Doctoral Seminar 2 is designed to facilitate the development of students' Doctoral Qualifying Papers: (1) Pilot/Field Study and (2) Review of Related Literature.

A&HD6999 Studio Seminar in Dance Ed

The studio seminar will support doctoral dance education students in conceptualizing, creating, and self-producing arts-based research projects related to their doctoral research inquiry as required for Ed.D. candidacy.

A&HD7501 Dance Education Research & Dissertation Seminar 1

Dance Education Dissertation Seminar 1 is designed to facilitate the development of students' Advanced Dissertation Proposal, based on the Qualifying Papers completed in A&HD 6502 Dance Education Doctoral Seminar 2.

A&HD7502 Dance Education Research & Dissertation Seminar 2

Dance Education Dissertation Seminar 2 is designed to facilitate the development of students' dissertation writing, based on the Advanced Dissertation Proposal completed in A&HD 7501 Dance Education Dissertation Seminar 1.

English Education

Program Description

MASTER OF ARTS DEGREE PROGRAMS

- 34 point M.A. in the Teaching of English
- 34 point M.A. in the Teaching of English INSTEP
- 34 point M.A. in the Teaching of English with Professional Teacher Certification
- 35 point M.A. in the Teaching of English with TransB Certification (includes Peace Corps Cohort)
- 38 point M.A. in the Teaching of English with Initial Teacher Certification
- 45/6 point M.A. in the Teaching of English with Dual Teacher Certification

An English teacher creates contexts and opportunities for students to develop as readers, writers, speakers, and listeners, as well as the cultural knowledge and critical thinking processes that nourish and refine the arts of language. Classroom teachers of English must possess a deep understanding of the development of the arts of language, and they must be accomplished practitioners of those arts in their own intellectual and creative lives. Effective teachers must also be keen and responsive readers of their students as learners and of the obstacles that might obstruct learning in classrooms.

English teachers must, therefore, function as exemplary learners in their own classrooms, committed to developing themselves as reflective, flexible, and professionally well-informed practitioners who can accommodate their instruction to serve the needs of a diverse population of students.

The M.A. degree programs in the Teaching of English at Teachers College are designed to prepare pre-service and in-service teachers for productive careers as exemplary instructors and leaders for the profession of English education both regionally and nationally. Our programs seek a balance between strengthening and refining the disciplinary knowledge and practices of our M.A. students on the one hand, while preparing them for the pedagogical application of their knowledge in their professional practice as classroom English teachers.

Our course offerings are directly relevant to the everyday challenges of teaching English in grades 7-12. We offer a range of courses that inquire into literature, literary theory, rhetoric, and writing, along with unpacking issues related to sociocultural contexts, curriculum development, assessment, and instructional practices. Our programs are unique in the degree to which they are focused on preparing our graduates to serve as cutting edge experts in pedagogy for the English classroom, while building that expertise on their continuing study of the target disciplines of literature, composition, and the range of traditional and newer multi-literacies that define the changing field of English studies.

All courses outlined below must be taken at Teachers College. We do not accept transfer credits. During the first semester, students will be assigned an academic faculty advisor who will assist them in choosing courses. It is recommended that students studying full-time begin their coursework the summer before the academic year.

For all programs leading to teacher certification, New York State Education Department (NYSED) mandates teacher certification requirements that are needed for program completion, graduation, and certification which are listed in the Office of Teacher Education section of the catalog.

To be certified by New York State, students must satisfy all coursework requirements either prior to or concurrent with their enrollment in the MA program, including but not limited to:

- 30 credits in the English or related fields. Under the general rubric of English, qualified coursework in such related fields as Drama, Journalism, Comparative Literature, Linguistics, Philosophy, Speech, Film Studies, and Classics are counted toward fulfilling this requirement. Please note that 6 of these credits can be completed as part of the requirements for the M.A. degree.
- At least 6 credits of courses outside the English Ed Program. New York State requires student teachers to take classes in History/Philosophy of Education, Disabilities/Special Education, and Human Development/Psychology if these have not been taken in previous college-level coursework. These courses may be taken as pass/fail.

In addition to all coursework required for certification, students in the M.A. degree program leading to teacher certification are responsible for taking and successfully passing certification and examination mandates as required by New York State, such as the Content Specialty Test (CST) in English Language Arts and the Educating All Students Test (EAS).

MASTER OF EDUCATION PROGRAM (60 CREDITS)

- 60 point Master of Education in Teaching of English

The Master of Education (Ed.M.) degree is a 60-credit program designed for individuals interested in advanced study in the field of English Education. The Ed.M. degree is well suited for individuals who are currently teaching and who wish to concentrate their studies further within the field of English education and/or individuals who are thinking about undertaking doctoral work in English education. Individuals applying to the Ed.D. program in the Teaching of English sometimes are asked to complete the Ed.M. program before gaining admission to the Doctoral program. The Ed.M. program does not lead to certification for teaching.

DOCTORAL PROGRAMS

- 75 Point Doctor of Philosophy in English Education)
- 75 Point Doctor of Education in the Teaching of English (Ed.D.)

- 75 Point Doctor of Education in the College Teaching of English (Ed.D.C.T.)

The primary purpose of the doctoral programs in English Education at Teachers College is to advance knowledge relevant to the teaching and learning of English and to prepare expert teachers of English for careers as scholars, researchers, and teacher educators in the field of English education. The doctoral degree programs in English Education support a wide range of interests, backgrounds, and professional ambitions in their applicants. However, all students are expected to become conversant with the principal theories, research methods, and pedagogical traditions of the field of English education. Beyond these fundamentals, students work in close consultation with faculty members to develop individualized programs of study. Applicants to the doctoral programs typically have completed a master's degree in English, Education, or a related field and have three or more years of prior teaching experience at the secondary school or college level.

Program Degrees

Expand the accordion(s) to view the degree requirements:

English Education

Ph.D. | Points/Credits: 75 | Entry Terms: Fall

The Doctor of Philosophy (75 credits) degree is designed to prepare candidates for positions in higher education as teachers and researchers whose scholarly activity is focused on the theoretical, philosophical, and pedagogical questions that define English education as a discipline for teaching and inquiry.

Required courses for ALL English Education/Teaching of English doctoral candidates:

- A&HE 5510 Seminar in Foundational Texts 1
- A&HE 5160 Qualitative Methodologies & Theoretical Frameworks
- A&HE 5504 Research Paper: Teaching of English (co-requisite with A&HE 5149)
- A&HE 5149 Writing Research: Methods and Assumptions (co-requisite with A&HE 5504)
- A&HE 6504 Doctoral Seminar: Teaching of English
- A&HE 7504 Dissertation Seminar: Teaching of English
- A&HE 8904 Dissertation Advisement in the Teaching of English
- A range of electives in literary and rhetorical studies
- Four research methods courses for a total of at least 12 credits. It is recommended that candidates include at least two of the following:
- A&HE 5150 Research in Practice
- A&HE 6151 Narrative Research in English Education
- A&HE 6152 Advanced Narrative Research in English Education

Students may also satisfy the requirement for research methods courses by completing approved courses in other programs and departments across the College.

Credit Requirements and Transfer Credits for the Ph.D. in English Education

The number of courses students take depends in part on the number of credits students transfer from previous graduate work at Teachers College. Students working toward the Ph.D. degree (75 credits) may transfer a maximum of 30 credits and will thus complete at least 45 credits while in the Ph.D. program. Approval of transfer of credits is always at the discretion of the advisor.

Coursework Restrictions

An academic advisor must approve all coursework in a student's program plan, especially to ensure enforcement of the following College and Departmental policies:

- No course that is "R" (attendance) credit or that is "P" (pass/fail) may be counted toward the Ph.D. aside from A&HE 6504 and A&HE 7504.
- Students must consult their academic advisors when they undertake an independent study, an internship, fieldwork courses, or graduate courses in other colleges (usually GSAS) of Columbia University or at other universities within the Inter-University Doctoral Consortium.
- Doctoral students are generally discouraged from taking 4000-level courses and must consult with their academic advisors before registering for these courses.
- Candidates should take a minimum of two courses outside the English Education Program (Courses not designated A&HE).

Doctoral Program Milestones Program Plan

During their first year of study, students in consultation with their advisor should complete, and file with the Office of Doctoral Studies, a program plan (the forms are available in the English education office and in the Office of Doctoral Studies) anticipating all the courses they will need to complete within the scope of their doctoral studies. This program plan should then be reviewed annually with the student's advisor (and revised as necessary) giving student and advisor an annual measure of the student's progress through the program

A&HE 5504: Research Paper in the Teaching of English

Before enrolling in A&HE 5504, students must have completed at least two research methods courses, have successfully completed the Certification 1 Examination, have discovered an area or problem of interest that they wish to study for their 5504 project, and have familiarized themselves with some of the available research literature on the topic or problem they propose to investigate. The research paper completed in A&HE 5504 allows a doctoral student to demonstrate the capacity to complete independent research and produce a research paper at a level of sophistication that promises success in undertaking a doctoral research project and doctoral dissertation. The completed A&HE 5504 research paper must be approved by faculty as qualifying the student to proceed to the next milestone in the doctoral program, the Certification 2 Examination.

Certification Examinations

Certification examinations certify a student's expertise in the foundational texts, research traditions, and theoretical perspectives that represent the history of English Education as an academic discipline and that inform research in the more specialized field of study defined by a student's anticipated dissertation project. Doctoral students in the English Education Program must pass two separate certification examinations. Examination 1 is a take-home examination, seven days in duration, covering the history of English education with a focus on one of the major curricular strands within the discipline. Examination 2, covering a specialized disciplinary area related to the student's dissertation topic, is a take-home written examination to be completed within a time frame (up to one semester) set by the student's faculty advisor. The topics and texts to be covered by the two examinations and the examination questions are determined by each student's advisor in consultation with the student who will be examined.

Foreign Language Requirement

Candidates for the Ph.D. degree in English education must demonstrate reading proficiency in at least one foreign language at a level of competence sufficient to read scholarly or professional work relevant to their own field of study. Students should contact the Office of Doctoral Studies for the current policy regarding satisfying this requirement. Courses in statistics or other past substitutes for a foreign language will not be accepted.

Dissertation Proposal (A&HE 7504)

The doctoral dissertation proposal consolidates the work candidates have done in courses, professional reading, and the two certification examinations. It is usually a 60 to 100-page document, which outlines a coherent account of the work a candidate wants to undertake for dissertation research, usually presenting drafts of early chapters for the dissertation. Typically a proposal includes an introductory chapter describing the origins and aims of the project, a fairly complete review of the literature, a chapter on research methods, and some preliminary data and data analysis. The dissertation proposal must be accepted at a formal or informal hearing where at least two faculty members function as examiners. Students may not undertake the dissertation proposal until both certification exams have been completed successfully.

Award of the Master of Philosophy (M.Phil.) degree

Students become eligible to apply for the Master of Philosophy (M.Phil.) degree upon completing 75 credits of coursework and fulfilling each of the previous doctoral program milestones. Upon being awarded the M.Phil. degree, doctoral students become "candidates" for the Ph.D. degree. Applications for the M.Phil. degree can be filed with the Office of Doctoral Studies.

Dissertation

The doctoral dissertation is the culminating research project of the doctoral program and constitutes a significant contribution to knowledge in the field of English Education. As candidates write their dissertations, they must enroll in A&HE 8904: Dissertation Advisement in Teaching English, which is designed to help them refine their thinking and revise their writing as they complete successive drafts of their dissertation.

The Advanced Seminar

What is known historically as the Advanced Seminar now functions as a pre-defense meeting of a portion (2-3 faculty members) of the Ph.D. candidate's doctoral dissertation committee, which convenes to interrogate and advise the candidate on the dissertation in progress in order to ensure its successful completion. The committee

may be convened at any point in a candidate's progress toward completing the dissertation research, but is ordinarily convened for English education candidates at a point when the candidate can present a rough draft of the entire dissertation for scrutiny by the dissertation committee members. The committee is convened in response to a formal request filed with the Office of Doctoral Studies (ODS) by the candidate with the approval of the dissertation advisor. Candidates should consult the ODS early in the dissertation project to ensure that all procedural rules for convening the Advanced Seminar and reporting on its deliberations are properly observed.

Dissertation Defense

The dissertation defense offers the opportunity for members of the candidate's dissertation committee, all of whom have carefully read the dissertation, to interrogate the candidate on any and all dimensions of the candidate's research and the written dissertation that is the product of that research. In most cases the committee will suggest minor revisions that the candidate is expected to incorporate into the dissertation before filing the final version. A typical defense, however, is less an interrogation than it is a collegial discussion of the candidate's research project and findings with attention to next steps in the candidate's research agenda and possibilities for revising and publishing the dissertation or sections of it. A successful dissertation defense marks both a moment of certification and a ritual initiation. At the conclusion of a successful defense, authorized doctoral faculty officially certify a candidate's accomplishment in completing a major research study that makes a significant contribution to knowledge in the field of English education broadly defined, and thereby welcome the doctoral candidate into the community of scholars.

Teaching of English

Ed.D. | Points/Credits: 75 | Entry Terms: Fall

Doctor of Education (Ed.D., 75 credits)

The Doctor of Education (Ed.D.) degree is designed to prepare future teacher educators and education professionals who will assume teaching and professional leadership roles in English education within colleges and universities, schools and school districts, and non-profit, state, and federal educational agencies that demand advanced expertise in the teaching of the English Language Arts.

Required courses for ALL English Education/Teaching of English doctoral candidates:

- A&HE 5510: Seminar in Foundational Texts
- A&HE 5150 Research in Practice
- A&HE 5160 Qualitative Methods and Theoretical Frameworks in English Education
- A&HE 5000 Colloquium in English Education (1 credit)
- A&HE 5504 Research Paper: Teaching of English
- A&HE 5149 Writing Research: Methods and Assumptions
- A&HE 6504-6507 Doctoral Seminar: Teaching of English (variable topics)
- A&HE 7504 Dissertation Seminar: Teaching of English

- A&HE 8904 Dissertation Advisement in the Teaching of English
- A range of electives in literary and rhetorical studies
- **Four research methods courses for a total of 12 credits.** *It is recommended that the candidates include at least two of the following:*
- A&HE 5150 Research in Practice
- A&HE 6151 Narrative Research in English Education
- A&HE 6152 Advanced Narrative Research in English Education

Students may also satisfy the requirement for research methods courses by completing approved courses in other programs and departments across the College.

Credit Requirements and Transfer Credits for the Ed.D. Program in the Teaching of English

The number of courses students must complete depends largely on the number of credits approved for transfer from previous graduate work at Teachers College. Students working toward an Ed.D. degree (75 credits) may transfer a maximum of 30 credits and will thus complete at least 45 credits while in the Ed.D. program. Approval of transfer of credits is always at the discretion of the advisor.

Coursework Restrictions

An academic advisor must approve all coursework in a student's program plan, especially to ensure enforcement of the following College and Departmental policies:

- No course that is "R" (attendance) credit or that is "P" (pass/fail) may be counted toward the Ed.D. aside from A&HE 6504 and A&HE 7504.
- Students must consult their academic advisors when they undertake an independent study, an internship, fieldwork courses, or graduate courses in other colleges (usually GSAS) of Columbia University or at other universities within the Inter-University Doctoral Consortium.
- Doctoral students are generally discouraged from taking 4000-level courses and must consult with their academic advisors before registering for these courses.
- Candidates should take a minimum of three courses outside the English Education Program (Courses not designated A&HE).

Doctoral Program Milestones Program Plan

During their first year of study, students in consultation with their advisor should complete and file, with the Office of Doctoral Studies, a program plan (the forms are available in the English Education office and in the Office of Doctoral Studies) anticipating all the courses they will need to complete within the scope of their doctoral studies. This program plan should then be reviewed annually with the student's advisor--and revised as necessary -- giving student and advisor an annual measure of the student's progress through the program.

A&HE 5504: Research Paper in the Teaching of English

Before enrolling in A&HE 5504, students must have completed at least two research methods courses, have successfully completed their Certification 1 Examination, have discovered an area or problem of interest that they wish to study for their 5504 project, and have familiarized themselves with some of the available research literature on the topic or problem they propose to investigate. The research paper completed in A&HE 5504 allows a doctoral student to demonstrate the capacity to complete independent research and produce a research paper at a level of sophistication that promises success in undertaking a doctoral research project and doctoral dissertation. The completed A&HE 5504 research paper must be approved by faculty member(s) in order for the student to further progress in his or her program of study.

Certification Examinations

Certification examinations certify a student's expertise in the foundational texts, research traditions, and theoretical perspectives that represent the history of English Education as an academic discipline and that inform research in the more specialized field of study defined by a student's anticipated dissertation project. Doctoral students in English Education must pass two separate certification examinations. Examination 1 is a take-home examination, seven days in duration, covering the history of English education with a focus on one of the major curricular strands within the discipline. Examination 2, covering a specialized disciplinary area related to the student's dissertation topic, is a take-home written examination to be completed within a time frame (up to one semester) set by the student's faculty advisor. The topics and texts to be covered by the two examinations and the examination questions are determined by each student's advisor in consultation with the student who will be examined.

Dissertation Proposal (A&HE 7504)

The doctoral dissertation proposal consolidates the work candidates have done in courses, professional reading, and the two Certification Examinations. It is usually a 60 to 100-page document, which outlines a coherent account of the work a candidate wants to undertake for dissertation research, usually presenting drafts of early chapters for the dissertation. Typically a proposal includes an introductory chapter describing the origins and aims of the project, a fairly complete review of the literature, a chapter on research methods, and some preliminary data and data analysis. The dissertation proposal must be accepted at a formal or informal hearing where at least two faculty members function as examiners. Students may not undertake the dissertation proposal until both Certification Examinations have been completed successfully.

Dissertation

The doctoral dissertation is the culminating research project of the doctoral program and constitutes a significant contribution to knowledge in the field of English Education. As candidates write their dissertations, they must enroll in A&HE 8904: Dissertation Advisement in Teaching English, which is designed to help them refine their thinking and revise their writing as they complete successive drafts of their dissertation.

The Advanced Seminar

What is known historically as the Advanced Seminar functions as a pre-defense meeting of a portion (2-3 faculty members) of the Ed.D. candidate's doctoral dissertation committee, which convenes to interrogate and advise the candidate on the dissertation in progress in order to ensure its successful completion. The committee may be convened at any point in a candidate's progress toward completing the dissertation research, but is ordinarily convened for English education candidates at a point when the candidate can present a rough draft of the entire

dissertation for scrutiny by the dissertation committee members. The committee is convened in response to a formal request filed with the Office of Doctoral Studies (ODS) by the candidate, with the approval of the dissertation advisor. Candidates should consult the ODS early in the dissertation project to ensure that all procedural rules for convening the Advanced Seminar and reporting on its deliberations are properly observed.

Dissertation Defense

The dissertation defense offers the opportunity for members of the candidate's dissertation committee, all of whom have carefully read the dissertation, to interrogate the candidate on any and all dimensions of the candidate's research and the written dissertation that is the product of that research. In most cases the committee will suggest minor revisions that the candidate is expected to incorporate into the dissertation before filing the final version. A typical defense, however, is less an interrogation than it is a collegial discussion of the candidate's research project and findings with attention to next steps in the candidate's research agenda and possibilities for revising and publishing the dissertation or sections of it. A successful dissertation defense marks both a moment of certification and a ritual initiation. At the conclusion of a successful defense, authorized doctoral faculty officially certify a candidate's accomplishment in completing a major research study that makes a significant contribution to knowledge in the field of English education broadly defined and thereby welcome the doctoral candidate into the community of scholars.

Teaching of English

Ed.D.C.T. | Points/Credits: 75 | Entry Terms: Fall

Doctor of Education in the College Teaching of English (Ed.D.C.T., 75 credits)

The degree of Doctor of Education in the College Teaching of English (Ed.D.C.T.) is designed to prepare candidates for positions as college and university faculty members and researchers in English, Rhetoric, and Composition departments, and as directors of academic support programs such as college and university writing centers and reading labs.

Required courses for ALL English Education/Teaching of English doctoral candidates:

- A&HE 5504 Research Paper: Teaching of English
- A&HE 5510: Seminar in Foundational Texts
- A&HE 5160 Qualitative Methods and Theoretical Frameworks in English Education
- A&HE 5000 Colloquium in English Education (1 credit)
- A&HE 5149 Writing Research: Methods and Assumptions
- A&HE 6504-6507 Doctoral Seminar: Teaching of English (variable topics)
- A&HE 7504 Dissertation Seminar: Teaching of English
- A&HE 8904 Dissertation Advisement in the Teaching of English
- A range of electives in literary and rhetorical studies

- **Four research methods courses for a total of 12 credits.** *It is recommended that the candidates include at least two of the following:*
- A&HE 5149 Writing Research: Methods and Assumptions
- A&HE 5150 Research in Practice
- A&HE 6151 Narrative Research in English Education
- A&HE 6152 Advanced Narrative Research in English Education

Students in the Ed.D.C.T. program are required to take ALL of the above courses plus:

- A&HE 6015 College Teaching of English
- A&HE 6404 Internship in College Teaching of English (unless exempted by virtue of teaching experience).

Credit Requirements and Transfer Credits for the Ed.D.C.T. in English Education

The number of courses students must complete depends largely on the number of credits approved for transfer from previous graduate work. Students working toward an Ed.D.C.T. degree (90 credits) may transfer a maximum of 45 credits from other graduate work at TC, and will thus complete at least 45 credits while in the Ed.D.C.T. English program. Approval of transfer credits is always at the discretion of the advisor.

Coursework Restrictions

An academic advisor must approve all coursework in a student's program plan including any exceptions to the following:

- No course that is "R" (attendance) credit or that is "P" (pass/fail) may be counted toward the Ed.D.C.T. aside from A&HE 6504 and A&HE 7504.
- Students must consult their academic advisors when they undertake an independent study, an internship, fieldwork courses, or graduate courses in other colleges (usually GSAS) of Columbia University or at other universities within the Inter-University Doctoral Consortium.
- Doctoral students are generally discouraged from taking 4000-level courses and must consult with their academic advisors before registering for these courses.
- Candidates should take a minimum of two courses outside the English Education Program (Courses not designated A&HE).

Doctoral Program Milestones Program Plan

During their first year of study, students in consultation with their advisor should complete, and file with the Office of Doctoral Studies, a program plan (the forms are available in the English Education office and in the Office of Doctoral Studies) anticipating all the courses they will need to complete within the scope of their doctoral studies. This program plan should then be reviewed annually with the student's advisor (and revised as necessary) giving student and advisor an annual measure of the student's progress through the program.

A&HE 5504: Research Paper: Teaching of English

Before enrolling in A&HE 5504, doctoral students must have passed their first Certification Examination, completed at least two research methods courses, have discovered an area or problem of interest that they wish to study for their 5504 project, and have familiarized themselves with some of the available research literature on the topic or problem they propose to investigate. The research paper completed in A&HE 5504 allows a doctoral student to demonstrate the capacity to complete independent research and produce a research paper at a level of sophistication that promises success in undertaking a doctoral research project and doctoral dissertation. The completed A&HE 5504 research paper must therefore be approved by two faculty members as qualifying the student to proceed to the next milestone in the doctoral program, the Certification Examinations.

Certification Examinations

Certification examinations certify a student's expertise in the foundational texts, research traditions, and theoretical perspectives that represent the history of English Education as an academic discipline and that inform research in the more specialized field of study defined by a student's anticipated dissertation project. Doctoral students in English Education must pass two separate certification examinations. Examination 1 is a take-home examination, seven days in duration, covering the history of English education with a focus on one of the major curricular strands within the discipline. Examination 2, covering a specialized disciplinary area related to the student's dissertation topic, is a take-home written examination to be completed within a time frame (up to one semester) set by the student's faculty advisor. The topics and texts to be covered by the two examinations and the examination questions are determined by each student's advisor in consultation with the student who will be examined.

Dissertation Proposal (A&HE 7504)

The doctoral dissertation proposal consolidates the work candidates have done in courses, professional reading, and the two Certification Examinations. It is usually a 60 to 100-page document, which outlines a coherent account of the work a candidate wants to undertake for dissertation research, usually presenting drafts of early chapters for the dissertation. Typically a proposal includes an introductory chapter describing the origins and aims of the project, a fairly complete review of the literature, a chapter on research methods, and some preliminary data and data analysis. The dissertation proposal must be accepted at a formal or informal hearing where at least two faculty members function as examiners. Students may not undertake the dissertation proposal until both Certification exams have been completed successfully.

Dissertation

The doctoral dissertation is the culminating research project of the doctoral program and constitutes a significant contribution to knowledge in the field of English Education. As candidates write their dissertations, they must enroll in A&HE 8904: Dissertation Advisement in Teaching English, which is designed to help them refine their thinking and revise their writing as they complete successive drafts of their dissertation.

The Advanced Seminar

What is known historically as the Advanced Seminar functions as a pre- defense meeting of a portion (2-3 faculty members) of the Ed.D.CT. candidate's doctoral dissertation committee, which convenes to interrogate and advise the candidate on the dissertation in progress in order to ensure its successful completion. The committee may be convened at any point in a candidate's progress toward completing the dissertation research, but is ordinarily convened for English education candidates at a point when the candidate can present a rough draft of the entire

dissertation for scrutiny by the dissertation committee members. The committee is convened in response to a formal request filed with the Office of Doctoral Studies (ODS) by the candidate with the approval of the dissertation advisor. Candidates should consult the ODS early in the dissertation project to ensure that all procedural rules for convening the Advanced Seminar and reporting on its deliberations are properly observed.

The Dissertation Defense

The dissertation defense offers the opportunity for members of the candidate's dissertation committee, all of whom have carefully read the dissertation, to interrogate the candidate on any and all dimensions of the candidate's research and the written dissertation that is the product of that research. In most cases the committee will suggest minor revisions that the candidate is expected to incorporate into the dissertation before filing the final version. A typical defense, however, is less an interrogation than it is a collegial discussion of the candidate's research project and findings with attention to next steps in the candidate's research agenda and possibilities for revising and publishing the dissertation or sections of it. A successful dissertation defense marks both a moment of certification and a ritual initiation. At the conclusion of a successful defense, authorized doctoral faculty officially certify a candidate's accomplishment in completing a major research study that makes a significant contribution to knowledge in the field of English education broadly defined and thereby welcome the doctoral candidate into the community of scholars.

Teaching of English

Ed.M. | Points/Credits: 60 | Entry Terms: Fall

Master of Education (Ed.M., 60 credits)

The Ed.M. program is a 60-credit advanced master's degree program to which students may transfer up to 30 credits of prior graduate-level study at Teachers College. Requirements in the Ed.M. program are flexible. Aside from three required research methods courses and A&HE 5504: Research paper: Teaching of English, students select, in consultation with a faculty advisor, an array of courses that facilitate their intellectual and professional goals.

General Coursework Requirement

Depending upon the number of TC credits transferred in, students must complete between 15 and 45 credits at the A&HE 4000, A&HE 5000, and A&HE 6000 levels. Students transferring up to 30 TC credits must take most of their courses at the more advanced A&HE 5000 and A&HE 6000 levels. It is possible to substitute a 12-15 credit specialization in an area other than English Education and/or one graduate- level course at Columbia University with an academic faculty advisor's approval. Students considering moving on to doctoral studies should consult with their advisor about limiting the number of 4000 level courses.

Research Methods Courses

At least 9 credits (three courses) of research methods must be completed for the Ed.M. degree. Although courses may include both quantitative and/or qualitative methods, we recommend that at least one course represent study in the area of qualitative research. At least one course should be taken from the research offerings in the English Education Program; the two other courses may be taken in any department at Teachers College.

A&HE 5504. Research paper: Teaching of English

The research paper for A&HE 5504, required of all Ed.M. students, is the core of the Ed.M. program. The purpose of this paper is to evidence the student's ability to conduct independent research. It entails work that results in an original synthesis of a broad reading of theory and research. The A&HE 5504 research paper typically includes:

1. A rationale for the project and demonstration of an understanding of the literature of the field related to the topic(s) undertaken;
2. A pilot study, including data gathering and analysis and justification of research methods employed;
3. A critique of the pilot study, including the student's reflections on the study's design and methodology as well as research strengths and weaknesses; and
4. Implications relevant to the student's future research

(Note: A&HE 5504 is offered as a co-requisite with A&HE 5149: Writing and Research).

Teaching of English

M.A. | Points/Credits: 34 | Entry Terms: Spring, Summer, Fall

Master of Arts (M.A., 34 credits. This degree program does not lead to teacher certification)

Required courses include:

- A&HE 4057 English Methods (3)
- A&HE 4058 Teaching of Reading (3)
- A&HE 4151 Teaching of Writing (3)*
- A&HE 5518 Teaching English in Diverse Social and Cultural Contexts (2-3)**

*Taken as a 6 credit block with A&HE 4156, Writing: Nonfiction (3)

**A&HE 5518 meets both the College-wide and the New York State diversity requirements.

In addition, students must choose at least one topic-specific methods course, such as:

- A&HE 4050 Literature and Teaching (3)
- A&HE 4152 Literacies and Technologies in the Secondary English Classroom (3)
- A&HE 4550 Teaching of Poetry (3)
- A&HE 4551 Teaching of Shakespeare (3)

- A&HE 4100 Teaching of Drama and Theater (3)

As a part of the M.A. program, students also must fulfill a Content requirement. Content coursework consists of one course in writing and one course in literature. Courses may include the following:

Writing:

- A&HE 4156 Writing: Nonfiction (3)
- A&HE 4561 Teaching Narrative and Story (3)

Literature:

- A&HE 4050 Literature and Teaching (3)
- A&HE 4053 Cultural Perspectives and Literature (3)
- A&HE 4052 Adolescents and Literature (3)

Foundations/Breadth Requirement

Foundations courses are intended to broaden students' knowledge of the history of education, philosophies of education, and educational issues and practices beyond their particular area of concentration. All students must take at least 6 points of such courses (courses within Teachers College not designated "A&HE") in close consultation with their advisors.

Electives

Electives provide students the opportunity to explore particular interests as they design their own programs in consultation with an academic faculty advisor.

Students whose program permits room for electives may take any graduate-level courses at Teachers College or Columbia University.

Master's Seminar

All M.A. students are required to enroll in the A&HE 5590, Master's Seminar: Reflective Practice. Students in the 38-credit program enroll in A&HE 5590 the same semester they enroll in Phase 2 of student teaching and A&HE 4751, Fieldwork: Observation in Secondary English Students in the 34-credit program enroll in A&HE 5590 during their final semester. Within the context of this course, all students work with an instructor to design and complete their master's projects.

Teaching of English

M.A. | Points/Credits: 38 | Entry Terms: Spring, Summer, Fall | Certification: NY State Initial: English Language Arts 7-12

Master of Arts (M.A. 38 credits)

Required courses include:

- A&HE 4057 English Methods (3)
- A&HE 4058 Teaching of Reading (3)
- A&HE 4151 Teaching of Writing (3)*
- A&HE 5518 Teaching English in Diverse Social and Cultural Contexts (2-3)**

*Taken as a 6 credit block with A&HE 4156, Writing: Nonfiction (3)

**A&HE 5518 meets both the College-wide and the New York State diversity requirements.

In addition, students must choose at least one topic-specific methods course, such as:

- A&HE 4050 Literature and Teaching (3)
- A&HE 4152 Literacies and Technologies in the Secondary English Classroom (3)
- A&HE 4550 Teaching of Poetry (3)
- A&HE 4551 Teaching of Shakespeare (3)
- A&HE 4100 Teaching of Drama and Theater (3)

As a part of the M.A. program, students also must fulfill a Content requirement. Content coursework consists of one course in writing and one course in literature. Courses may include the following:

Writing:

- A&HE 4156 Writing: Nonfiction (3)
- A&HE 4561 Teaching Narrative and Story (3)

Literature:

- A&HE 4050 Literature and Teaching (3)
- A&HE 4053 Cultural Perspectives and Literature (3)
- A&HE 4052 Adolescents and Literature (3)

Foundations/Breadth Requirement

Foundations courses are intended to broaden students' knowledge of the history of education, philosophies of education, and educational issues and practices beyond their particular area of concentration. All students must take at least 6 points of such courses (courses in Teachers College not designated "A&HE") in close consultation with their advisors and with the TC Office of Teacher Education. For those seeking Initial Teacher Certification (38-credit program), foundations credits must be used to meet the New York State requirements for classes in History/Philosophy of Education, Disabilities/Special Education, and Human Development/Psychology if these have not been taken in previous college-level coursework. These courses may be taken as pass/fail.

Electives

Electives provide students the opportunity to explore particular interests as they design their own programs in consultation with an academic faculty advisor.

Students whose program permits room for electives may take any graduate-level courses at Teachers College or Columbia University.

Master's Seminar

All M.A. students are required to enroll in the A&HE 5590, Master's Seminar: Reflective Practice. Students in the 38-credit program enroll in A&HE 5590 the same semester they enroll in Phase 2 of A&HE 4750, Supervised teaching of English. Students in the 34-credit program enroll in A&HE 5590 during their final semester. Within the context of this course, all students work with an instructor to design and complete their master's projects.

Student Teaching

Students in the 38-credit Teaching of English program have two separate semesters of student teaching. As required by New York State, one of these experiences is in a middle school and the other is in a high school. Most placements are made in urban public schools in New York City. Commuting to one of the outer boroughs should be expected.

Student teaching experiences differ by semester. In the first (Phase 1) semester, a pair of students may be placed in a classroom under the direction of a single cooperating teacher. The cooperating teacher has primary responsibility for designing the curriculum. While students do not have the major responsibility for designing or organizing the course of instruction, they are active participants in the classroom and school communities. Although the Phase 1 experience varies, students are engaged in observation, group work with students, conferencing, and teaching. During this semester, students understand, appreciate, learn from, and coach youth as readers and writers. Students begin to take over full responsibility for lessons for the purpose of benefiting from feedback and evaluation during University Supervisor visits. Later, toward the end of the Phase 1 experience, at a time mutually agreeable to both cooperating teacher and student teacher, the student teacher is expected to assume full responsibility for one class. A three to four week unit of study might be appropriate at this point.

During Phase 2 of student teaching, student teachers are immersed in teaching, responsible for planning and conducting two classes, assessing student work, and participating as faculty members in the life of their school. Phase 2 student teachers do not ordinarily enroll in any academic courses except those that define and are an integral part of the student teaching experience. Hence, students enroll in A&HE 4750: Supervised Teaching of English (3 credits), A&HE 4751: Fieldwork and Observation in Secondary English (3 credits),) and A&HE 5590: Master's Seminar: Reflective Practice (2 credits). These courses together constitute the student teaching experience in its active, creative, and reflective dimensions.

Teaching of English (Online)

M.A. | Points/Credits: 34 | Entry Terms: Summer

Students, all of whom are inservice teachers, complete most course requirements for the INSTEP PROGRAM (which are similar to the 34 credit M.A. program) through their enrollment in an intensive month-long summer program for two consecutive summers during which they work in a cohort of inservice teachers for 6-8 hours each

day. The program emphasizes aesthetic education through a course collaboration with Lincoln Center Educational Institute that is followed up with involvement in successive courses and the students' final project based on research on classroom practice. Threaded through the coursework are emphases on issues of culture and social justice, innovative teaching methods, and teacher professionalism. Supplementary online courses for each cohort conducted during the academic year after summers 1 & 2 allow the cohorts to continue their collegial collaboration during the academic year while satisfying the few remaining requirements.

InSTEP is a 34-point program offering an MA, but not a New York State professional teaching certificate. It is geared for teachers who want to continue to work on their teaching through advanced studies at Teachers College, but don't wish to stop teaching to do so. It is a cohort program that follows this prescribed schedule:

Summer 1

- A&H 4033 English & the Language of Arts
- A&HE 4151 Teaching of Writing
- A&HE 4050 Literature & Teaching
- A&HE 5518 Teaching English in Diverse Sociocultural Contexts

Fall 1

A&H 5001 Research Methods in Arts & Humanities

Spring 1

- A&HE 4556 Seminar for Inservice Teachers

Summer 2

- A&HE 4058 Teaching of Reading
- A&HE 4100 Teaching Drama & Theater
- A&HE 4152 Literacies & Technologies in the Secondary English Classroom
- A&HE 4052 Adolescents and Literature

Fall 2

- A&HE 4156 & 5590 Writing Non-Fiction & Master's Seminar (3 + 1 = 4 credits)

The capstone project is a form of practitioner research that is developed during the first fall semester and completed in the second fall semester.

Teaching of English

M.A. | Points/Credits: 34 | Entry Terms: Spring, Summer, Fall | Certification: NY State Professional: English Language Arts 7-12

Master of Arts (M.A., 34 credits)

Required courses include:

- A&HE 4057 English Methods (3)
- A&HE 4058 Teaching of Reading (3)
- A&HE 4151 Teaching of Writing (3)*
- A&HE 5518 Teaching English in Diverse Social and Cultural Contexts (2-3)**

*Taken as a 6 credit block with A&HE 4156, Writing: Nonfiction (3)

**A&HE 5518 meets both the College-wide and the New York State diversity requirements.

In addition, students must choose at least one topic-specific methods course, such as:

- A&HE 4050 Literature and Teaching (3)
- A&HE 4152 Literacies and Technologies in the Secondary English Classroom (3)
- A&HE 4550 Teaching of Poetry (3)
- A&HE 4551 Teaching of Shakespeare (3)
- A&HE 4100 Teaching of Drama and Theater (3)

As a part of the M.A. program, students also must fulfill a Content requirement. Content coursework consists of one course in writing and one course in literature. Courses may include the following:

Writing:

- A&HE 4156 Writing: Nonfiction (3)
- A&HE 4561 Teaching Narrative and Story (3)

Literature:

- A&HE 4050 Literature and Teaching (3)
- A&HE 4053 Cultural Perspectives and Literature (3)
- A&HE 4052 Adolescents and Literature (3)

Foundations/Breadth Requirement

Foundations courses are intended to broaden students' knowledge of the history of education, philosophies of education, and educational issues and practices beyond their particular area of concentration. All students must take at least 6 points of such courses (courses in Teachers College not designated "A&HE") in close consultation with their advisors and with the TC Office of Teacher Education (for those students enrolled in programs leading to

certification). For those seeking Professional Teacher Certification (34-credit program), foundations credits must be used to meet the New York State requirements for classes in History/Philosophy of Education, Disabilities/ Special Education, and Human Development/Psychology if these have not been taken in previous college-level coursework. These courses may be taken as pass/fail.

NYSED requires 3 years full-time classroom teaching, US citizenship, and NYS initial teacher certification to qualify for professional certification.

Electives

Electives provide students the opportunity to explore particular interests as they design their own programs in consultation with an academic faculty advisor.

Students whose program permits room for electives may take any graduate-level courses at Teachers College or Columbia University.

Master's Seminar

All M.A. students are required to enroll in the A&HE 5590, Master's Seminar: Reflective Practice. Students in the 38-credit program enroll in A&HE 5590 the same semester they enroll in Phase 2 of student teaching and A&HE 4751, Fieldwork: Observation in Secondary English. Students in the 34-credit program enroll in A&HE 5590 during their final semester. Within the context of this course, all students work with an instructor to design and complete their master's projects.

Teaching of English Trans B (includes Peace Corps Fellows)

M.A. | Points/Credits: 35 | Entry Terms: Spring, Summer | Certification: NY State Transitional B: English Language Arts 7-12

Master of Arts (M.A., 35 credits; includes a TC Peace Corps Fellows cohort via TC Peace Corps Fellows Program PCFP)

Required courses include:

- A&HE 4057 English Methods (3)
- A&HE 4058 Teaching of Reading (3)
- A&HE 4151 Teaching of Writing (3)*
- A&HE 5518 Teaching English in Diverse Social and Cultural Contexts (2-3)**

*Taken as a 6 credit block with A&HE 4156, Writing: Nonfiction (3)

**A&HE 5518 meets both the College-wide and the New York State diversity requirements.

In addition, students must choose at least one topic-specific methods course, such as:

- A&HE 4050 Literature and Teaching (3)

- A&HE 4152 Literacies and Technologies in the Secondary English Classroom (3)
- A&HE 4550 Teaching of Poetry (3)
- A&HE 4551 Teaching of Shakespeare (3)
- A&HE 4100 Teaching of Drama and Theater (3)

As a part of the M.A. program, students also must fulfill a Content requirement. Content coursework consists of one course in writing and one course in literature. Courses may include the following:

Writing:

- A&HE 4156 Writing: Nonfiction (3)
- A&HE 4561 Teaching Narrative and Story (3)

Literature:

- A&HE 4050 Literature and Teaching (3)
- A&HE 4053 Cultural Perspectives and Literature (3)
- A&HE 4052 Adolescents and Literature (3)

Foundations/Breadth Requirement

Foundations courses are intended to broaden students' knowledge of the history of education, philosophies of education, and educational issues and practices beyond their particular area of concentration. All students must take at least 6 points of such courses (courses in Teachers College not designated "A&HE") in close consultation with their advisors and with the TC Office of Teacher Education. For those seeking Initial Teacher Certification (35-credit PCFP Transitional B program), foundations credits must be used to meet the New York State requirements for classes in History/Philosophy of Education, Disabilities/Special Education, and Human Development/ Psychology if these have not been taken in previous college-level coursework. These courses may be taken as pass/fail.

Electives

Electives provide students the opportunity to explore particular interests as they design their own programs in consultation with an academic faculty advisor.

Students whose program permits room for electives may take any graduate-level courses at Teachers College or Columbia University.

Master's Seminar

All M.A. students are required to enroll in the A&HE 5590, Master's Seminar: Reflective Practice. Students in the 38-credit program enroll in A&HE 5590 the same semester they enroll in Phase 2 of student teaching and A&HE 4751:,Fieldwork: Observation in Secondary English. Students in the 34-credit program enroll in A&HE 5590 during their final semester. Within the context of this course, all students work with an instructor to design and complete their master's projects.

Program Faculty

Faculty

- Limarys Caraballo

  Associate Professor of English Education

- Yolanda Sealey-Ruiz

  Professor of English Education

- Ruth Vinz

  Enid & Lester Morse Professor in Teacher Education

Professors of Teaching

- Adele Bruni Ashley

  Assistant Professor of Teaching

- Kelly Mershon Deluca

  Assistant Professor of Teaching

Emeriti

- Bob Fecho

  Professor Emeritus of English Education

- Janet Miller

  Professor Emerita of English Education

Program Courses

A&HE4050 Literature and Teaching

An inquiry into the nature and value of literary experience and the role of instruction in helping readers productively access that experience. Focus on reading short older and contemporary texts and experimenting with promising practices.

A&HE4051 Critical Approaches to Teaching Literature

An examination of traditional and current approaches to reading, interpreting, and criticizing a diverse selection of literary works, with an emphasis on the relationship between critical theories and pedagogical principles and practices.

A&HE4052 Adolescent Literature

This course focuses on issues in young adult literature, including those related to adolescent identities informed by diversity, urban experience, race, and gender, and highlights pedagogical principles and practices in teaching adolescents and literature.

A&HE4053 Cultural Perspectives and Literature

An examination of contemporary literary selections through particular socio-cultural and cross-cultural perspectives and contexts including geographic, racial, ethical, and political, with consideration of the pedagogical implications.

A&HE4057 English Methods

Examines purposes, issues, and practices related to the design and implementation of curriculum, assessment, and effective teaching strategies, evaluation and instructional strategies that integrate the language arts and address the broader purposes of educating an informed, imaginative, and action-inclined citizenry.

A&HE4058 Teaching of Reading

The course focuses on helping teachers examine theoretical and pedagogical principles relevant to teaching literary and non-literary texts with emphasis on helping struggling adolescent and young adult readers.

A&HE4100 Teaching Drama and Theater

This course serves as an introduction to the ways in which we might approach the teaching of secondary English language arts through drama and theater. Students will experiment with and critique dramatic tools for the teaching of fiction and nonfiction texts (with a specific focus on the teaching of plays) and consider issues of diversity, equity, and inclusion through the classroom integration of drama and theater. drama.

A&HE4151 Teaching of Writing

The course integrates theory and practice for teachers. Topics include the textual character of genres, critical perspectives on writing instruction, research on writing, evaluation and assessment of writing, and classroom methods for teaching writing.

A&HE4152 Literacies and Technologies in the Secondary English Classroom

This course focuses on how new technologies have impacted and enabled emerging practices in the learning and teaching of English.

A&HE4156 Writing: Nonfiction

A non-fiction writing workshop.

A&HE4550

Experience in reading and writing poetry, designing curriculum, and determining effective teaching practices.

A&HE4551 Teaching of Shakespeare

An examination of diverse theoretical perspectives and pedagogical principles for teaching Shakespeare.

A&HE4556 Research Seminar for InSTEP

This seminar is designed to support practicing teachers as they compose and expand their teaching lives. The seminar will provide teachers with a community of colleagues with whom they can explore instructional strategies, pedagogy, and the challenges of contemporary teaching. This course is ordinarily offered online for students in the INSTEP MA program only.

A&HE4557 Seminar in the Teaching of English

This course will offer experienced teachers an opportunity to revisit, reimagine and re-articulate those principles and methods at the core of what they do in the classroom. Each semester, the course will concentrate on one of the following: the Teaching of Writing (critical perspectives on writing instruction, research on writing, evaluation and assessment of writing, and classroom methods for teaching writing), the Teaching of Reading (critical issues in the teaching of literary and non-literary texts) or English Methods (approaches to unit and course design, the integration of language arts). Students are encouraged to experience each concentration.

A&HE4561 Teaching Narrative and Story

An examination of narrative theories, narrative design, and philosophies of composition.

A&HE4750 Supervised Teaching of English (Phase I student teaching seminar)

(Phase I student teaching seminar); Majors only. Students may satisfy state certification requirements by participating in the supervised teaching program in the Fall and Spring semesters. Students should plan to reserve part of each day Monday through Friday for classroom experience.

A&HE4751 Fieldwrk/Obs Secondary English

Majors only. A series of guided observations of schools, teachers, and students, which are supplemented by opportunities to report and systematically reflect on observations.

A&HE4904 Independent Study in Teaching English

Permission of instructor required. Research and independent study under the direction of a faculty member. Students work individually or with others.

A&HE5000 Doctoral Colloquium in English Education

This colloquium invites doctoral students to engage with peers and faculty in the program in a shared commitment to critical inquiry, innovative scholarship, and transformative communities of practice in teacher education. Seminars will feature relevant research and foster a scholarly and professional community. Required for 2nd year doctoral students in English Education.

A&HE5149 Research Writing: Genres, Techniques, and Connections

Investigates multiple ways to craft and present research processes and findings, explores theoretical, practical, and ethical considerations for the choices made, and examines how research writing makes intelligible, through structure and craft, unique representations and interpretations that maintain or challenge traditions of text, genre, and expectations in research writing. This course is a co-requisite with A&HE 5504 as part of a 6-credit block.

A&HE5150 Research in Practice

Examines the role of practitioner qualitative research in knowledge production, teaching, and learning.

A&HE5151 Perspectives on "Popular" Texts in English Classrooms

This course examines "popular" texts and popular culture through modern and post-modern theoretical lenses.

A&HE5154 Rhetoric and Teaching

The course examines the applicability of rhetorical theories and composition research.

A&HE5504 Research Paper: Teaching of English

A writing seminar/workshop intended to facilitate the design, implementation, and write up of a research project with focus on research processes, options for writing to targeted audiences, and an exploration of the ethical and representational dilemmas posed in various research traditions. This course is a co-requisite with A&HE 5149 Research Writing as part of a 6-credit block.

A&HE5510 Foundational Texts in English Education

A required introductory course for doctoral students focused on the texts that have shaped and defined the field of English education as an intellectual discipline and discrete arena for research and teaching. Course also prepares current and prospective doctoral students for the required first certification examination. Special permission required.

A&HE5514 Literature and Literary Study: Milton

This course is an advanced seminar in literature and in critical theory as it relates to the reading, writing, and teaching of literature. May include an intensive study of a particular literary text, author, genre, or period.

A&HE5518 Teaching English in Diverse Social/Cultural Contexts

This course examines how gender, class, race, ethnicity, and sexual orientation issues may impact learning and teaching in classrooms. This course also emphasizes and models culturally responsive teaching.

A&HE5590 Master's Seminar

This course allows students to reflect systematically on their teaching practice, particularly as it relates to taking leadership stances among their colleagues, in their schools, and within their districts. Students will design and implement practice-based research that will document ways they engage and dialogue as literacy leaders. As such, this course serves as a capstone to the Ed M program.

A&HE6011 Politics of Teaching English: Foundations of Critical Whiteness Pedagogies

Covers foundations of critical whiteness studies from historical, theoretical, and applied scholarship. Draws from readings across English education, racial literacy studies, and ethnic studies, as well as novels, film, criticism, and creative works. Prompts multiple ways to theorize and understand whiteness as foundational to anti-racist education research and practice. Reading load: minimum one book per week, with some flexibility for tailoring to individual areas of interest.

A&HE6015 College Teaching of English

An examination of problems and issues in the teaching of English to diverse populations of students in contemporary college classrooms.

A&HE6151 Narrative Research in English Education

Explores diverse ways that narrative research theorizes and narratizes human experience, examines a variety of narrative research genre, emphasizes narrative methods as humanizing and decolonizing research traditions, grapples with methodological, representational, and ethical issues involved in data collection, interpretation, and writing, and emphasizes self-reflexivity to account for a researcher's presence, power, and ethical responsibility.

A&HE6152 Advanced Narrative Research in English Education

Permission of instructor required. This course builds on prior knowledge of various genre of narrative research (biography, autobiography, autoethnography, testimonial, oral history, or life history) to focus on crafting techniques and forms utilized to evoke, and provoke various narrative explorations, excavations and cartographies—each offering differences in effect and affect intended to capture 'experience' as nuanced, subjective, multiple, and located on the ever shifting grounds of (re)membering and (re)rendering.

A&HE6204 Advanced Fieldwork in Teaching of English

Permission of instructor required. Provides opportunities for instructional experimentation and research in classrooms and other field settings.

A&HE6404 Internship in College Teaching of English

Permission of instructor required. Provides opportunities to function in an apprenticeship role in teaching or research in the context of a college English classroom or other field setting.

A&HE6450 Advanced Scholarship-in-Practice Practicum

Permission of instructor required. Provides opportunities to function in an apprenticeship role in teaching or research in the context of a secondary English classroom or other field setting.

A&HE6504 Doctoral Seminar in English Education

This course is about emerging genres of scholarly communication including podcasts, audio papers, music albums, comics, web texts, and games. The course poses the question, what might genres of scholarly communication look like 10, 20, 50 years in the future – and how might we bring them about sooner? The course also wonders about how multimodal and multisensory formats afford scholarly communication. How do they work differently compared to bound books and journal articles? What kinds of relational practices – among humans, objects, and technologies – make them possible? How does our understanding of them change if we think about them as genres or objects? Are they even a good idea? In asking these questions, the course activates the concept of radical open access (Adema, 2021): "Welcoming the possibility of new thinking, to explore the conditions whereby ideas and phenomena that escape the formulations of previous conceptual paradigms emerge" (p. 185).

A&HE6514 Postmodern Textual Theories

An exploration of a range of postmodern textual practices from literature, nonfiction, film, research reports, and public pedagogies that serve as potential sites to illustrate divergent postmodern inquiry practices and textualities that dis-semble logics of critique and interpretation and pose new ways of recognizing, naming and un-naming particular social and cultural practices as these influence theories and practice.

A&HE6904 Research and Independent Study

Permission of instructor required. Advanced research and independent study under the direction of a faculty member. Students work individually or with others. 45 hours for mentoring sessions could do an addition 45 hours for project design, research, and implementation

A&HE7504 Research Design and Proposal Seminar

Permission of instructor required. Designed to help students complete an acceptable dissertation proposal.

A&HE8904 Dissertation Advisement in Teaching English

Permission of instructor required. All Ed.D. and Ph.D. students, upon successful defense of dissertation proposal must register continuously for Dissertation Advisement or an alternative course approved by their sponsor until the final defense of the dissertation.

Music and Music Education

Program Description

The Program in Music and Music Education embraces humanistic values as they relate to contemporary musical and educational life. The faculty in Music and Music Education recognize the importance and uniqueness of the arts in our society and strive to offer flexible and individualized programs for the preparation of musician-educators. Faculty members are seasoned educator-musicians, scholars, and practitioners, who reflect a wide range of expertise in comprehensive musicianship, early childhood music, instrumental and jazz pedagogy, vocal and choral performance, assessment, improvisation, jazz, technology, and the full spectrum of public and private school music through graduate school and research practices.

The degree programs in Music and Music Education are each built around a core of courses considered central to exemplary progressive music education. Beyond the core, students have flexibility to plan with their advisor individual programs designed to meet particular needs and goals.

In addition to courses in music and music education, students select courses from other offerings of Teachers College and Columbia University in order to fulfill degree requirements.

Students in the degree programs can prepare for the following positions:

- teacher of music in early childhood settings, elementary, and secondary schools;
- teacher and administrator of music in colleges and universities;
- teacher of music in private school and studios;
- researcher and teacher-educator of music in institutions of higher learning; and
- teacher, curriculum specialist, and teacher-educator in interdisciplinary areas of arts and humanities, music, and special education, technology in music education, and adult education.

Program Degrees

Expand the accordion(s) to view the degree requirements:

Music and Music Education

Ed.D. | Points/Credits: 75 | Entry Terms: Fall

The Ed.D. prepares students for positions in the teaching and supervision of music in elementary and secondary schools, the teaching and administration of music in early childhood settings, the teaching of music in schools and studios, the teaching and administration of music in colleges and universities, and careers in music and interdisciplinary areas, such as the arts and humanities, special and adult education.

Requirements include:

1) Satisfactory completion of a program of 75 graduate points beyond the baccalaureate degree,

2) Successful performance on a departmental certification examination, and 3) Preparation and defense of a dissertation.

At least 45 points of work must be completed at Teachers College. A maximum of 30 graduate points may be accepted from other accredited graduate schools. Transfer credits are evaluated and allocated by the Registrar's Office for consideration by the Music and Music Education Program. Final determinations are made by Program faculty.

Doctoral students must complete a minimum of 15 points of coursework in areas other than those in the Music and Music Education Program.

To ensure breadth in professional background, coursework should result in competency in the following four broad areas: (1) Pedagogy, (2) Research, (3) Musicianship, and (4) Music Performance.

The preparation and the defense of a dissertation is required for the doctoral degree. When writing the dissertation, each candidate has a sponsor and an additional committee member. Most often the sponsor is a faculty member of the Program in Music and Music Education. Committee members may be chosen from among the professorial faculty elsewhere at Teachers College or Columbia University. Topics are selected from a variety of areas to meet professional needs and interests.

Pedagogy and Musicianship/Performance (minimum 30 points, including transferrable credits)

Suggested courses:

- A&HM 5020 Foundations of Music Education, 3 points
- A&HM 5022 Children’s Musical Development, 3 points
- A&HM 5025 Creativity and Problem Solving in Music Education, 3 points
- A&HM 5027 Philosophical Perspectives of Music Education, 3 points

Additional courses:

- A&HM 4021 Designing Musical Experiences for Young Children, 3 points
- A&HM 4023 Choral Pedagogy, 2-3 points
- A&HM 4029 Intro to New Technologies in Music Education, 2 points

- A&HM 4033 Approaches to Teaching Musical Instruments, 3 points
- A&HM 4050 Strategies for Ensemble Rehearsal, 3 points
- A&HM 5021 Instrumental Experiences for Children, 2-3 points
- A&HM 5023 Voice Pedagogy, 2-3 points
- A&HM 5029 Int/Adv Applications of New Technology in Music Education, 2 points
- A&HM 6001 Teaching and Administration of Music in College, 3 points
- A&HM 6023 Teaching Applied Music in College, 2-3 points
- A&HM 5043 Music Entrepreneurship. 3 points

At least 1 of the following:

- A&HM 5032 Comprehensive Musicianship I, 3 points
- A&HM 5026 Composing Collaboratively Across Diverse Styles, 3 points Additional courses:
- Applied Conducting, 2 points
- Applied Composition, 2 points
- Applied Instrumental / Voice, 2 ok in points
- Applied Voice, 2 points
- A&HM 5052 Vocal Literature & Interpretation, 2-3 points

Research in Music Education (minimum 18 points, including transferrable credits)

Emphasized courses:

- A&H 5001 Research Methods in Arts Education (online), 3 points
- A&H 5002 Assessment Strategies for the Arts (online), 3 points
- A&HM 5031 Synthesizing Research in Music Education (online), 3 points
- A&HM 6041 Interview Data & Analysis, 3 points
- A&HM 5034 Policy as Cultural Work and Educational Practice, 3 points

Seminars: (Required) - All Seminars are 3 points

- A&HM 6502: Colloquium in Music Education: Emerging Issues
- A&HM 6503: Colloquium in Music Education: Research and Impact
- A&HM 6504 Dissertation Seminar in Music Education:
- A&HM 6505 Drafting, Writing, and Revising for Proposals and Publications in Music Education:
- A&HM 7502 Becoming an Author: Advanced Dissertation Seminar in Music Education:
- A&HM 7503 Seminar on Research Analysis in Music Education:

Out of Program (minimum 15 points)

Suggested research courses (2 courses minimum): :

- A&HH 6041 Historical Method
- C&T 5502 Introduction to Qualitative Research in Curriculum & Teaching
- HUD 4120 Methods of Empirical Research
- HUDF 5020 Methods of Social Research: Survey Methods
- HUDM 4122 Probability and Statistical Inference
- HUDM 5122 Applied Regression Analysis
- HUDM 5123 Experimental Design
- ITSF 4092 Qualitative Research and Evaluation in International Education
- ITSF 5000 Methods of Inquiry: Ethnography and Participant Observation
- ITSF 5001 Ethnography and Participant Observation: Structural and Interpretive Analysis
- MSTC 5001 Qualitative Methods in Science Education Research
- ORL 5522 Evaluation Methods 1
- ORL 5523 Evaluation Methods 2
- ORL 5524 Instrument Design and Validation
- ORL 6500 Qualitative Research Methods on Organizations: Design and Data Collection
- ORL 6501 Qualitative Research Methods in Organizations: Data Analysis and Reporting
- ORLJ 5040 Research Methods in Social Psychology

Sample Elective Courses:

- A&HF 5590 Voices in Philosophy and Education
- A&HH4076 History of Urban Education
- C&T 4029 Creativity: Its Nature and Nurture
- C&T 4032 Gender, Difference, and Curriculum
- C&T 4078 Curriculum and Teaching in Urban Areas
- C&T 4161 The Teacher: Socio-Historical, Cultural Contexts of Teaching
- ORLD 4827 Fostering Transformative Learning
- ORLH 5011 College Teaching and Learning
- MTSU 4083 Instructional Design of Educational Technology

Music and Music Education (Summer Cohort)

Ed.D. | Points/Credits: 75 | Entry Terms: Summer

The Ed.D. prepares students for positions in the teaching and supervision of music in elementary and secondary schools, the teaching and administration of music in early childhood settings, the teaching of music in schools and studios, the teaching and administration of music in colleges and universities, and careers in music and interdisciplinary areas, such as the arts and humanities, special and adult education.

The Ed.D Summer Cohort Program is a unique offering designed for students who are also music faculty members holding full-time academic appointments and interested in completing a doctoral program. It allows students to complete primary coursework over four summers and gain competency in Musicianship, Performance, Pedagogy, and Research. The program combines a focused curriculum geared towards teaching with noted faculty in New York City. Students receive individual attention due to the small cohort size of incoming classes.Additionally, students in the summer cohort are expected to be in New York City during the summer B session and take at least 12-18 credits (4-5 courses) each year (across Fall, Spring, Summer), with at least 9 credits (3-4 courses) taken each summer (across both summer sessions).

A master's degree is required for admission to this degree program and the preparation and defense of a dissertation is required for the awarding of the Doctoral degree.

Requirements include:

1) Satisfactory completion of a program of 75 graduate points beyond the baccalaureate degree,

2) Successful performance on a Music and Music Education Program certification examination, and

3) Preparation and defense of a dissertation.

At least 54 points of work must be completed at Teachers College. A maximum of 30 graduate points may be accepted from other accredited graduate schools. Transfer credits are evaluated and allocated by the Registrar's Office for consideration by the Music and Music Education Program. Final determinations are made by Program faculty.

Doctoral students must complete a minimum of 15 points of coursework in areas other than those in the Music and Music Education Program.

To ensure breadth in professional background, coursework should result in competency in the following four broad areas: (1) Pedagogy, (2) Research, (3) Musicianship, and (4) Music Performance. The preparation and the defense of a dissertation is required for the doctoral degree. When writing the dissertation, each candidate has a sponsor and an additional committee member. Most often the sponsor is a faculty member of the Program in Music and Music Education. Committee members may be chosen from among the professorial faculty elsewhere at Teachers College or Columbia University. Topics are selected from a variety of areas to meet professional needs and interests.

Pedagogy and Musicianship/Performance (minimum 30 points, including transferrable credits)

Suggested courses:

- A&HM 5020 Foundations of Music Education, 3 points
- A&HM 5022 Children's Musical Development, 3 points
- A&HM 5025 Creativity and Problem Solving in Music Education, 3 points
- A&HM 5027 Philosophical Perspectives of Music Education, 3 points

Additional courses:

- A&HM 4021 Designing Musical Experiences for Young Children, 3 points
- A&HM 4023 Choral Pedagogy, 2-3 points
- A&HM 4029 Intro to New Technologies in Music Education, 2 points
- A&HM 4033 Approaches to Teaching Musical Instruments, 3 points
- A&HM 4050 Strategies for Ensemble Rehearsal, 3 points
- A&HM 5021 Instrumental Experiences for Children, 2-3 points
- A&HM 5023 Voice Pedagogy, 2-3 points
- A&HM 5029 Int/Adv Applications of New Technology in Music Education, 2 points
- A&HM 6001 Teaching and Administration of Music in College, 3 points
- A&HM 6023 Teaching Applied Music in College, 2-3 points
- A&HM 5043 Music Entrepreneurship. 3 points

At least 1 of the following:

- A&HM 5032 Comprehensive Musicianship I, 3 points
- A&HM 5026 Composing Collaboratively Across Diverse Styles, 3 points Additional courses:
- Applied Conducting, 2 points
- Applied Composition, 2 points
- Applied Instrumental / Voice, 2 ok in points
- Applied Voice, 2 points
- A&HM 5052 Vocal Literature & Interpretation, 2-3 points

Research in Music Education (minimum 18 points, including transferrable credits)

Emphasized courses:

- A&H 5001 Research Methods in Arts Education (online), 3 points
- A&H 5002 Assessment Strategies for the Arts (online), 3 points
- A&HM 5031 Synthesizing Research in Music Education (online), 3 points

- A&HM 6041 Interview Data & Analysis, 3 points
- A&HM 5034 Policy as Cultural Work and Educational Practice, 3 points

Seminars: (Required) - All Seminars are 3 points

- A&HM 6502: Colloquium in Music Education: Emerging Issues
- A&HM 6503: Colloquium in Music Education: Research and Impact
- A&HM 6504 Dissertation Seminar in Music Education:
- A&HM 6505 Drafting, Writing, and Revising for Proposals and Publications in Music Education:
- A&HM 7502 Becoming an Author: Advanced Dissertation Seminar in Music Education:
- A&HM 7503 Seminar on Research Analysis in Music Education:

Out of Program (minimum 15 points)

Suggested research courses (2 courses minimum):

- A&HH 6041 Historical Method
- C&T 6011 Introduction to Qualitative Research in Curriculum & Teaching
- EDPA 4050 Logic and Design of Research in Educational Policy
- ITSF 4092 Qualitative Research
- ITSF 5000 Methods of Inquiry: Ethnography and Participant Observation
- ITSF 5001 Ethnography and Participant Observation: Fieldwork, Analysis, Reporting
- ORLJ 5040 Research Methods in Social Psychology
- ORL 5522 Evaluation Methods I
- ORL 5523 Evaluation Methods 2
- ORL 5524 Instrument Design
- ORL 6500 Qualitative Research Methods on Organizations: Design and Data Collection
- ORL 6501 Qualitative Research Methods on Organizations: Data Analysis and Reporting
- ORLJ 5040 Research Methods in Social Psychology
- HUD 4120 Methods of Empirical Research
- HUDM 4122 Probability and Statistical Inference
- HUDM 5122 Applied Regression Analysis
- HUDM 5123 Experimental Design

Sample Elective Courses:

- A&HF 5590 Voices in Philosophy and Education

- A&HH 4076 History of Urban Education
- C&T 4029 Creativity: Its Nature and Nurture
- C&T 4032 Gender, Difference, and Curriculum
- C&T 4078 Curriculum and Teaching in Urban Areas
- C&T 4161 The Teacher: Socio-Historical, Cultural Contexts of Teaching
- ORLD 4827 Fostering Transformative Learning
- ORLH 5011 College Teaching and Learning
- MTSU 4083 Instructional Design of Educational Technology

Music and Music Education

Ed.D.C.T. | Points/Credits: 75 | Entry Terms: Fall

The Ed.D. in College Teaching degree is designed primarily for students with a high level of experience in musical creative practices and whose goal or present position is focused on the pedagogy of performance in higher education. Applicants must have significant prior professional experience at the college/university level.

Requirements include:

1) Satisfactory completion of a program of 75 graduate points beyond the baccalaureate degree,

2) Successful performance on a departmental certification examination, and

3) Preparation and defense of a dissertation.

At least 45 points of work must be completed at Teachers College. A maximum of 30 graduate points may be accepted from other recognized graduate schools. Transfer credits are evaluated and allocated by the Registrar's Office for consideration by the Music Program. Final determinations are made by the program faculty.

Doctoral students must complete a minimum of 15 points of coursework in areas other than those in the Music Program. For the Ed.D. in College Teaching program, two of these courses must be in the area of higher education.

To ensure breadth in professional background, coursework should result in competency in the following four broad areas: (1) Pedagogy, (2) Research, and (3) Musicianship, and (4) Music Performance.

The preparation and the defense of a dissertation is required for the doctoral degree. When writing the dissertation, each candidate has a sponsor and an additional committee member. Most often the sponsor is a faculty member of the Program in Music and Music Education. Committee members may be chosen from among the professorial faculty elsewhere at Teachers College or Columbia University. Topics are selected from a variety of areas to meet professional needs and interests.

Pedagogy and Musicianship/Performance (minimum: 30 points including transferrable credits)

Suggested courses:

- A&HM 5020 Foundations of Music Education, 3 points
- A&HM 5022 Children's Musical Development, 3 points
- A&HM 5025 Creativity and Problem Solving in Music Education, 3 points
- A&HM 5027 Philosophical Perspectives of Music Education, 3 points
- A&HM 5032 Comprehensive Musicianship I, 3 points or below
- A&HM 5026 Composing Collaboratively Across Diverse Styles, 3 points

Additional courses:

- A&HM 4021 Designing Musical Experiences for Young Children, 3 points
- A&HM 4023 Choral Pedagogy, 2-3 points
- A&HM 4029 Intro to New Technologies in Music Education, 2 points
- A&HM 4033 Approaches to Teaching Musical Instruments, 3 points
- A&HM 4050 Strategies for Ensemble Rehearsal, 3 points
- A&HM 5021 Instrumental Experiences for Children, 2-3 points
- A&HM 5023 Voice Pedagogy, 2-3 points
- A&HM 5029 Int/Adv Applications of New Technology in Music Education, 2 points
- A&HM 5043 Music Entrepreneurship. 3 points
- Applied Conducting, 2 points
- Applied Composition, 2 points
- Applied Instrument, 2 points
- Applied Voice, 2 points

Music in Higher Education (6 points) Required courses:

- A&HM 6001 Teaching and Administration of Music in College, 3 points
- A&HM 6023 Teaching Applied Music in College, 3 points
- Mandated two years of teaching in higher education (or waiver)

Research in Music Education (minimum 15 points including transferrable credits) Emphasized courses:

- A&H 5001 Research Methods in Arts Education (online), 3 points
- A&H 5002 Assessment Strategies for the Arts (online), 3 points
- A&HM 5031 Synthesizing Research in Music Education (online), 3 points
- A&HM 6041 Interview Data & Analysis, 3 points

- A&HM 5034 Policy as Cultural Work and Educational Practice, 3 points

Seminars: (Required)

- A&HM 6502: Colloquium in Music Education: Emerging Issues
- A&HM 6503: Colloquium in Music Education: Research and Impact
- A&HM 6504 Dissertation Seminar in Music Education:
- A&HM 6505 Drafting, Writing, and Revising for Proposals and Publications in Music Education:
- A&HM 7502 Becoming an Author: Advanced Dissertation Seminar in Music Education:
- A&HM 7503 Seminar on Research Analysis in Music Education:

Out of Program (minimum 15 points)

Suggested Research courses (minimum 3 points):

- A&HH 6041 Historical Method
- C&T 6011 Introduction to Qualitative Research in Curriculum & Teaching
- EDPA 4050 Logic and Design of Research in Educational Policy
- ITSF 4092 Qualitative Research
- ITSF 5000 Methods of Inquiry: Ethnography and Participant Observation
- ITSF 5001 Ethnography and Participant Observation: Fieldwork, Analysis, Reporting
- ORLJ 5040 Research Methods in Social Psychology
- ORL 5522 Evaluation Methods I
- ORL 5524 Instrument Design
- ORL 6500 Qualitative Research Methods on Organizations: Design and Data Collection
- ORL 6501 Qualitative Research Methods on Organizations: Data Analysis and Reporting
- HUD 4120 Methods of Empirical Research

Higher Education courses (2 courses or 5 points required as some of these courses can be taken for variable credits):

- ORLD 4827 Fostering Transformative Learning, 3 points
- ORLD 4050 Introduction to Adult and Continuing Education, 3 points
- ORLH 5011 College teaching and learning, 3 points
- ORLH 4040 The American College Student, 3 points
- ORLD 4051 How Adults Learn, 3 points

Sample Additional Elective courses:

- A&HF 5590 Voices in Philosophy and Education
- C&T 4029 Creativity: Its Nature and Nurture
- C&T 4161 The Teacher: Socio-Historical, Cultural Contexts of Teaching
- MTSU 4083 Instructional Design of Educational Technology
- ORLD 4850 Discussion as a Way of Teaching, 1 point
- ORLD 4844 Helping Adults Learn, 1 point

Music and Music Education

Ed.D.C.T. | Points/Credits: 75 | Entry Terms: Summer

The Ed.D. in College Teaching Summer Cohort Program is designed primarily for students with a high level of performance skills whose goal or present position is focused on the pedagogy of performance in higher education. Applicants must have significant prior professional experience at the college/university level. The EdD.C.T. Summer Cohort Program is a unique offering designed for music faculty members holding full-time academic appointments who are interested in completing a doctoral program. Students receive individual attention due to the small cohort size of incoming classes. Additionally, students in the summer cohort are expected to be in New York during the summer B session and take at least 12-18 credits (4-5 courses) each year (across Fall, Spring, Summer), with at least 9 credits (3-4 courses) taken each summer (across both summer sessions).

Requirements include:

1) Satisfactory completion of a program of 75 graduate points beyond the baccalaureate degree,

2) Successful performance on a departmental certification examination, and

3) Preparation and defense of a dissertation.

At least 54 points of work must be completed at Teachers College. A maximum of 36 graduate points may be accepted from other recognized graduate schools. Transfer credits are evaluated and allocated by the Registrar's Office for consideration by the Music and Music Education Program. Final determinations are made by Program faculty.

Doctoral students must complete a minimum of 15 points of coursework in areas other than those in the Music Program. For the Ed.D. in College Teaching program, two of these courses must be in the area of higher education.

To ensure breadth in professional background, coursework should result in competency in

the following four broad areas: (1) Pedagogy, (2) Research, (3) Musicianship, and (4) Music Performance.

Refer to the catalog for course listings under these general headings.

The preparation and the defense of a dissertation is required for the doctoral degree. When writing the dissertation, each candidate has a sponsor and an additional committee member. Most often the sponsor is a faculty member of the Program in Music and Music Education. Committee members may be chosen from among the professorial faculty elsewhere at Teachers College or Columbia University. Topics are selected from a variety of areas to meet professional needs and interests.

Pedagogy and Musicianship/Performance (minimum: 30 points including transferrable credits)

Suggested courses:

- A&HM 5020 Foundations of Music Education, 3 points
- A&HM 5022 Children's Musical Development, 3 points
- A&HM 5025 Creativity and Problem Solving in Music Education, 3 points
- A&HM 5027 Philosophical Perspectives of Music Education, 3 points
- A&HM 5032 Comprehensive Musicianship I, 3 points or below
- A&HM 5026 Composing Collaboratively Across Diverse Styles, 3 points

Additional courses:

- A&HM 4021 Designing Musical Experiences for Young Children, 3 points
- A&HM 4023 Choral Pedagogy, 2-3 points
- A&HM 4029 Intro to New Technologies in Music Education, 2 points
- A&HM 4033 Approaches to Teaching Musical Instruments, 3 points
- A&HM 4050 Strategies for Ensemble Rehearsal, 3 points
- A&HM 5021 Instrumental Experiences for Children, 2-3 points
- A&HM 5023 Voice Pedagogy, 2-3 points
- A&HM 5029 Int/Adv Applications of New Technology in Music Education, 2 points
- A&HM 5043 Music Entrepreneurship. 3 points
- Applied Conducting, 2 points
- Applied Composition, 2 points
- Applied Instrument, 2 points
- Applied Voice, 2 points

Music in Higher Education (6 points) Required courses:

- A&HM 6001 Teaching and Administration of Music in College, 3 points
- A&HM 6023 Teaching Applied Music in College, 3 points
- Mandated two years of teaching in higher education (or waiver)

Research in Music Education (minimum 15 points including transferrable credits) Emphasized courses:

- A&H 5001 Research Methods in Arts Education (online), 3 points
- A&H 5002 Assessment Strategies for the Arts (online), 3 points
- A&HM 5031 Synthesizing Research in Music Education (online), 3 points
- A&HM 6041 Interview Data & Analysis, 3 points
- A&HM 5034 Policy as Cultural Work and Educational Practice, 3 points

Seminars: (Required)

- A&HM 6502 Colloquium in Music Education: Emerging Issues
- A&HM 6503 Colloquium in Music Education: Research and Impact
- A&HM 6504 Dissertation Seminar in Music Education
- A&HM 6505 Drafting, Writing, and Revising for Proposals and Publications in Music Education
- A&HM 7502 Becoming an Author: Advanced Dissertation Seminar in Music Education
- A&HM 7503 Seminar on Research Analysis in Music Education

Music and Music Education

Ed.M. | Points/Credits: 60 | Entry Terms: Spring, Summer, Fall

The Master of Education degree (Ed.M.) in Music and Music Education is an advanced professional degree for practitioners in music education that is designed to prepare graduates for careers in elementary schools, secondary schools, and colleges. It is awarded upon satisfactory completion of 60 points of graduate study. Major emphasis is placed on the improvement of instruction and curriculum. Candidates who show clear promise of success in further graduate study may apply for the doctoral program only after consulting their advisor.

Curriculum: The general course requirement is a minimum of 60 graduate semester hours, 30 points of which may be transferred from graduate coursework at another institution. Transferable credits are determined by the Registrar's office. **Candidates who have earned a Master of Arts degree from Teachers College must complete at least 45 of the 60 graduate points at Teachers College.**

Programs of study and courses for the degree are divided into four general areas. A program of study should reflect a balance of courses in these areas: (1) Pedagogy, (2) Research, (3) Music Literacies / Musicianship, and (4) Music Performance.

Non-Departmental [Breadth] Requirements: In addition to Program courses, each candidate is expected to complete three courses for a minimum of 8 points from outside the Programs in Music and Music Education (A&HM). These electives are to be selected from areas deemed appropriate in consultation with the faculty advisor. A&H 4001, 5001, and 5002 can count as music electives but cannot be used to fulfill the College's Breadth requirement.

Graduation Requirements: Candidates for the Ed.M. degree must complete a Capstone project beginning fall, 2025. This is a 3 credit course offered online to develop your research project. (Prerequisite: A&H 4001 Qualitative Research Methods).

Specifically, students are expected to enroll in:

Pedagogy

At least two courses from the following:

- A&HM 4021 Designing Musical Experiences for Young Children, 3 points
- A&HM 5020 Foundations of Music Education, 3 points
- A&HM 5025 Creativity and Problem Solving in Music Education, 3 points
- A&HM 5027 Philosophical Perspectives of Music Education, 3 points
- A&HM 6023 Teaching of Applied Studio Music, 3 points

Research

At least two courses from the following:

- A&H 4001 Qualitative Research Methods, 3 points (required)
- A&HM 5022 Children's Musical Development, 3 points
- A&HM 5023 Voice Pedagogy, 3 points
- A&HM 5034 Policy as Cultural Work and Educational Practice 3 points
- A&H 5002 Assessment Strategies for the Arts, 3 points

Music Literacies / Musicianship

At least one course from the following:

- A&HM 5032 Comprehensive Musicianship 1, 3 points
- A&HM 5026 Composing Collaboratively Across Diverse Styles, 3 points

Music Performance

At least four points from the following and no more than 8

- Instrumental/Applied Lessons, 2 points
- A&HM 5058 Music Performance, 1 point
- Ensembles, variable points

Capstone

All students are required to complete a semester course that leads to a required milestone project.

- A&HM 4501 Capstone Project

Elective Music Courses

The remaining courses in music can be selected from any of the four areas of study (Pedagogy, Research, Music Literacies / Musicianship, and Music Performance) in consultation with an advisor.

Out of Program Courses

At least 8 points in TC courses are required. Only one course may be A&HA or A&HG.

In order to graduate, a student must complete the necessary coursework, compile and present a portfolio, and demonstrate competent musicianship in performance as approved by the Program faculty. A&H 4003, 5001, and 5002 can count as music electives, but cannot be used to fulfill the College's Breadth requirement.

Music and Music Education

Ed.M. | Points/Credits: 60 | Entry Terms: Fall | Certification: NY State Initial: Music Pre-K-12

The EDM degree with Teacher Certification is a program designed for students with an Masters degree in music who wish to prepare for teaching music in the public schools.

Curriculum Guide

The **60 credit degree** program leads to both the EDM degree and New York State Teacher of Music, PreK-12 Certification. Students admitted to the program should seek guidance from the initial certification advisor at their first registration. All requirements for certification can be completed in this EDM program if the candidate is identified at the first registration. Students in this EDM program take coursework with two semesters of carefully guided student teaching in schools that reflects the Music Program's philosophy of authentic and relevant musical pedagogy. Please see the Office of Teacher Education Website for additional specific certification requirements and exams for program completion and graduation.

In order to graduate, students must complete the necessary coursework,100 hours of classroom observation, two student teaching placements, a curriculum unit plan project, and the TC Teacher Performance Assessment (TPA). These components will result in a school recommendation letter.

In order to get certified, students must take state tests–***Educating All Students (EAS) and the Content Specialty Test in music (CAS)***. Additionally they must be fingerprinted with the state. The student is responsible for uploading school recommendation letters and state requirements to the New York State Department of Education portal to receive certification.

Music Core Courses

All of the following: (14 points)

- A&HM 5022 Children's Musical Development, 3 points
- A&HM 5034 Policy as Cultural Work and Educational Practice 3 points
- A&HM 5020 Foundations of Music Education, 3 points

- A&HM 5025 Creativity and Problem Solving Music Ed 3 points
- A&HM 4029 New Technologies in Education, 2 points

Training Requirement (0 points)

- Child Abuse Workshop and Violence Prevention Workshop, 0 points (Online or in-person)
- DASA Training, 0 points

One Special Education Course in consultation with advisor (3 points)

- HBSE 4000 Intro to Special Education
- HBSE 4001 Teaching students with disabilities in the general education classroom
- HBSE 4006 Working with families of children with disabilities
- HBSE 4010 Nature and needs of persons with intellectual disability/autism
- HBSE 4011 Education of persons with intellectual disability/autism

Pedagogy (4 points)

Required:

- A&HM 4033 Approaches to Teaching Musical Instruments, 2 points
- A&HM 4023 Choral Pedagogy, 2 points

Fieldwork (7 points)

All of the following courses:

- A&HM 4701 Student Teaching – Elementary, 3 points
- A&HM 4711 Student Teaching – Secondary, 3 points
- A&HM 4201 Fieldwork -1 point

Out of Program Requirements (3 points)

- Elective from outside A&H, 3 points each

In consultation with your advisor, select a course (in addition to the Special Education course) for a minimum of 3 points each from the following programs or departments: Curriculum and Teaching, Developmental Psychology, Human Development, and Sociology and Education.

Portfolio Requirement for Initial Certification

Each student will create an electronic portfolio, completed in the final semester of student teaching. The electronic portfolio is expected to include artifacts and reflection from the duration of student teaching experience. The Director of Initial Certification in Music and Music Education will provide all necessary details.

https://www.nystce.nesinc.com

OTE - Teacher Certification Workshops

APPENDIX B: SAMPLE PLAN OF STUDY AT TEACHERS COLLEGE

Requirements for the Master of Education in Music Education with New York K-12 Music Teacher Certification Program

(Assuming 30 credits have been successfully transferred into the program)

(31 POINTS)

COURSES OFFERED (selected in consultation with advisor)	
Introduction to New Technologies in Music Education A&HM 4029	2
Foundations of Music Education A&HM 5020	3
Young Children's Musical Development* A&HM 5022	3
Policy as Cultural Work and Educational Practice 3 points	3
Creativity and Problem Solving in Music Education* A&HM 5025	3
Student Teaching—Elementary A&HM 4701	3
Student Teaching—Secondary A&HM 4711	3
Special Education course in consultation with advisor*	3
Child Abuse/Violence Prevention/DASA	0
Choral Pedagogy and Instrumental Methods Electives (4023 and 4033)	4
One additional courses in subjects other than music*** (selected in consultation with advisor)	3
Fieldwork	1

Music and Music Education

M.A. | Points/Credits: 32 | Entry Terms: Spring, Summer, Fall

The traditional Master of Arts (M.A.) degree program is designed to allow flexibility in course selection, so that each student may prepare for his or her professional career in music education.

Curriculum

A minimum of 32 points is required. Some programs may exceed the minimum number due to professional goals, special interests, or deficiencies in undergraduate work. No more than 12 points of graduate credit from other faculties of Columbia University may be applied to the minimum point requirement, and no transfer points will be accepted from other institutions.

A student enrolled in the 32-point master's degree is expected to plan a program of study with an advisor that reflects a balance of work in each of four areas of music study, based upon the training, experience and specific needs of the student. The four areas of music study are: (1) Pedagogy, (2) Research, (3) Music Literacies / Musicianship, and (4) Music Performance.

In order to broaden the student's background, in addition to the coursework in music, 6 points of Teachers College course work outside of the Program (A&HM) are required. Specifically, students are expected to enroll in:

Pedagogy

At least two courses from the following:

- A&HM 5020 Foundations of Music Education, 3 points
- A&HM 5021 Instrumental Experiences with Children, 2 points
- A&HM 5025 Creativity and Problem Solving in Music Education, 3 points
- A&HM 5027 Philosophical Perspectives of Music Education, 3 points
- A&HM 6023 Teaching of Applied Studio Music, 3 points

Research

At least one course from the following:

- A&HM 5022 Children's Musical Development, 3 points
- A&HM 5023 Voice Pedagogy, 2-3 points
- A&H 5002 Assessment Strategies for the Arts, 3 points

Music Literacies / Musicianship

At least one course from the following:

- A&HM 5032 Comprehensive Musicianship 1, 3 points
- A&HM 5026 Composing Collaboratively Across Diverse Styles, 3 points
- A&HM 5052 Vocal Literature and Genres, 3 points

Music Performance

Four points from the following:

- Instrumental/Applied Lessons, 2 points

- A&HM 5058 Music Performance, 1 point
- Ensembles, variable points

Elective Music Courses

The remaining courses in music can be selected from any of the four areas of study (Pedagogy, Research, Music Literacies / Musicianship, and Music Performance) in consultation with an advisor.

Out of Program Courses

At least 6 points in TC courses are required. Only one course may be A&HA or A&HG.

In order to graduate, a student must complete the necessary coursework, compile and present a portfolio, and demonstrate competent musicianship in performance as approved by the Program faculty. A&H 4003, 5001, and 5002 can count as music electives, but cannot be used to fulfill the College's Breadth requirement.

Portfolio

A portfolio must be submitted to the Music Education office by week 10 of the semester in which students plan to graduate.

Portfolio Requirements

Students seeking an M.A. degree in Music Education will compile a portfolio based on the application of their coursework at Teachers College to their current teaching experience. This will serve as the Cumulative Integrative Project and will be due in the final semester preceding graduation.

Choose at least four projects you have completed in your coursework at Teachers College that you feel represent your best efforts and thinking.

One project must be a video recording of classroom or studio teaching excerpts with written reflections. (Ensure you have written consent of students to record)

One must be a video recording of a solo or chamber music performance. A video recording of a performance of an ensemble, where the candidate is the director/conductor, is also acceptable. The video recording must be accompanied by the printed concert program.

Other projects may include research papers, creative strategies, assessment tools, lesson plans with self-evaluations, case studies, curriculum sequences, compositions, and analyses.

The projects should reflect a breadth and depth of understanding about music, learning, and teaching.

Write a 3-5 page personal statement reflecting on your learning process and growth regarding your musicianship, scholarship, and pedagogy.

Include a statement of your philosophy of music education with the materials in your portfolio.

Update your résumé for use as the front page for your portfolio.

Compile résumé, statement, projects, and video recordings, along with any archival evidence you would like to include such as photographs etc. into a TC GoogleSite, or TC Google Folder with open access. Email the url link to your advisor and to musiced@tc.columbia.edu for review.

Music and Music Education

M.A. | Points/Credits: 32 | Entry Terms: Spring, Summer

The traditional Master of Arts (M.A.) degree program is designed to allow flexibility in course selection, so that each student may prepare for his or her professional career in music education. Additionally, the Unitar Hybrid Summer Master of Arts in Music and Music Education (M.A. M&ME) attracts students from diverse ethnic and cultural backgrounds, experiences, and musical and educational interests. The summer master's program for teachers offers students an unparalleled post-graduate educational experience from Columbia University's world-renowned Teachers College (TC). It aims to deepen the capacities of each student in their approach to teaching, research, and performance through creative explorations and robust inquiry.

Due to the international nature of students in this program, the program planning is somewhat different from the regular Hybrid program. In brief, there are two choices for fulfilling the requirements. Please note that the requirements for the M.A. are the same in all of our programs.

Plan One:

Year one and two: Attend in person during four weeks of Summer A (June) enrolling in 9 credits for the full six week summer program. One class will be online and two will be in person.

Fall/Spring you will take one course each term (3 each) for a total of 6 points. Your final two points will be taken online your final spring semester bringing you to 32 credits.

Plan Two:

Begin in summer A as above with 9 credits. You will take 9 credits during the fall and spring as a full time student. Your final Summer A will be for 5 credits completing the degree in 13 months as a fulltime student.

Curriculum

A minimum of 32 points is required. Some programs may exceed the minimum number due to professional goals, special interests, or deficiencies in undergraduate work. No more than 12 points of graduate credit from other faculties of Columbia University may be applied to the minimum point requirement, and no transfer points will be accepted from other institutions.

A student enrolled in the 32-point master's degree is expected to plan a program of study with an advisor that reflects a balance of work in each of four areas of music study, based upon the training, experience and specific needs of the student. The four areas of music study are: (1) Pedagogy, (2) Research, (3) Music Literacies / Musicianship, and (4) Music Performance.

In order to broaden the student's background, in addition to the coursework in music, 6 points of Teachers College course work outside of the Program (A&HM) are required.

Specifically, students are expected to enroll in:

Pedagogy

At least two courses from the following:

- A&HM 4021 Designing Musical Experiences for Young Children, 3 points
- A&HM 5020 Foundations of Music Education, 3 points
- A&HM 5021 Instrumental Experiences with Children, 2 points
- A&HM 5025 Creativity and Problem Solving in Music Education, 3 points
- A&HM 5027 Philosophical Perspectives of Music Education, 3 points
- A&HM 6023 Teaching of Applied Studio Music, 2-3 points

Research

At least one course from the following:

- A&HM 5022 Children's Musical Development, 3 points
- A&HM 5023 Voice Pedagogy, 2-3 points
- A&H 5002 Assessment Strategies for the Arts, 3 points

Music Literacies / Musicianship

At least one course from the following:

- A&HM 5032 Comprehensive Musicianship 1, 3 points
- A&HM 5026 Composing Collaboratively Across Diverse Styles, 3 points

Music Performance

Four points from the following:

- Instrumental/Applied Lessons, 2 points
- A&HM 5058 Music Performance, 1 point
- Ensembles, variable points

Elective Music Courses

The remaining courses in music can be selected from any of the four areas of study (Pedagogy, Research, Music Literacies / Musicianship, and Music Performance) in consultation with an advisor.

Out of Program Courses

At least 6 points in TC courses are required. Only one course may be A&HA or A&HG.

In order to graduate, a student must complete the necessary coursework, compile and present a portfolio, and demonstrate competent musicianship in performance as approved by the Program faculty. A&H 4003, 5001, and 5002 can count as music electives, but cannot be used to fulfill the College's Breadth requirement.

Portfolio

A portfolio must be submitted to the Music Education office by week 10 of the semester in which students plan to graduate.

Portfolio Requirements

Students seeking an M.A. degree in Music Education will compile a portfolio based on the application of their coursework at Teachers College to their current teaching experience. This will serve as the Cumulative Integrative Project and will be due in the final semester preceding graduation.

Choose at least four projects you have completed in your coursework at Teachers College that you feel represent your best efforts and thinking.

One project must be a video recording of classroom or studio teaching excerpts with written reflections. (Ensure you have written consent of students to record)

One must be a video recording of a solo or chamber music performance. A video recording of a performance of an ensemble, where the candidate is the director/conductor, is also acceptable. The video recording must be accompanied by the printed concert program.

Other projects may include research papers, creative strategies, assessment tools, lesson plans with self-evaluations, case studies, curriculum sequences, compositions, and analyses.

The projects should reflect a breadth and depth of understanding about music, learning, and teaching.

Write a 3-5 page personal statement reflecting on your learning process and growth regarding your musicianship, scholarship, and pedagogy.

Include a statement of your philosophy of music education with the materials in your portfolio.

Update your résumé for use as the front page for your portfolio.

Compile résumé, statement, projects, and video recordings, along with any archival evidence you would like to include such as photographs etc. into a TC GoogleSite, or TC Google Folder with open access. Email the url link to your advisor and to musiced@tc.columbia.edu for review.

Music and Music Education

M.A. | Points/Credits: 34 | Entry Terms: Fall | Certification: NY State Initial: Music Pre-K-12

Description

The M.A. degree with Teacher Certification is a program designed for students with an undergraduate degree in music who wish to prepare for teaching music in the public schools.

Curriculum Guide

The **34-point degree** program leads to both the M.A. degree and New York State Teacher of Music, PreK-12 Certification. Students admitted to the program should sek guidance from the initial certification advisor at their first registration. All requirements for certification can be completed in this M.A. program if the candidate is identified at the first registration. Students in this M.A. program take coursework followed by two semesters of carefully guided student teaching in schools that reflects the Music Program's philosophy of authentic and relevant musical pedagogy. Please see the Office of Teacher Education Website for additional specific certification requirements and exams for program completion and graduation.

In order to graduate, students must complete the necessary coursework,100 hours of classroom observation, two student teaching placements, a curriculum unit plan project, and the TC Teacher Performance Assessment (TPA). These components will result in a school recommendation letter.

In order to get certified, students must take state tests–***Educating All Students (EAS) and the Content Specialty Test in music (CAS)***. Additionally they must be fingerprinted with the state. The student is responsible for uploading school recommendation letters and state requirements to the New York State Department of Education portal to receive certification.

Music Core Courses

All of the following: (17 points)

- A&HM 5022 Children's Musical Development, 3 points
- A&HM 5034 Policy as Cultural Work and Educational Practice 3 points
- A&HM 5020 Foundations of Music Education, 3 points
- A&HM 5025 Creativity and Problem Solving Music Ed 3 points
- A&HM 5026 Composing Collaboratively 3 points
- A&HM 4029 New Technologies in Education, 2 points

One Special Education Course in consultation with advisor (3 points)

- HBSE 4000 Intro to Special Education
- HBSE 4001 Teaching students with disabilities in the general education classroom
- HBSE 4006 Working with families of children with disabilities
- HBSE 4010 Nature and needs of persons with intellectual disability/autism
- HBSE 4011 Education of persons with intellectual disability/autism

Pedagogy (4 points)

Required:

- A&HM 4033 Approaches to Teaching Musical Instruments, 2 points
- A&HM 4023 Choral Pedagogy, 2 points

Fieldwork (7 points)

All of the following courses:

- A&HM 4701 Student Teaching – Elementary, 3 points
- A&HM 4711 Student Teaching – Secondary, 3 points
- A&HM 4201 Fieldwork -1 point

Out of Program Requirements (3 points)

- Elective from outside A&H, 3 points each

In consultation with your advisor, select a course (in addition to the Special Education course) for a minimum of 3 points each from the following programs or departments: Curriculum and Teaching, Developmental Psychology, Human Development, and Sociology and Education.

Teacher Certification Workshops (0 points)

- Child Abuse Identification and Reporting Workshop
- School Violence Prevention Workshop
- DASA Workshop

All workshops can be taken through TC Academy. www.tc.edu/tcacademy

Portfolio Requirement for Initial Certification

Each student will create an electronic portfolio, completed in the final semester of student teaching. The electronic portfolio is expected to include artifacts and reflection from the duration of student teaching experience. The Director of Initial Certification in Music and Music Education will provide all necessary details.

https://www.nystce.nesinc.com

Music and Music Education (UNITAR)

M.A. | Points/Credits: 32 | Entry Terms: Summer

The traditional Master of Arts (M.A.) degree program is designed to allow flexibility in course selection, so that each student may prepare for his or her professional career. Additionally, the Unitar Hybrid Summer Master of Arts in Music and Music Education (M.A. M&ME) attracts students from diverse ethnic and cultural backgrounds, experiences, and musical and educational interests. The program is part of a vigorous Masters program summer

master's program for teachers offers students an unparalleled post-graduate educational experience from Columbia University's world-renowned Teachers College (TC). It aims to deepen the capacities of each student in their approach to teaching, research, and performance through creative explorations and robust inquiry.

Unitar itself is a UN agency that provides training and capacity-building programs, mainly for diplomats, government officials, and professionals working in international development. Given their interest in education, a partnership with Columbia University and Teachers College is ongoing and the TC Music Program is one of the first of such partnerships. Due to the international nature of students in this program, the program planning is somewhat different from the regular Hybrid program. Please note that the requirements for the M.A. are the same in all of our programs. **For our initial cohort of students:**

Beginning in Fall, 2025, students will attend in person for multiple semesters, enrolling in 9 credits per semester. Additional coursework may be taken in conjunction with UNITAR.

Additional options include

Plan One:

Year one and two: Attend in person during four weeks of Summer A (June) enrolling in 9 credits for the full six week summer program. One class will be online and two will be in person.

Fall/Spring you will take one course each term (3 each) for a total of 6 points. Your final two points will be taken online in your final spring semester bringing you to 32 credits.

Plan Two:

Begin in summer A as above with 9 credits. You will take 9 credits during the fall and spring as a full time student. Your final Summer A will be for 5 credits completing the degree in 13 months as a full-time student.

Curriculum

A minimum of 32 points is required. Some programs may exceed the minimum number due to professional goals, special interests, or deficiencies in undergraduate work. No more than 12 points of graduate credit from other faculties of Columbia University may be applied to the minimum point requirement, and no transfer points will be accepted from other institutions.

A student enrolled in the 32-point master's degree is expected to plan a program of study with an advisor that reflects a balance of work in each of four areas of music study, based upon the training, experience and specific needs of the student. The four areas of music study are: (1) Pedagogy, (2) Research, (3) Music Literacies / Musicianship, and (4) Music Performance. In order to broaden the student's background, in addition to the coursework in music, 6 points of Teachers College course work outside of the Program (A&HM) are required.

Specifically, students are expected to enroll in:

Pedagogy

At least two courses from the following:

- A&HM 4021 Designing Musical Experiences for Young Children, 3 points
- A&HM 5020 Foundations of Music Education, 3 points

- A&HM 5021 Instrumental Experiences with Children, 2 points
- A&HM 5025 Creativity and Problem Solving in Music Education, 3 points
- A&HM 5027 Philosophical Perspectives of Music Education, 3 points
- A&HM 6023 Teaching of Applied Studio Music, 2-3 points

Research

At least one course from the following:

- A&HM 5022 Children's Musical Development, 3 points
- A&HM 5023 Voice Pedagogy, 2-3 points
- A&H 5002 Assessment Strategies for the Arts, 3 points

Music Literacies / Musicianship

At least one course from the following:

- A&HM 5032 Comprehensive Musicianship 1, 3 points
- A&HM 5026 Composing Collaboratively Across Diverse Styles, 3 points

Music Performance

Four points from the following:

- Instrumental/Applied Lessons, 2 points
- A&HM 5058 Music Performance, 1 point
- Ensembles, variable points

Elective Music Courses

The remaining courses in music can be selected from any of the four areas of study (Pedagogy, Research, Music Literacies / Musicianship, and Music Performance) in consultation with an advisor.

Out of Program Courses

At least 6 points in TC courses are required. Only one course may be A&HA or A&HG. These may include courses in leadership, curricular design, and other topics of interest.

In order to graduate, a student must complete the necessary coursework, compile and present a portfolio, and demonstrate competent musicianship in performance as approved by the Program faculty.

Portfolio

A portfolio must be submitted to the Music Education office by week 10 of the semester in which students plan to graduate.

Portfolio Requirements

Students seeking an M.A. degree in Music Education will compile a portfolio based on the application of their coursework at Teachers College to their current teaching experience. This will serve as the Cumulative Integrative Project and will be due in the final semester preceding graduation.

Choose at least four projects you have completed in your coursework at Teachers College that you feel represent your best efforts and thinking.

One project must be a video recording of classroom or studio teaching excerpts with written reflections. (Ensure you have written consent of students to record)

One must be a video recording of a solo or chamber music performance. A video recording of a performance of an ensemble, where the candidate is the director/conductor, is also acceptable. The video recording must be accompanied by the printed concert program.

Other projects may include research papers, creative strategies, assessment tools, lesson plans with self-evaluations, case studies, curriculum sequences, compositions, and analyses.

The projects should reflect a breadth and depth of understanding about music, learning, and teaching.

Write a 3-5 page personal statement reflecting on your learning process and growth regarding your musicianship, scholarship, and pedagogy.

Include a statement of your philosophy of music education with the materials in your portfolio.

Update your résumé for use as the front page for your portfolio.

Compile résumé, statement, projects, and video recordings, along with any archival evidence you would like to include such as photographs etc. into a TC GoogleSite, or TC Google Folder with open access. Email the url link to your advisor and to musiced@tc.columbia.edu for review.

Program Faculty

Faculty

- Randall Everett Allsup

  Professor of Music Education

- Lori Custodero

  Professor of Music Education

- Giulia Ripani

  Assistant Professor

- Patrick Schmidt

  Professor of Music and Music Education

Professors of Teaching

- Jeanne Corinne Goffi-Fynn

  Associate Professor of Teaching

- Adrian Omar Rodriguez

  Assistant Professor of Teaching in Music Education

Adjunct Faculty

- Nicole Madeline Becker

  Music Student Supervisor

- Daniel J. Brown

  Adjunct Professor

- Meryl Stacey Sole

  Adjunct Assistant Professor

Program Courses

A&H4003 Inclusion and Participation in the Arts for Children with Disabilities

(Pedagogy) The intent of this course is to provide an opportunity for students to develop a greater understanding of the unique developmental issues of children with special needs and how these issues affect learning in arts classrooms including visual arts, music, drama, movement settings. This course includes an introduction to disabilities and basic diagnosis used in school settings as well as adaptations necessary to provide a successful learning environment.

A&H5001 Research Methods in Arts & Humanities

(INSTEP Humanizing Research) An examination of research studies and strategies for conducting research in the arts and humanities.

A&H5002 Assessment Strategies for the Arts

(Research) An examination of traditional and alternative strategies for assessing art objects and artistic performances, knowledge of the arts, and attitudes toward the arts.

A&HM4021 Designing Musical Experiences for Children

(Pedagogy) Overview of appropriate interactive practices, environmental design, and curriculum planning for young children from birth through age 7. Includes observations of exemplary teaching as well as practicum experience.

A&HM4022 The Artistic Lives of Young Children

(Pedagogy) For pre-service and in-service teachers of young children interested in integrative pedagogy focused on children's engagement with music, art, movement, and dramatic play. Creative expression is explored within cultural, expressive, developmental, and curricular contexts through personal reflection, observation, and instructional design.

A&HM4023 Choral Pedagogy

(Pedagogy) Everyone is welcome to explore their own singing as we study choral music and group singing in various ensemble settings. We will address healthy singing with an emphasis on the developing voice and the process of singing with vocal goals, creative repertoire choice and developmental musical goals, and a student-centered approach for rehearsals and planning with engagement goals.

A&HM4029 Introduction to New Technologies in Music Education

(Pedagogy) Understanding the principles and practices of creating and teaching digitally with synthesizers, MIDI and computers, and emphasizing the application to music education, studios and K-12 classrooms.

A&HM4033 Approaches to Teaching Musical Instruments

(Pedagogy) This course will examine teaching and learning in the context of instrumental music. It will serve as an overview of theoretical and philosophical constructs of instrumental music pedagogy. The resulting practices inform our knowledge of teaching through the process of learning instruments in a small group setting. Focus will be on the years students typically begin the learning of wind, brass, and percussion instruments in schools, around the age of 10, through intermediate and advanced levels in middle and high school. Fundamental to our approach will be the development of lesson planning that puts the student at the center of her learning experiences. Not content with the traditional master/apprentice model, we will seek opportunities to improvise and create, allowing students even in the early stages to assume some degree of control over how they make music and what they choose to play. Questioning techniques in the instrumental lesson setting will encourage reflection on action that results in a broadening, not just of skills, but of the kind of reflective thought that is at the heart of educative experiences. Activities and projects in class will center around developing appropriately sequenced lesson plans, understanding the unique characteristics of instruments of various families, and put all class members in the dual role of teacher and student.

A&HM4050 Conducting and Rehearsal Strategies

(Pedagogy) Focus on conducting strategies, rehearsal techniques, and performance programming for instrumental and choral groups encountered in K-12 schooling. Emphasis on preparation for musical teaching through score study, development of non-verbal communicative skills, and attention to group engagement. Final projects may focus either on band, orchestra, choral, or K-6 repertoire.

A&HM4056 Chamber Music: Creating Music in the Production Studio

A&HM4150 Violin Instruction: Beginner / Advanced Beginner

(Performance) For Beginner / Advanced Beginner students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email musiced@tc.edu for more information.

A&HM4151 High Brass Instruction: Beginner / Advanced Beginner

(Performance) For Beginner / Advanced Beginner students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email musiced@tc.edu for more information.

A&HM4152 Harp Instruction: Beginner / Advanced Beginner

(Performance) For Beginner / Advanced Beginner students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email musiced@tc.edu for more information.

A&HM4153 Cello Instruction: Beginner / Advanced Beginner

(Performance) For Beginner / Advanced Beginner students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email musiced@tc.edu for more information.

A&HM4154 Viola Instruction: Beginner / Advanced Beginner

(Performance) For Beginner / Advanced Beginner students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email musiced@tc.edu for more information.

A&HM4155 Bass Instruction: Beginner / Advanced Beginner

(Performance) For Beginner / Advanced Beginner students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email musiced@tc.edu for more information.

A&HM4156 Percussion Instruction: Beginner / Advanced Beginner

(Performance) For Beginner / Advanced Beginner students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email musiced@tc.edu for more information.

A&HM4159 Low Brass Instruction: Beginner / Advanced Beginner

(Performance) For Beginner / Advanced Beginner students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email musiced@tc.edu for more information.

A&HM4160 Oboe Instruction: Beginner / Advanced Beginner

(Performance) For Beginner / Advanced Beginner students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email musiced@tc.edu for more information.

A&HM4161 Saxophone Instruction: Beginner / Advanced Beginner

(Performance) For Beginner / Advanced Beginner students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email musiced@tc.edu for more information.

A&HM4162 Flute Instruction: Beginner / Advanced Beginner

(Performance) For Beginner / Advanced Beginner students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email musiced@tc.edu for more information.

A&HM4164 Bassoon Instruction: Beginner / Advanced Beginner

(Performance) For Beginner / Advanced Beginner students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email musiced@tc.edu for more information.

A&HM4165 Conducting Inst: Beginner/Advanced Beginner

(Performance) For Beginner / Advanced Beginner students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email musiced@tc.edu for more information.

A&HM4166 Guitar Inst: Beginner/Advanced Beginner

(Performance) For Beginner / Advanced Beginner students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email musiced@tc.edu for more information.

A&HM4167 Digital Electronic Instruments: Beginner / Advanced Beg

(Performance) For Beginner / Advanced Beginner students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email musiced@tc.edu for more information.

A&HM4168 Composition Instruction: Beginner / Advanced Beginner

(Performance) For Beginner / Advanced Beginner students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email musiced@tc.edu for more information.

A&HM4169 Woodwinds Instruction: Beginner / Advanced Beginner

(Performance) For Beginner / Advanced Beginner students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email musiced@tc.edu for more information.

A&HM4171 Period/World Instruments: Beginner / Advanced Beginner

(Performance) For Beginner / Advanced Beginner students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email musiced@tc.edu for more information.

A&HM4201 Fieldwork in Music Education

For Music majors only. Professional activities in the field under the supervision of a member of the Music Education Program faculty.

A&HM4343 Organ Instruction: Beginner / Advanced Beginner

(Performance) For Beginner / Advanced Beginner students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email musiced@tc.edu for more information.

A&HM4350 Piano Instruction: Beginner/Advanced Beginner

(Performance) For Beginner / Advanced Beginner students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email musiced@tc.edu for more information.

A&HM4352 Voice Instruction: Beginner / Advanced Beginner

(Performance) For Beginner / Advanced Beginner students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email musiced@tc.edu for more information.

A&HM4357 Ensemble Performance: Music - Instrumental

(Performance) For music majors only. For instrumental and vocal majors, a course designed for performance by chamber ensembles. Repertoire determined by registration. Public concert performances each semester.

A&HM4358

(Performance) Open to all interested in singing. Public concert performances each semester. Repertoire determined by registration.

A&HM4501 Integrative Capstone Project in Music Education

The purpose of this course is to frame, develop and provide support for the completion of an integrative master's capstone project, an important degree requirement for the master's degree in music and music education. The course facilitates the organization and completion of an end of degree project, providing a foundation for conceptualizing, planning, and completing a thoughtful and well-developed research-based capstone. Due to the diverse interests of participants in this course, the final integrative capstone project may take a variety of forms (multimodal) with various areas of focus (e.g., curriculum development, music production and technology, community-based, traditional research).

A&HM4701

M.A. candidates who are student teaching must complete a minimum of 30 points. A variety of supervised teaching experiences (preK-6), supplemented by conferences, evaluation, and seminars. The student completes 200 hours in schools observing, assisting, teaching, and evaluating. Required of those seeking state certification in music in New York State and other states.

A&HM4711

M.A. candidates who are student teaching must complete a minimum of 30 points. A variety of supervised teaching experiences (secondary), supplemented by conferences, evaluation, and seminars. The student completes 200 hours in schools observing, assisting, teaching, and evaluating. Required of those seeking state certification in music in New York State and other states.

A&HM4901 Research and Independent Study in Music Education

(Research) For Music Ed majors only. Research and independent study under the direction of a member of the Music and Music Education Program faculty.

A&HM5020 Foundations of Music Education

(Pedagogy) An examination of the historical, philosophical, psychological, and sociological bases of music education, emphasizing the implications for the development of curriculum, policy, and administrative leadership.

A&HM5021 Instrumental Experiences with Children

(Pedagogy) Prerequisite: A&HM 5022. For private and group music teachers. Developmentally appropriate strategies and materials for instrumental instruction, integrating improvisation, composition, movement, singing, and ensemble playing.

A&HM5022 Children's Musical Development

(Research) Prerequisite for: A&HM 4021. Overview of significant issues and current research regarding the development of musical skills and understandings in children through early adolescence. Includes observations of children's spontaneous music-making.

A&HM5023 Voice Pedagogy

(Research) This course offers a complete study of the singing voice including investigation and application of recent research in voice production and pedagogy. We will examine research and address practical skills and special interests such as choral singing, the young voice, CCM styles of singing, and vocal health. A diagnosis of vocal condition will be followed by the design of a process for effective change. Those who are interested in the research aspect of this topic must enroll for 3 points. Those who are interested in the more practical applications of the course can enroll for either 2 or 3 points.

A&HM5025 Creativity and Problem Solving in Music Education

(Pedagogy) This course investigates the concept of student-centered learning, with emphasis on composition and improvisation. Students will design open-ended lesson plans and practice creative teaching. Portfolio assessment allows students to design projects that are personally meaningful and justify individual growth. Diversity is encountered through readings, blogs, discussion, and a broad range of musical texts. Collaborative and creative learning processes are explored as means to enlarge content knowledge and to reflect increasingly multicultural and anti-racist music classrooms.

A&HM5026 Composing Collaboratively Across Diverse Styles

(Music Literacies) This course investigates a diverse range of musical styles across multiple histories and traditions. Musical analysis emphasizes both traditional and multimodal interpretations. Students compose collaboratively to demonstrate knowledge and explore new meanings. Song writing assignments are woven together to produce one-act operas. Course emphasizes the acquisition and application of diverse musical skills. Collaborative and creative learning processes are explored as means to enlarge content knowledge and curricular possibilities to reflect increasingly pluralistic and multicultural music classrooms.

A&HM5027 Philosophical Perspectives on Music Education

(Pedagogy) This course is an exploration of the influential philosophical texts that inform music teaching and learning. Topics and activities involve the examination of educational and aesthetic philosophies and practice theories from critical and multicultural perspectives.

A&HM5029 Intermediate and Advanced Applications of New Technologies in Music Education

(Pedagogy) Specific demonstrations with new music technology emphasizing the development of creative strategies for music education at various levels.

A&HM5031 Synthesizing Research in Music Education

(Research) Prerequisite A&H 5001. Required for Ed.M. and Ed.D. students. This course develops students' ability to analyze research journals and to summarize research in music education. Students write a synthesis of research in an area of music education.

A&HM5032 Comprehensive Musicianship I

(Musicianship) An exploration of musical diversity through cross-cultural readings, musical analysis, critical listening, composition, improvisation, and performance, with a focus on culturally-specific concepts and transmission.

A&HM5034 Policy as Cultural Work and Educational Practice

A&HM5043 Music Entrepreneurship

(Music literacies / musicianship) An examination of current practices in the music industry and music education, as well as the historical, psychological, and sociological bases of entrepreneurship, emphasizing the implications on the careers of K-12 music educators, performing artists, music artist managers, and music education advocates. Professional tools for developing teaching studios, business planning, and self-promotion will be used to create digital footprints tied individually toward career goals.

A&HM5052 Vocal Literature and Interpretation

(Music Literacies) For students of singing, accompanying, and coaching. Offers performing and teaching command of representative literature, techniques of interpretation and presentation; German, Italian, and French diction for singers.

A&HM5058 Music Performance I

For Music majors only. Co-requisite: simultaneous registration for applied music instruction or special permission. The student will create and perform a recital. Along with selection of repertoire chosen with advisor, the student will secure a date, design programs and flyers, and arrange for any advertising, personnel, and rehearsals. Group (chamber) works are accepted, as well as children's programs, or solo programs reflecting the individuality of performers. Suggested time-frame is 30-60 minutes.

A&HM5150 Violin Instruction: Intermediate / Advanced

(Performance) For Intermediate / Advanced students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email musiced@tc.edu for more information.

A&HM5151 High Brass Instruction: Intermediate / Advanced

(Performance) For Intermediate / Advanced students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email musiced@tc.edu for more information.

A&HM5152 Harp Instruction: Intermediate / Advanced

(Performance) For Intermediate / Advanced students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email musiced@tc.edu for more information.

A&HM5153 Cello Instruction: Intermediate / Advanced

(Performance) For Intermediate / Advanced students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email musiced@tc.edu for more information.

A&HM5154 Viola Instruction: Intermediate / Advanced

(Performance) For Intermediate / Advanced students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email musiced@tc.edu for more information.

A&HM5155 Bass Instruction: Intermediate / Advanced

(Performance) For Intermediate / Advanced students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email musiced@tc.edu for more information.

A&HM5156 Percussion Instruction: Intermediate/Advanced

(Performance) For Intermediate / Advanced students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email musiced@tc.edu for more information.

A&HM5159 Low Brass Instruction: Intermediate / Advanced

(Performance) For Intermediate / Advanced students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email musiced@tc.edu for more information.

A&HM5160 Oboe Instruction: Intermediate/Advanced

(Performance) For Intermediate / Advanced students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email musiced@tc.edu for more information.

A&HM5161 Saxophone Instruction: Intermediate/Advanced

(Performance) For Intermediate / Advanced students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email musiced@tc.edu for more information.

A&HM5162 Flute Instruction: Intermediate/Advanced

(Performance) For Intermediate / Advanced students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email musiced@tc.edu for more information.

A&HM5164 Bassoon Instruction: Intermediate/Advanced

(Performance) For Intermediate / Advanced students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email musiced@tc.edu for more information.

A&HM5165 Conducting Instruction: Intermediate / Advanced

(Performance) For Intermediate / Advanced students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email musiced@tc.edu for more information.

A&HM5166 Guitar Instruction: Intermediate/Advanced

(Performance) For Intermediate / Advanced students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email musiced@tc.edu for more information.

A&HM5167 Digital/Electronic Music Instruction: Intermediate/Advanced

(Performance) For Intermediate / Advanced students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email musiced@tc.edu for more information.

A&HM5168 Composition Instruction: Intermediate / Advanced

(Performance) For Intermediate / Advanced students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email musiced@tc.edu for more information.

A&HM5169 Woodwinds Instruction: Intermediate/Advanced

(Performance) For Intermediate / Advanced students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email musiced@tc.edu for more information.

A&HM5171 Period/World Instruments: Intermediate / Advanced

(Performance) For Intermediate / Advanced students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email musiced@tc.edu for more information.

A&HM5201 Fieldwork in Music Education

For Music majors only. Professional activities in the field under the supervision of a member of the Music Education Program faculty.

A&HM5350 Piano Instruction: Intermediate/Advanced

(Performance) For Intermediate / Advanced students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email musiced@tc.edu for more information.

A&HM5352 Voice Instruction: Intermediate/Advanced

(Performance) For Intermediate / Advanced students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email musiced@tc.edu for more information.

A&HM5353 Organ Instruction: Intermediate/Advanced

(Performance) For Intermediate / Advanced students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email musiced@tc.edu for more information.

A&HM5901 Research and Independent Study in Music Education

(Research) For Music Ed majors only. Research and independent study under the direction of a member of the Music and Music Education Program faculty.

A&HM6001 Teaching and Administration of Music in College

(Pedagogy) Major issues relating to the curriculum, instruction, and administration of programs of Music and Music Education in colleges and universities.

A&HM6023 Teaching of Applied Studio Music (Pedagogy)

(Pedagogy) We will examine studio teaching (applied music) over the semester. We will review recent research in the field and address practical pedagogical skills including learning goals and outcomes, curriculum and repertoire issues, and rapport and communication. We will look to define effective teaching in a student-centered environment, observing the tension that arises between the traditional master-apprentice model and a student-centered environment. As such, you will be reviewing your own teaching and your peers via a video platform.

A&HM6041 Interview Data and Analysis

(Research) Meant to prepare and support doctoral research, the course involves reviewing and critiquing sample interview studies, designing and implementing data collection using various interview techniques, and coding and analyzing data.

A&HM6058 Music Performance II

The student will create and perform a recital. Along with selection of repertoire chosen with advisor, the student will secure a date, designing programs and flyers, and arrange for any advertising, personnel, and rehearsals. Group (chamber) works are accepted, as are children's programs or solo programs reflecting the individuality of performers. Suggested time-frame is 30-60 minutes.

A&HM6481

This course is designed to allow students who are either interested in teaching at the college level or those already doing so an opportunity to observe and reflect upon this practice. All students enrolled will be observing a teacher/mentor in the context of a weekly classroom OR examining your own teaching. Originally designed for new college teachers with limited classroom experience, this course may also accommodate the experienced teacher who wishes to further his/her insight into classroom teaching.

A&HM6502

This seminar music education introduces emerging, existing, and impactful discourses in the field. The course focuses on interlinking pedagogical, philosophical, curricular, sociological, psychological, and policy arenas, and how they are and can be manifested on professional and research-oriented arenas within the field of music education. Please note that this course requires at least 27 hours of out-of-classroom work per week.

A&HM6503 Doctoral Seminar: Music Education

A&HM6504 Dissertation Seminar in Music Education

A&HM6505 Drafting, Writing, and Revising for Proposals and Publications in Music Education

A&HM6901 Advanced Study in Music Education

For Music majors only. Permission required from advisor and sign-up in the Music Education Program (520A Horace Mann) is also required. Research and independent study under the direction of a member of the Music Education faculty. Different sections will be offered for specific subject areas. Each section will require subject's specific prerequisites.

A&HM6971 Research and Independent Study in Music Education

Permission required from advisor, and sign-up in the Music Education Program (520A Horace Mann) is also required. Research and independent study under the direction of a faculty member in Music Education.

A&HM7501

Permission required from advisor, and sign-up in the Music Education Program (520A Horace Mann) is also required. For Music majors only. A required group tutorial for music doctoral students to help develop or refine topics of inquiry for research. The teaching format is flexible and may include faculty/student presentations, group discussions, and critiques. Preparation and presentation of dissertation proposal for approval. Students may register for a maximum of two terms.

A&HM7502 Becoming an Author: Advanced Dissertation Seminar in Music Education

A&HM7503 Seminar on Research Analysis in Music Education

A&HM8900

Permission required from advisor, and sign-up in the Music Education Program (520A Horace Mann) is also required. Individual advisement on doctoral dissertations for music majors only. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration for Ed.D. degree.

Philosophy and Education

Program Description

This Program has shaped the historical course of philosophy of education in America. From the groundbreaking work of John Dewey and William Heard Kilpatrick to the achievements of their most recent successors, Jonas Soltis and Maxine Greene, the program's philosopher-scholars have been leaders in the field. The Philosophy and Education Program offers students a unique opportunity to develop their humanistic and critical thinking about education.

Faculty and students in the program devote this thinking to a wide variety of questions, including:

- What visions of the human being animate contemporary schooling?
- How can education be a force for social reform?
- What is the role of aesthetic experience and the imagination in education?
- What type of education befits a multi-cultural society?
- What is the nature of the teacher-student relationship?

Other areas of interest include:

- The education of democratic citizens
- Moral education
- Critical thinking
- Education and technology
- The ethics of teaching

The Philosophy and Education Program provides an opportunity for educators to broaden and deepen their understanding of the processes and aims of education through inquiry into the fields of aesthetics, ethics and moral philosophy, social and political philosophy, and epistemology and the philosophy of science. Study of a variety of historical and conceptual frameworks enables students to develop theoretical perspectives on education and to effectively analyze and critique arguments in contemporary educational debates.

Recent dissertations include studies of equity in access to education, Nietzsche's conception of education, the ethics of school choice, cosmopolitanism and education, the nature of authentic learning, Matthew Arnold's conception of liberal education, and human rights education in light of Kant's moral philosophy.

Program Degrees

Expand the accordion(s) to view the degree requirements:

Philosophy and Education

Advanced Certificate | Points/Credits: 15 | Entry Terms: Spring, Summer, Fall

This Program has shaped the historical course of philosophy of education in America. From the groundbreaking work of John Dewey and William Heard Kilpatrick to the achievements of their most recent successors, Jonas Soltis and Maxine Greene, the program's philosopher-scholars have been leaders in the field. The Philosophy and Education Program offers students a unique opportunity to develop their humanistic and critical thinking about education.

Faculty and students in the program devote this thinking to a wide variety of questions, including:

- What visions of the human being animate contemporary schooling?
- How can education be a force for social reform?
- What is the role of aesthetic experience and the imagination in education?
- What type of education befits a diverse society?
- What is the nature of the teacher-student relationship?

Other areas of interest include:

- The education of democratic citizens
- Moral education
- Critical thinking
- Education and technology
- The ethics of teaching

The Philosophy and Education Program provides an opportunity for educators to broaden and deepen their understanding of the processes and aims of education through inquiry into the fields of aesthetics, ethics and moral philosophy, social and political philosophy, and epistemology and the philosophy of science. Study of a variety of historical and conceptual frameworks enables students to develop theoretical perspectives on education and to effectively analyze and critique arguments in contemporary educational debates.

Advances Certificate in Philosophy and Education (15 credits. This advanced certificate does not lead to teacher certification)

Required courses include:

- A&HF 4090 Philosophies of Education (3)
- A&HF 5600 Colloquium in Philosophy and Education (3)

Program electives provide students the opportunity to explore particular philosophical interests as they design their own programs in consultation with an academic faculty advisor. Students can select three courses from the following:

- A&HF 4092 Education and the Aesthetic Experience (3)
- A&HF 4192 Ethics and Education (2-3)A&HF4094: School and Society (3)
- A&HF 4190: Philosophies of Education: North America (3)
- A&HF 4193: African Philosophies of Education (3)
- A&HF 4198: Philosophies of Education in the Americas: Latin America

Philosophy and Education

Ed.D. | Points/Credits: 60 | Entry Terms: Spring, Summer, Fall

Similar to the Master of Arts degree program, the Master of Education degree program is designed to provide a more in-depth and intensive introduction to the study of philosophy and education. In addition to the required 18 points in Philosophy and Education courses and 3 points required from the Philosophy Department at Columbia University, students may use their electives to develop an area of educational interest (e.g., educational policy, curriculum and teaching, developmental psychology, etc.) and to develop an area of philosophical interest (e.g., ethics, social philosophy, philosophical anthropology, etc.).

Philosophy and Education

M.A. | Points/Credits: 32 | Entry Terms: Spring, Summer, Fall

The Master of Arts degree program is designed to introduce educators and professionals with a wide variety of interests to the study of philosophy and education. In addition to the required 12 points in Philosophy and Education courses, students may use their electives to develop an area of educational interest (e.g., educational policy, curriculum and teaching, developmental psychology, etc.) and to develop an area of philosophical interest (e.g., ethics, social philosophy, philosophical anthropology, etc.).

Philosophy and Education

Ph.D. | Points/Credits: 75 | Entry Terms: Fall

The Doctor of Philosophy degree program is flexible and responsive to individual student backgrounds and needs. Each student takes responsibility, in consultation with his or her advisor, for designing a course of study that will meet the program requirements while catering to the individual's interests and professional goals.

At the center of that course of study are the program's research and professional development curriculum and other classes in philosophy and education. In addition to the required 36 points in Philosophy and Education courses, students are also required to do coursework in the following areas: 12 points in philosophy, through the Columbia Philosophy Department or Inter-University Doctoral Consortium, foundations of education, and educational breadth. These requirements are modest, leaving room for students to craft a personalized course of study. Additionally, 18 points in the Philosophy and Education requirements are in the program's professional development sequence.

Students should also contact the Office of Doctoral Studies about university and college-wide requirements, procedures, and deadlines for doctoral students. The doctoral programs require students to demonstrate reading proficiency in one of the following languages: French, German, Greek, or Latin. In rare cases, such as for writing the dissertation, another language may be approved in consultation with program faculty.

Program Faculty

Faculty

- David Hansen

  John L & Sue Ann Weinberg Professor in Historical & Philosophical Foundations of Education

- Megan Laverty

  Professor of Philosophy and Education

Professors of Teaching

- Sara Elizabeth Hardman

  Assistant Professor of Teaching

Program Courses

A&HF4090 Philosophies of Education

An introduction to primary texts, central questions, and rival traditions in philosophy of education. An invitation to develop one's own philosophy of education.

A&HF4091 The Call to Teach

A focus on reading and discussion of philosophical works that illuminate teaching and what it means to be a teacher. Examination of conventional views of the work and consideration of alternative perspectives. Prerequisites: some background in the humanities (i.e., literature, poetry, history, philosophy), as well as some experience teaching full- or part-time at any level of the system.

A&HF4092 Education and the Aesthetic Experience

An invitation to engage with works of art which challenge conventional ways of thinking and perceiving; consideration of the relation of art, imagination, and education.

A&HF4094 School and Society

An examination of historical and contemporary conceptions of the relation between schools and society. Consideration of issues in social and political philosophy that bear on the question of why have schools at all.

A&HF4190 Philos of Ed Amer: N. America

Major American thinkers and outlooks and their impact on education: Thoreau, Emerson, Fuller, and transcendentalism; Pierce, James, Dewey, and pragmatism; Douglass, Du Bois, and African-American education; Anthony, Stanton, Addams, and feminism.

A&HF4192 Ethics and Education

An introduction to influential philosophical perspectives on professional ethics. Attention to the roles, relations, and responsibilities of educators in the context of such ethical considerations as the good human life, practical wisdom, and virtue ethics.

A&HF4193 Africana Philosophies of Education

A study of philosophies of education that derive from the experience of African-Americans, Africans, and people of African descent around the world. Reading of classics by figures such as W. E.B. Du Bois, Aimé Césaire, Anna Julia Cooper, Frantz Fanon, and Alain Locke, as well as contemporary thinkers.

A&HF4194 Dialogue and Difference in the Multicultural Classroom

Philosophical exploration of the pedagogical, psychological, social, and political issues surrounding the recognition and misrecognition of difference. Consideration of theories of dialogue from Plato to Freire.

A&HF4196 Identity and Ideals: Visions of Human Flourishing

An introduction to influential philosophical perspectives on what it means to be a successful, whole, and flourishing human being. Attention to issues of personal identity and personal ideals and how these can evolve over time.

A&HF4198 Philosophies of Education in the Americas: Latin America

An introduction to significant lines of philosophical inquiry about education across Latin America, from pre-conquest civilizations through the present time. Consideration of writings by Bartolomé de las Casas, Sor Juana Inés de la Cruz, Aimé Césaire, José Enrique Rodó, Gabriela Mistral, José Carlos Mariátegui, and others.

A&HF4900

Permission of instructor required.

A&HF5090 The Philosophy of John Dewey

An analysis of the principal educational works of John Dewey.

A&HF5092 Philosophy Goes to School

An introduction to pre-college philosophy education. Analysis of children's philosophical thinking and of the philosophical dimensions of children's literature. Class participants will create a ‘community of inquiry’ by studying cognitive, social and philosophical aspects of classroom discussion.

A&HF5093 Ways of Knowing

Readings in epistemology in the context of teaching, learning, and educational research, from classical and enlightenment sources to feminist, hermeneutic, psychoanalytic, and postmodern critiques. Topics include objectivity and subjectivity and problems of interpretation in the arts, humanities, and natural and social sciences.

A&HF5190 Critical Perspectives in Philosophy and Education

Close reading and discussion of classic and contemporary critical theories. Examination of class, gender, race, and sexuality issues in canon, classroom, and society.

A&HF5590 Voices in Philosophy and Education

A master's thesis writing workshop for graduating students in the program of Philosophy and Education.

A&HF5591 Educational Debates in Philosophical Perspective

A focus on cosmopolitanism, humanism, and education. Readings by scholars from the world over who see in these ideas renewed promise for the purposes of education in our era.

A&HF5596 Topics in Educational Ethics and Moral Philosophy

Topics vary but may include any of the following: the moral sources of educational aims, the nature of ideals, the ethics of teaching, moral education, and meta-ethics.

A&HF5600 Colloquium in Philosophy and Education

A series of formal presentations and discussions with scholars in the field of Philosophy and Education.

A&HF6000 Doctoral Pro-seminar: Ancient Philosophy and Education

Permission of instructor required. For first- and second-year doctoral students in Philosophy and Education. Close reading and discussion of primary texts in ancient philosophy that have shaped the field of philosophy of education. Complements A&HF 6100.

A&HF6100 Doctoral Pro-seminar: Modern Philosophy and Education

Permission of instructor required. For first- and second-year doctoral students in Philosophy and Education. Close reading and discussion of primary texts in modern philosophy that have shaped the field of philosophy of education. Complements A&HF 6000.

A&HF6500

Permission of instructor required. Prerequisites: A&HF 6000 and A&HF 6100. An ongoing writing workshop required of all doctoral students after completion of the Proseminar sequence. Students develop research interests, hone philosophical skills, and draft dissertation proposals. Offered every Fall and Spring semester.

A&HF6590 Advanced Seminar in Philosophy & Education

For doctoral students in Philosophy and Education or by permission of instructor. Topics vary and may range from close reading of a single text to exploration of a key concept or problematic. Past topics include contemporary theories of democratic education, cosmopolitanism and education, and conceptions of teacher education.

A&HF6900

Permission of instructor required. For doctoral students in Philosophy and Education only.

A&HF7500

Permission of instructor required. Required of doctoral students in the semester following successful completion of the doctoral certification process or in the semester in which the student defends the dissertation proposal, whichever comes first.

A&HF8900

Permission of instructor required. Individual advisement on doctoral dissertations. For requirements, see section in catalog on Continuous Registration for Ed.D./Ph.D. degrees. Fee to equal 3 points at current tuition rate for each term.

Teaching of Social Studies

Program Description

Social studies is a capacious and interdisciplinary field focusing, at the broadest level, on the study of social relationships and society. As a school subject, social studies is charged with developing an engaged and knowledgeable citizenry equipped to approach contemporary issues - from local to transnational - in a critically attuned, historically informed, justice-oriented, and compassionate manner.

The program in Social Studies Education at Teachers College, Columbia University centers social studies as both scholarly inquiry and informed practice. The program prepares social studies educators and researchers with critical and interconnected understandings of the social world, who draw from multiple social science and humanities fields to inform their practice and inquiry.

The program embraces the concept of "critical social studies," with particular emphasis on grappling with questions of equity and social justice, and exploring the potential for resonance between this school subject and the lives of diverse young people. We ask questions about where knowledge comes from and how power shapes what knowledges about the social world are valued and made visible for inquiry. We promote approaches to education that critically analyze existing power structures, inequities, and injustices. This approach to social studies provides students with the knowledge and skills to act civically, to counter injustice, and take action towards a more equitable world.

Program Degrees

Expand the accordion(s) to view the degree requirements:

Teaching of Social Studies

Ed.D. | Points/Credits: 75 | Entry Terms: Fall

Program is not accepting applications for the 2027 year.

The Doctor of Education degree in Social Studies requires 75 points of graduate study and a dissertation. The Ed.D. program in Social Studies leads to a professional degree designed to meet the needs of individuals preparing for careers of leadership and applied research in schools, universities, and community educational programs.

Courses in the major field (15 points minimum):

Required courses:

- A&HW 5011 Contemporary Literature in Social Studies Research and Education I
- A&HW 5021 Contemporary Literature in Social Studies Research and Education II
- A&HW 6011 The Citizen and Society
- A&HW 6521 History Of Inequality and Social Justice.
- A course from Philosophy and Education

Research courses, seminars, and individual work (23 points minimum):

Required courses:

- A&HW 5503 Research paper in social studies (done in conjunction with the fourth round of doctoral seminar)
- A&HW 6503 Doctoral seminar in social studies (taken four times consecutively during the first two years of the program)
- A&HW 7503 Dissertation seminar in social studies (taken at the time of presentation of the doctoral proposal)

Other offerings:

- A&HW 6030 Research in social studies education
- A&HW 6203 Advanced fieldwork in social studies
- A&HW 6903 Research and independent study in social studies

Students are encouraged to take courses in both qualitative and quantitative research methodologies selected in consultation with an advisor.

Broad and basic areas of professional scholarship (15 points minimum):

In consultation with an advisor, students will select at least one course in each of the following areas: the nature of education; the nature of persons and the learning process; curriculum, schooling, and leadership; and methods of evaluation. Other coursework in this area should be tailored to the individual student's needs; consult an advisor.

Content courses in the major field (21 points minimum):

Soon after beginning this program, students should select an area of emphasis. These courses should be selected for their applicability to the student's area of dissertation research. Coursework in the area of emphasis normally includes attention to the subject matters themselves as well as to questions related to educational programs in those subject matters.

Further requirements:

In addition to the dissertation, there are other requirements. Students should consult an advisor in the Program and read the Doctoral Students Handbook for Social Studies.

Teaching of Social Studies

Ed.M. | Points/Credits: 60 | Entry Terms: Spring, Summer, Fall

This Master of Education (Ed.M.) program requires a minimum of 60 points including an independent research project. The degree is intended for experienced educators; it is aimed at developing leaders in social studies education for settings such as community colleges, high schools, curriculum agencies, publishing companies, foundations and museums. Emphasis is on specialized work in curriculum development and the subject matters, methods, and materials of instruction. This degree program is also suitable for students contemplating future doctoral study. The program is flexible in nature and can be tailored to the student's specific career goals.

Social Studies Foundations, Methods and Professional Content (27 points minimum):

The courses in this area are intended to familiarize students with the historical development and current state of social studies education and to provide experience in research on educational practices. Students should consult with an advisor to determine what additional research courses outside the program will be needed in their individual programs of study; these out-of-program courses may be used to satisfy requirements in this area.

Courses in the major field (15 points minimum):

Required courses:

- A&HW 5011 Contemporary Literature in Social Studies Research and Education I
- A&HW 5021 Contemporary Literature in Social Studies Research and Education II
- A&HW 6011 The Citizen and Society
- A&HW 6521 History Of Inequality and Social Justice or A&HW 5035 History of Social Studies or A&HW 6500

Electives:

- EDPH 4070 History of education in the United States
- A&HW 5037 Advanced methods of social studies curriculum
- A&HW 5232 Fieldwork: Social studies teacher education

Curriculum Study (12 points):

Required courses:

- A&HW 6530 Curriculum development, research, and supervision
- A&HW 5030 Social Inequities and Schools: Rethinking Social Studies
- One course in media and technology

- One additional course in curriculum

Social Studies Content Electives (12 points minimum):

A wide variety of courses combining content and pedagogy is offered in the program. Content courses are also available at Columbia University but should be approved by a Program advisor before registration.

These may be drawn from courses including but not limited to:

- A&HW 4038 Teaching American History and Geography: Confronting Master Narratives
- A&HW 4035 New York City as a Learning Lab
- A&HW 4032 World History and Geography: Hidden Histories and Diverse Perspectives
- A&HW 5043 Critical Geography Education: Africa
- A&HW 4040 Women of the World: Issues in Teaching
- A&HW 4037 East Asia: Geographic Perspectives
- A&HW 4518 Youth Participatory Action Research: Theory, Research and Practice
- A&HW 4510 Teaching for Democracy and Civic Learning
- A&HW 4005 Sustainability and the Social Studies
- A&HW 4039 The United States Constitution: Civic Decision Making
- A&HW 4041 Teaching Economics as though People Matter

Broad and Basic Areas of Professional Scholarship (15 points):

All master's students at Teachers College must take at least three out-of-program courses. (For this requirement, a course is defined as one in which at least 2 points are earned). These courses should support students' interests and professional growth but should include at least one course on the nature of education, one on the nature of persons and learning, and one on methods of evaluation. Selected with advisor's approval.

Independent Study for the Master's Project (6 points):

- A&HW 5931 Guided investigations in the teaching of social studies
- A&HW 6030 Research in social studies education

Master's Project: The master's integrative project will develop out of each student's particular program of study. A student will work with an advisor to conceptualize, prepare, and write the thesis project. Students will enroll in the two courses above (A&HW 5931, A&HW 6030) in sequence across two semesters in order to plan and write the Ed.M. integrative project in close consultation with the advisor.

Teaching of Social Studies

M.A. | Points/Credits: 32 | Entry Terms: Summer, Fall

This degree program is designed for experienced teachers who need an M.A. for professional certification and non-certified teachers engaged in private school teaching. It requires a minimum of 32 points and a master's integrative project. This degree program focuses on social studies teaching in middle and high schools and fulfills the requirements for New York State Professional Certification. Points are distributed as follows:

Social Studies Core Courses (11 points):

Required courses:

- A&HW 5232 Fieldwork: Social studies teacher education
- A&HW 6530 Curriculum development, research, and supervision

Students should take at least one of the following courses:

- A&HW 5011 Contemporary Literature in Social Studies Research and Education I
- A&HW 5021 Contemporary Literature in Social Studies Research and Education II
- A&HW 6011 The Citizen and Society
- A&HW 6521 History Of Inequality and Social Justice or or A&HW 5035 History of Social Studies or A&HW 6500

Students should also take one of the following courses:

- A&HW 5030 Social Inequities and Schools: Rethinking Social Studies
- A&HW 5037 Advanced Teaching Methods in the Social Studies

Social Studies Content Courses (12-15 points):

In consultation with an advisor, students should select courses to round out their knowledge of the social studies subject matters taught in secondary schools. Courses taken at Teachers College include attention to both content and pedagogy. Courses can also be taken at Columbia University.

These may be drawn from courses including but not limited to:

- A&HW 4038 Teaching American History and Geography: Confronting Master Narratives
- A&HW 4035 New York City as a Learning Lab
- A&HW 4032 World History and Geography: Hidden Histories and Diverse Perspectives
- A&HW 5043 Critical Geography Education: Africa
- A&HW 4040 Women of the World: Issues in Teaching
- A&HW 4037 East Asia: Geographic Perspectives
- A&HW 4518 Youth Participatory Action Research: Theory, Research and Practice

- A&HW 4510 Teaching for Democracy and Civic Learning
- A&HW 4005 Sustainability and the Social Studies
- A&HW 4039 The United States Constitution: Civic Decision Making
- A&HW 4041 Teaching Economics as though People Matter

Professional Development Courses (6-9 points):

Students must take at least 6 points outside of the Program in Social Studies. These courses should be chosen with an advisor to support professional growth.

Further Requirements:

Students must also complete a master's thesis as their integrative master's project, selected with advisor approval.

Teaching of Social Studies

M.A. | Points/Credits: 38 | Entry Terms: Summer, Fall | Certification: NY State Initial: Social Studies 7-12

This degree program requires a minimum of 38 points and an integrative portfolio project. It is designed for those with little or no experience teaching secondary social studies. Successful completion of this program of study leads to the M.A. degree and recommendation for New York State Initial Certification (grades 7-12). Student teaching is undertaken in cooperating middle and high schools, in the New York Metropolitan area. A committee of social studies faculty and cooperating professionals from the schools to which students are assigned to supervise and evaluate the student teacher's work.

In order to complete all degree requirements successfully, this program typically demands two terms of the academic year and two summer sessions, which can be taken in the same summer.

The 38 points should be distributed as follows:

Social Studies Core Courses (9 points):

Required courses:

- A&HW 4036 Teaching methods in the social studies
- A&HW 5037 Advanced teaching methods in the social studies
- A&HW 5030 Social Inequities and Schools: Rethinking Social Studies

Social Studies Content Courses (12 points):

In consultation with an advisor, students should select courses to round out their knowledge of the subject matters taught in secondary schools. Content courses taken at Teachers College include attention to both content and pedagogy. Courses can also be taken at Columbia University. These may be drawn from courses such as:

- A&HW 4005 Sustainability and the Social Studies

- A&HW 4032 World History and Geography: Hidden Histories and Diverse Perspectives
- A&HW 4035 New York City as a Learning Lab
- A&HW 4037 East Asia: Geographic Perspectives
- A&HW 4038 Teaching American History and Geography: Confronting Master Narratives
- A&HW 4039 The United States Constitution: Civic Decision Making
- A&HW 4040 Women of the World: Issues in Teaching
- A&HW 4041 Teaching Economics as though People Matter
- A&HW 4510 Teaching for Democracy and Civic Learning
- A&HW 4518 Youth Participatory Action Research: Theory, Research and Practice
- A&HW 5043 Critical Geography Education: Africa

Professional Development Courses (7-9 points):

To satisfy the college's breadth requirement students must take three Teachers College courses (for this purpose a course is defined as one in which 2 or 3 points are earned) outside the major Program. For the purposes of certification, students must take a course in psychology with an adolescent focus, a three-point literacy course, and a course in inclusive or special education. These may be selected from courses such as:

Literacy:

- A&HE 4058: Teaching of Reading
- C&T 4137: Content Area Literacies (Secondary Education)
- HBSK 4072: Theory/Technique Reading Assessment/Intervention
- HBSK 5099: Writing Interventions Theory & Practice

Special Education/Inclusion:

- C&T 4001: Differentiated Instruction in Inclusive Classrooms
- HBSE 4001: Teaching Studies with Disabilities Gen Class
- HBSE 4002 Instruction/Curriculum Studies with/out Disabilities

Psychology:

- HUDK 4015 Psychology of Thinking
- HUDK 4023 Developmental Psychology: Adolescence
- HUDK 4029 Cognition and Learning
- HUDK 4080 Educational Psychology
- HUDK 5023 Cognitive Development

Student Teaching (8 points): Students must complete 2 semesters of student teaching, encompassing at least 100 hours of observation and 70 days of student teaching. These must include experience at both the 7-9th grade levels and also the 10th-12th grade levels. Additionally, must take a Student Teaching Seminar during each of their student teaching placements.

- A&HW 4530 Seminar for student teachers in social studies (Fall)
- A&HW 4531 Seminar for student teachers in social studies (Spring)
- A&HW 4729 Observation in the social studies (Fall)
- A&HW 4730 Supervised student teaching in social studies (Fall)
- A&HW 4731 Supervised student teaching in social studies (Spring)

Further Requirements:

Students must complete a portfolio project as their integrative master's project. For additional requirements, please refer to the Teacher Education area of the Academic Resources section of this bulletin.

Teaching of Social Studies (Hybrid)

M.A. | Points/Credits: 32 | Entry Terms: Summer | Certification: NY State Professional: Social Studies 7-12

Program is not accepting applications for the 2027 year.

This program is designed for teachers from both public and private schools seeking further education. Most of the 32 points are taken during three-week intensive summer programs over three years. During the intensive residency each summer, students are embedded in integrated courses in teaching and social studies that take advantage of NYC and the diverse experiences of students. During the academic years, most students take 2-3 additional courses and work on their integrative project to complete their degree.

Please note that all students must take a minimum of 12 points in content/pedagogy and three out-of-program courses in professional development for a minimum of 2 credits each.

Typical curriculum for INSTEP includes: Summer #1:

- Advanced methods of social studies curriculum (A&HW 5037)
- Social Studies Content w/Pedagogy Course
- Guided Investigations (A&HW 5931)
- Out-of-Program Course

Summer #2:

- Curriculum development, research, and supervision (A&HW 6530) or Out-of-Program Course

- Social Studies Content w/Pedagogy Course
- Guided Investigations (A&HW 5931)

Spring between Summer #2 and #3

- Fieldwork in Social Studies(A&HW 5232)

Summer #3:

- Social Inequities and Schools: Rethinking Social Studies (A&HW 5030)
- Out-of-Program Course
- Guided Investigations (A&HW 5931)
- Social Studies Content w/Pedagogy Course

Graduation Requirement:

Master's Project in Action Research

Teaching of Social Studies

M.A. | Points/Credits: 32 | Entry Terms: Summer, Fall | Certification: NY State Professional: Social Studies 7-12

Master of Arts

This program leads only to New York State professional certification for those teachers already holding New York State initial certification. Program faculty cannot advise students about certification in other states or alternative New York State pathways to certification.

This degree program is designed for experienced teachers who need an M.A. for professional certification. It requires a minimum of 32 points and a master's integrative project. This degree program focuses on social studies teaching in middle and high schools and fulfills the requirements for New York State Professional Certification. Points are distributed as follows:

Social Studies Core Courses (11 points):

Required courses:

- A&HW 5232 Fieldwork: Social studies teacher education
- A&HW 6530 Curriculum development, research, and supervision

Students should take at least one of the following courses:

- A&HW 5011 Contemporary Literature in Social Studies Research and Education I
- A&HW 5021 Contemporary Literature in Social Studies Research and Education II
- A&HW 6011 The Citizen and Society

- A&HW 6521 History Of Inequality and Social Justice or A&HW 5035 History of Social Studies or A&HW 6500

Students should take one of the following courses:

- A&HW 5030 Social Inequities and Schools: Rethinking Social Studies
- A&HW 5037 Advanced Teaching Methods in the Social Studies.

Social Studies Content Courses (12-15 points):

In consultation with an advisor, students should select courses to round out their knowledge of the social studies subject matters taught in secondary schools. Courses taken at Teachers College include attention to both content and pedagogy. Courses can also be taken at Columbia University.

These may be drawn from courses including but not limited to:

A&HW 4038 Teaching American History and Geography: Confronting Master Narratives

A&HW 4035 New York City as a Learning Lab

A&HW 4032 World History and Geography: Hidden Histories and Diverse Perspectives

A&HW 5043 Critical Geography Education: Africa

A&HW 4040 Women of the World: Issues in Teaching

A&HW 4037 East Asia: Geographic Perspectives

A&HW 4518 Youth Participatory Action Research: Theory, Research and Practice

A&HW 4510 Teaching for Democracy and Civic Learning

A&HW 4005 Sustainability and the Social Studies

A&HW 4039 The United States Constitution: Civic Decision Making

A&HW 4041 Teaching Economics as though People Matter

Professional Development Courses (6-9 points):

Students must take at least 6 points outside of the Program in Social Studies. These courses should be chosen with an advisor to support professional growth.

Further Requirements:

Students must also complete a master's thesis as their integrative master's project, selected with advisor approval.

Teaching of Social Studies Trans B (includes Peace Corps Fellows)

M.A. | Points/Credits: 32 | Entry Terms: Spring, Summer | Certification: NY State Transitional B: Social Studies 7-12

This program requires a minimum of 32 points and an integrative project. The program is designed for Returned Peace Corps Fellows to transition into public school classrooms. Successful completion of this program of study leads to the M.A. degree and recommendation for New York State Initial Teacher Certification (grades 7-12). Students in this program balance full-time teaching in a NYCDOE school and graduate school coursework. They are supported in their program and teaching by the Program in Social Studies and the Peace Corps Fellows Program.

In order to complete all degree requirements successfully, this program typically demands two years. The first summer in the program is intensive coursework and fieldwork to prepare students for their first year of teaching

The 32 points should be distributed as follows:

Social Studies Core Courses (9 points):

Required courses:

- A&HW 4036 Teaching methods in the social studies
- A&HW 5037 Advanced teaching methods in the social studies
- C&T 4501 Teaching and Learning in a Multicultural, Multilingual Classroom
- A&HW 4530 Student Teaching Seminar - Fall
- A&HW 4530 Student Teaching Seminar - Spring

Social Studies Content Courses (10+ points):

In consultation with an advisor, students should select courses to round out their knowledge of the social studies subject matters taught in secondary schools. Content courses taken at Teachers College include attention to both content and pedagogy. Courses can also be taken at Columbia University.

Professional Development Courses (7+ points):

To satisfy the college's breadth requirement students must take three Teachers College courses (for this purpose a course is defined as one in which 2 or 3 points are earned) outside the major Program. For the purposes of certification, students must take a course in psychology with an adolescent focus, a three-point literacy course, and a course in inclusive or special education selected with advisor approval.

Further Requirements:

Students must complete a portfolio as their integrative master's project. They must also satisfy the New York State certification requirement for social studies content. (For additional requirements, please refer to the Teacher Education area of the Academic Resources section of this bulletin.)

Teaching of Social Studies

Ph.D. | Points/Credits: 75 | Entry Terms: Fall

The Doctor of Philosophy degree in Social Studies requires 75 points of graduate study and a dissertation. The Ph.D. degree program in Social Studies leads to a strongly research-oriented degree designed for individuals preparing for a career in teaching, conducting research, and working in teacher education in a university setting, or a private or public policy organization.

Courses in the major field (12 points minimum):

- A&HW 5011 Contemporary Literature in Social Studies Research and Education I
- A&HW 5021 Contemporary Literature in Social Studies Research and Education II
- A&HW 6011 The Citizen and Society
- A&HW 6521 History of Inequality and Social Justice or A&HW 5035 History of Social Studies or A&HW 6500

Content courses in the major field (21 points minimum):

Soon after beginning the program, students must select an area of specialization. Students should select courses with an advisor, taking care to include courses relevant to the area of dissertation research. These courses may be taken at either Teachers College or the Graduate School of Arts and Sciences at Columbia University.

Research Courses (23 points minimum):

Required Courses:

- A&HW 5503 Research paper in social studies (done in conjunction with the fourth round of doctoral seminar)
- A&HW 6503: Understanding Educational Research in Social Studies Education (doctoral seminar)
- A&HW 6504: Thinking with Theory in Social Studies (doctoral seminar)
- A&HW 6505: Framing an Inquiry (doctoral seminar)
- A&HW 6506: Research Methodologies and Writing Research in Social Studies (doctoral seminar)
- A&HW 7503 Dissertation seminar in social studies (taken at the time of presentation of the doctoral proposal)
- A&HW 8903 Dissertation advisement in the teaching of social studies

Other offerings:

- A&HW 6030 Research in social studies education
- A&HW 6203 Advanced fieldwork in social studies
- A&HW 6903 Research and independent study in social studies
- A&HW 6935 Studies in history and in the teaching of history and social studies

Broad and basic areas of professional scholarship (15 points minimum):

All students must pursue work in broad and basic areas of professional scholarship outside of the Program in Social Studies in order to help inform and contextualize their more specialized work in social studies. The selection of non-major courses will depend on the student's research interests and plans, as well as previous academic work in various areas of the education field. In consultation with advisors, students will select courses that contribute to their professional development by filling gaps in some areas and by securing greater depth in others (this may require additional study beyond the minimum point requirement).

Further requirements:

In addition to the dissertation, students must satisfy the foreign language requirements equivalent to those of the department of the Columbia University Graduate School of Arts and Sciences with which their work is most closely identified. For Ph.D. students in Social Studies, the usual cognate department in the Graduate School is History or Political Science, though courses should be selected that support the student's scholarly interest and in close consultation with an academic advisor. Students should read the Requirements for Doctor of Philosophy obtainable from the Office of Doctoral Studies at Teachers College.

Program Faculty

Faculty

- Beth Cara Rubin

  Professor of Education

- Sandra Schmidt

  Associate Professor of Social Studies Education

Professors of Teaching

- Elizabeth Jean Craig

  Assistant Professor of Teaching

Program Courses

A&HW4005 Sustainability and the Social Studies

This course examines the ways in which such scientific issues can be incorporated into school curricula as issues of civic education. Particular attention will be paid to mitigation and adaptation efforts that are currently underway in classrooms across the U.S. as well as the interdisciplinary nature of sustainability education.

A&HW4010 Social Inquiry

Engaging students in inquiry is the gold standard for content-based learning, yet one rarely achieved or regularly practiced. One reason for its relative absence in classrooms is the lack of experience teachers themselves have either doing or generating inquiries. This course invites all current Masters and Doctoral students to engage in a series of inquiries about Teachers College, exploring the question—What does Teachers College teach?—as a physical place, as an historical place, aesthetic space, as a narrative space, and finally, as an educational and pedagogical space.

A&HW4032 World History and Geography: Hidden Histories and Diverse Perspectives

Critical examination of traditional Eurocentric models of World History curriculum. Particular attention to the problems of conceptualization and interpretation involved in organizing and teaching world history and geography. Satisfies the New York State requirement for world history and geography.

A&HW4033 History and Geography of Europe Since 1914: Selected Topics

Main themes in teaching recent European history within the geographic context of changing political boundaries. Selected topics may include the balance of power among nation states, imperialism, demographic and social change, fascism, Communism, European integration, and globalization. Satisfies the New York State requirement for U.S. history and geography.

A&HW4035 History of the Social Studies 1880

New York City's cultural, social, governmental, business and financial institutions, neighborhoods, community associations and ethnic groups, as studied within the context of New York State history and geography through field experiences. Emphasis on analyzing conditions affecting economic and civic decision-making. Satisfies the New York State requirement for New York State history and geography.

A&HW4036 Teach Mthds in the Soc Stud

Basic classroom methods for teaching social studies in secondary schools. Focus on equity in curriculum design, teaching resources and texts, assessment, and student-centered classrooms.

A&HW4037 East Asia:Geographic Perspect

An overview of central themes in the modern history, geography, and culture of China, Japan, and Korea. Satisfies the New York State requirement for world history and geography.

A&HW4038 American History and Geography: Confronting Master Narratives

Critical examination of dominant themes and narratives in American history and geography for middle and high school. Particular attention to imagining an anti-colonial and anti-racist approach to teaching US history and geography. Satisfies the New York State requirement for US history and geography.

A&HW4039 The United States Constitution: Civic Decision Making

Major philosophical foundations, problems preceding and during the convention, the struggle for ratification, detailed examination of the document, important court cases, non-written constitutional traditions, and unresolved constitutional issues. Emphasis on past and present struggles to enact democracy in a pluralistic society. Satisfies the New York State requirement for government.

A&HW4040 Women of the World: Issues in Teaching

Women's lives viewed through history, geography, literature, human rights, demography, and economics provide the subject matter. Reconceptualizing the school curriculum is a dominant theme. Satisfies the New York State requirement for world history and geography.

A&HW4041 Teaching Economics As if People Mattered

Critical examination of equity and access through the economic decisions of individuals, groups, governments, and societies. Considers economic structures and decisions that center racial and class equity. Examines key economic concepts across the social studies. Satisfies the New York State requirement for economics.

A&HW4043 Controversial Issues and the Secondary Classroom

This course is about the inclusion of discussions of controversial public issues in secondary school classrooms. Satisfies the New York State requirement for government.

A&HW4530 Seminar for Student Teachers in Social Studies

Addendum: Restricted to majors. Discussion of contextual issues related to student teaching in New York City and support for developing teachers.

A&HW4531 Student Teaching Seminar: The Reflexive Practitioner

A&HW4729 Observation in the Social Studies

Restricted to majors. Preliminary experience in middle and high school social studies classrooms.

A&HW4730

Addendum: Restricted to majors. Student teaching placement in middle and high school social studies classrooms.

A&HW4731

A&HW4903 Research and Independent Study in Social Studies

Permission of instructor required. For qualified masters students. Student-proposed course to supplement student's program plan. Taken under the direction of a faculty member. Students work individually or with others.

A&HW5011 Contemporary Literature I

This course is designed to introduce students to contemporary research and scholarship in social studies education. This the first part of a year-long course in which students will read, synthesize, and contextualize literature that directs the field and is evaluated on your certification exam. We will read across the field with a critical eye toward the conceptual deliberations, explorations of what constitutes a site of social education and accompanying research, the questions scholars ask and how these are reflected in their methods, and finally, how these scholar position themselves and address subjectivity in their research and writing.

A&HW5021 Contemporary Literature in Social Studies Research and Education II

This course introduces students to contemporary research and scholarship in social studies education. The course emphasizes theories used by social studies educational researchers in synthesizing meaning and making claims.

A&HW5022 Spatial Theories & Methodologies

This course examines theories of spatiality in critical discourse, drawing largely from feminist and postcolonial scholars. It explores the methods and practices we can use in researching and writing about the spatiality of curriculum, teaching, and/or social interaction.

A&HW5030 Social Inequities and Schools: Rethinking Social Studies

Examination of social, political, spatial, historical and economic inequities in the context of U.S. urban schools and schooling. Explores the integration of equity-driven curricular and pedagogical orientations to classrooms to redress social inequities.

A&HW5031 Teacher Education in Social Studies

Permission of instructor required. Introduction to research in teacher education in the social studies; examination of issues related to social studies teacher education.

A&HW5035 History of the Social Studies since 1880

A historical investigation of the development of the secondary school history/social studies curriculum, including questions related to objectives, content, and methods of instruction.

A&HW5037 Advanced Teaching Methods in the Social Studies

Examination of alternatives to conventional curricular arrangements in social studies, including attention to authentic assessment, interdisciplinary strategies, social justice education, and pedagogy in public.

A&HW5040 Global Citizenship Education

Explores the emergence of global citizenship discourse, particularly in the late 20th Century, and considers the philosophical underpinnings of this necessarily obtuse idea. The course considers institutions that enact global citizenship principles while examining how the problems that give rise to global citizenship manifest in the US and beyond during the early 21st Century. Satisfies the New York State requirement for government.

A&HW5043 Critical Geography Education: Africa

This course explores social theory from geography to develop questions and practices for the teaching of geography in the social studies. The unit of inquiry is Africa, a geographic concept we interrogate during the course. Satisfies the New York State requirement for geography.

A&HW5203 Fieldwork in Social Studies

Permission of instructor required. Opportunity for qualified masters students, individually or in small groups, to develop and pursue projects, in consultation with an advisor, in schools, communities, and other field settings.

A&HW5232 Fieldwork in Social Studies

Supervised fieldwork, individual conferences and group seminar related to social studies research.

A&HW5430 Internship in the Teaching of History and Social Sciences

Permission of instructor required. Ordinarily in secondary schools, community colleges, teacher training programs or publishing work.

A&HW5503 Research Paper in Social Studies

Required for master's students submitting a final portfolio or thesis; required for doctoral students submitting their literature review.

A&HW5530 History of American Social Thought

History of American social thought as it has influenced and been influenced by theories of education and patterns of educational practice.

A&HW5931 Guided Investigations in the Teaching of Social Studies

Seminar designed to support the preparation and writing a thesis for INSTEP students. Course is taken each summer to develop research plan, carry out research, analyze data and write the thesis.

A&HW6011 The Citizen & Society

Using scholarship from history, philosophy, and sociology, the course will consider the utility of the word "citizen" and "citizenship" in our teaching and research and offers a variety of ways of rethinking these concepts and ideas

A&HW6030 Research in Social Studies Education

Permission of instructor required. Supports advanced students working on a research project. Course explores epistemological frameworks, use of theory, research methods, and/or analysis of data. Emphasis determined by needs of students.

A&HW6203 Advanced Fieldwork in Social Studies

Permission of instructor required. Opportunity for qualified doctoral students, individually or in small groups, to develop and pursue projects, in consultation with an advisor, in schools, communities, and other field settings.

A&HW6403 Internship in College Teaching in Social Studies

Permission of instructor required. Occasional opportunities in college programs in areas represented by the program.

A&HW6500 Seminar in the History of the Social Studies

This course is for doctoral students taking the History of Social Studies since 1880 (A&HW 5035) and runs concurrently with A&HW 5035. Course requirements are designed specifically for doctoral students.

A&HW6503

Doctoral seminar focused on research paradigms, theory, scholarly identity, writing, and navigating life in academia. Beginning doctoral students take the seminar for four consecutive semesters.

A&HW6504 Thinking with Theory in Social Studies Research

A&HW6505 Doctoral Seminar in Social Studies Ed.: Framing an Inquiry

Inquiry in social studies education draws upon theoretical paradigms, existing research, and methods found across the broader field of educational research. Thinking across this range of fields and approaches allows scholars in social studies education to craft robust, meaningful and original inquiries that address pressing concerns and quandaries. This

semester, our focal intellectual work is to explore some of the ways that educational researchers frame their inquiries amid varied theoretical frameworks, bodies of existing research, and methodological approaches. With a focus on the themes of migration and citizenship; identity and agency; and gender.

A&HW6506 Research Methodologies and Writing Research in Social Studies Education

This seminar focuses on writing research. We will think about how scholars pose questions, how they choose their methods, analyze their data, and choose the genre/format of their writing. We will read pairs of related methodologies to add an edge of comparison in methods, analysis, and writing. We will largely read portions of books, specifically the chapters that focus on problems, the author's reflexivity, methods, how scholars make claims, and the import/impact of the research.

A&HW6530 Curriculum Development, Research, and Supervision

Aspects of curriculum; teaching and learning processes; attention to problems and techniques of supervision.

A&HW6903 Research and Independent Study

Permission of instructor required. For qualified doctoral students. Student-proposed course to supplement student's program plan. Taken under the direction of a faculty member. Students work individually or with others.

A&HW6935 Studies in History and in the Teaching of History and Social Studies

Permission of instructor required. Individual research and advanced historical method ordinarily related to a doctoral dissertation.

A&HW7503

The purpose of the dissertation seminar is to develop and refine specific topics for dissertation research. Students should enroll in the dissertation seminar beginning only in the semester in which they intend to present their dissertation proposal for committee review.

A&HW8903

Individual advisement on doctoral dissertation. Fee to equal 3 points at current tuition rate for each term. See catalog section on continuous registration for Ed.D./Ph.D. degrees.

Teachers College
COLUMBIA UNIVERSITY

Academic Catalog 2026-2027

Biobehavioral Sciences

68 pages

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Biobehavioral Sciences

Department Mission

The Department of Biobehavioral Sciences offers programs grounded in the biological, physiological, behavioral, and sociocultural sciences that underlie human communication, movement, and neuroscience, as well as their associated disorders. We apply this scientific foundation to clinical, educational, and community settings, translating an understanding of both typical and atypical biobehavioral processes into evidence-based practice. Our work aims to enhance the educational, functional, adaptive, communicative, and health-related capacities of individuals across the lifespan and across the full spectrum of ability.

A core commitment of the department is fostering interdisciplinary and multidisciplinary collaboration across professional boundaries. Graduates of our master's programs assume professional roles in educational, healthcare, and community settings as speech-language pathologists, exercise physiologists, health professionals, physical education teachers, occupational therapists, physical therapists, and research coordinators. Because these professionals frequently work within interdisciplinary teams, the department actively creates opportunities for students to engage across disciplines throughout their training.

Our doctoral graduates are prepared for university faculty positions, research careers, and leadership and administrative roles in clinical, educational, industry, and organizational settings.

To support its teaching and research missions, the department maintains a range of clinics and laboratories, including the Edward D. Mysak Clinic for Communication Disorders, along with laboratories in applied (exercise) physiology, motor learning, biomechanics and kinematics, neurorehabilitation, language and cognition, adaptive communication technologies, and neuroscience.

The master’s degree program in Communication Sciences and Disorders is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA).

Communication Sciences and Disorders

Program Description

The master's degree program in Communication Sciences and Disorders is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association.

The program in Communication Sciences and Disorders offers advanced education and training in the processes of individual human communication (speech, hearing, language, and literacy), disorders of human communication, and swallowing and assessment and intervention for such disorders.Coursework and clinical training of assessment and treatment for such disorders is a major component of the program.

Emphases and interests of the program are reflected in the work of the faculty. Dr. Cate Crowley's work concentrates on culturally and linguistically appropriate disability evaluations; cleft palate speech and feeding assessment and treatment; appropriate and effective international practice. Dr. Erika Levy's research interests include treatment efficacy for intelligibility in children with dysarthria due to cerebral palsy and in adults with Parkinson's Disease. Dysarthria speech characteristics and treatment outcomes are examined in English, French, Spanish, and Mandarin. In addition, her lab examines cross-language speech perception. Dr. Michelle Troche's research is aimed at improving health outcomes and quality of life associated with disorders of airway protection (i.e., swallowing and coughing); better understanding of the mechanisms underlying airway protection and its disorders; development of novel and robust evaluation and treatment techniques for dystussia (deficits of cough function) and dysphagia (deficits of swallowing function). Dr. Gemma Moya-Gale’s research is aimed at: 1) improving voice, communication, and social connectedness in people with Parkinson’s disease within an inclusive framework, and 2) developing new technologies, through the use of automatic speech recognition, to foster independence in people with Parkinson’s disease. Dr. Victoria Tilton-Bolowsky’s research is aimed at (1) enhancing aphasia treatment outcomes and (2) eliminating bias in clinical and research practices. Dr. Juliana Ronderos’ research studies how children learn language and develop literacy skills, with a special focus on multilingual learners. Dr. Ronderos’ research combines research in speech-language development and brain science to better understand how language is processed in the brain and why some children have difficulties with language and reading.

Programs leading to the M.S. degree in Communications Sciences and Disorders prepare graduates for positions in a variety of professional settings: educational settings, community speech and language centers, rehabilitation centers, hospital clinics, private practice, state departments of education, health departments, federal agencies, and colleges and universities.

Because of the program's central concern with the processes of individual human communication, swallowing and their disorders and management, it has special interests in, and relations with, the fields of psychology, linguistics, bilingualism, anatomy and physiology, special education, and various health related professions including medicine, dentistry, physical therapy, occupational therapy, dental hygiene, nursing, and hospital administration.

Program Degrees

Expand the accordion(s) to view the degree requirements:

Bilingual Extension Institute (Speech Language Pathology)

Advanced Certificate | Points/Credits: 6 | Entry Terms: Summer, Fall | Certification: Bilingual SLP Extension

Program is not accepting applications for the 2027 year.

On Campus Curriculum Outline

Weekend Content

("Areas covered" sections correspond to NYSED requirements)

Weekend I (May). Bilingual/Bicultural Language Development. Theories and Models of Bilingual Education.

Compare normal language development to bilingual/bidialectal language development. Identify normal processes of second language acquisition. Introduce theories and models of bilingual education. Introduce sociolinguistic parameters of topic, participant, setting, and function, and home/school gap. Discuss dialect and language stigmatization and code-switching.

Areas covered. Sociolinguistics and psycholinguistics. Bilingualism. Theories of bilingual education and bilingualism. Impact of home/school mismatch in meeting the New York State Learning Standards. Multicultural perspectives in education.

Weekend II (June). Speech-language Assessment of Preschool Children.

Review current assessment materials and discuss how to use these materials effectively. Identify the "Critical Questions" for evaluations. Analyze the impact of home/school mismatch on the differential diagnosis of a language or speech disorder and a difference. Study the validity of current assessment materials and technology based upon current research, and technology. Analyze language differences and sociolinguistics on the assessment of culturally and linguistically diverse preschool children.

Areas covered: Methods of teaching Native Language Arts and English Language Arts to bilingual ELLs,including literacy and other content areas, for meeting the New York State Learning Standards. Sociolinguistics and Psycholinguistics. Bilingualism.

Weekend III (September). Speech-Language Assessment of School-Age Students.

Identify factors to distinguish differences from a disorder. Use of published tests, technology, and alternative and curriculum-based strategies in assessment. Impact of bilingualism and sociolinguistics on the assessment of culturally and linguistically diverse children. Role of speech language clinician in "early intervening services" and Response to Intervention. Implications of Hehir report findings. Impact of IDEA on assessments.

Areas Covered. Methods of teaching English Language Arts to bilingual English Language Learners, including literacy and other content areas and of using the native language and English, for meeting the New York State Learning Standards. Sociolinguistics and Psycholinguistics. Bilingualism.

Weekend IV (October). Speech-Language Intervention for Preschool Children.

Delivery of appropriate assessment to ensure optimal pre-academic success for ELLS and non-native speakers of General American English. Factors to consider when deciding the language of instruction, review of current research on impact of bilingualism on language development of children with language disorders. Effectiveness of education programs for ELLS including CALLA and ALERTA in the development of academic English.

Areas covered. Methods of teaching English Language Arts to bilingual English Language Learners, including literacy and other content areas, using the native language and English, for meeting the New York State Learning Standards. Multicultural perspectives in education.

Weekend V (November). Speech-language intervention for School-age Students.

Review and analysis of research of most effective methods for developing social and academic language to meet the curriculum standards. Analysis of impact on language acquisition, literacy development, and development of other content areas when an ELL has a communication disorder. Focus on developing collaborative relationships with parents and teachers of ELLS.

Areas covered. Methods of teaching English Language Arts to bilingual English Language Learners, including literacy and other content areas, using the native language and English, for meeting the New York State Learning Standards. Multicultural Perspectives in Education. Sociolinguistics.

Weekend VI (December). Ethical Considerations, Bilingual Phonology, Neuroscience of Bilingualism.

Analyze development of phonological awareness and its relationship to development of literacy in ELLS. Identify ethical concerns in the assessment and treatment of bilingual/bicultural children. Review current practice in assessment from birth through 21 based upon federal law, current research, and preferred practice. Review of current research on neurolinguistics of bilingualism and its clinical impact.

Areas covered. Methods of teaching English Language Arts to bilingual English Language Learners, including literacy, using the native language and English, for meeting the New York State Learning Standards for students. Sociolinguistics and psycholinguistics. Multicultural perspectives in education.

Institute Projects

(May be done in groups)

(1) Contrastive linguistic analysis of English and the student's non-English language

(2) Speech-Language Evaluation. Submit one bilingual speech-language evaluation for a typically developing bilingual preschool child, between 2-4 years old.

(3) Speech-Language Evaluation. Submit one bilingual speech-language evaluation for a typically developing bilingual school-age child, preferably 9 yrs or older.

(4) Speech-Language Evaluation. Submit one bilingual speech-language evaluation for a bilingual child who is suspected (or it is known) of having a language disorder.

(5) College-supervised field experience/Collaborative journal. This journal maintains a record of the 50 hours of speech-language services for clients from 3 through 21 years including a description of the treatment plan and what was done in individual sessions.

(6) Inservice: Give an inservice presentation to colleagues about what the student learned in the Institute. Students may work together on the inservice project in the same school district.

Bilingual Extension Institute (Speech Language Pathology) (Online)

Advanced Certificate | Points/Credits: 6 | Entry Terms: Summer | Certification: Bilingual SLP Extension

Online Curriculum Outline

Weeks 1-12, 3-credit course. Foundations and Preschool assessment and treatment

Unit 1 (weeks 1-4): Bilingual language development: Second language acquisition, social vs academic language, sociolinguistics (code-switching, dialect, etc.)

Unit 2 (weeks 5-9): Preschool bilingual speech-language assessment

Unit 3 (weeks 10-12): Preschool bilingual intervention

Weeks 13-24, 3-credit course. Bilingual motor speech disorders, cognitive disorders including TBI, school age assessment, school age intervention

Unit 1 (weeks 13-14): Bilingual motor speech disorders assessment and treatment (weeks 15-16) Bilingual cognitive disorders and TBI

Unit 2 (weeks 17-20): School-age bilingual speech-language assessment (disorder vs difference, typical vs disordered language)

Unit 3 (weeks 21-24): School-age bilingual speech-language intervention (early bilingual literacy development, intervention for low incidence populations, functional IEP goals)

Communication Sciences and Disorders - Bilingual Extension: Dual Certification

M.S. | Points/Credits: 58 | Entry Terms: Fall | Certification: NY State Initial: Speech and Language Disabilities K-12 with Bilingual Option

This degree program incorporates academic and clinical practicum requirements for the American Speech-Language-Hearing Association's Certification of Clinical Competence (ASHA CCC-SLP) and the New York State Education Department (NYSED) requirements as well as departmental and college requirements. Students who complete the degree program are also eligible for New York State licensing in speech and language pathology. Students may also elect to apply for the NYSED Teacher of Students with Speech and Language Disabilities Certificate (TSSLD) and the NYSED bilingual extension to the TSSLD. New York State Education Department (NYSED) mandates teacher certification requirements that are needed for program completion and graduation which are listed in the Office of Teacher Education section of the catalog.

Students are admitted to the program with undergraduate majors in speech and language pathology or with all required prerequisite courses completed.

Completion of the program is typically accomplished within two calendar years (four semesters and one summer session) of full time study.

Bilingual-Multicultural Program Focus

The Bilingual-Bicultural Program Focus is for students who wish to develop expertise in working with culturally and linguistically diverse children and adolescents with communication disorders. Following the Bilingual-Multicultural Program Focus will satisfy the coursework and field placement requirements for the bilingual extension to the New York State TSSLD. Under New York State Education Department regulations, the bilingual extension certificate is required to provide speech and language intervention for bilingual children and adolescents ages 3 through 21. This includes working in a school system in New York State as well as providing bilingual therapy in a private practice where funding comes from the New York City Department of Education.

Communication Sciences and Disorders

M.S. | Points/Credits: 55 | Entry Terms: Fall | Certification: NY State Initial: Speech and Language Disabilities K-12

This degree program incorporates academic and clinical practicum requirements for the American Speech-Language-Hearing Association's Certification of Clinical Competence (ASHA CCC-SLP) and the New York State Education Department (NYSED) requirements as well as departmental and college requirements. Students who complete the degree program are also eligible for New York State licensing in speech and language pathology. Students may also elect to apply for the NYSED Teacher of Students with Speech and Language Disabilities Certificate (TSSLD). New York State Education Department (NYSED) mandates teacher certification requirements that are needed for program completion and graduation which are listed in the Office of Teacher Education section of the catalog.

Students are admitted to the program with undergraduate degrees in speech and language pathology or with all required prerequisite courses completed.

Completion of the program is typically accomplished within two calendar years (four semesters and one summer session) of full time study.

Bilingual-Multicultural Program Focus

The Bilingual-Bicultural Program Focus is for students who wish to develop expertise in working with culturally and linguistically diverse children and adolescents with communication disorders. Following the Bilingual-Multicultural Program Focus will satisfy the coursework and field placement requirements for the bilingual extension to the New York State TSSLD. Under New York State Education Department regulations, the bilingual extension certificate is required to provide speech and language intervention for bilingual children and adolescents ages 3 through 21. This includes working in a school system in New York State as well as providing bilingual therapy in a private practice where funding comes from the New York City Department of Education.

Communication Sciences and Disorders

Ph.D. | Points/Credits: 75 | Entry Terms: Fall

This program is designed for individuals primarily interested in research and teaching careers in speech and language pathology. A minimum of 75 points must be completed, though 30 points may potentially be transferred from a master's degree program. There is no foreign language requirement. All doctoral candidates must complete a dissertation. For general details concerning the doctoral programs, please consult the Office of Doctoral Studies website. For more information about our doctoral program, please go to our program website.

Program Faculty

Faculty

- Catherine J Crowley

  Professor of Practice of Communication Sciences and Disorders

- Erika Shield Levy

  Professor of Communication Sciences and Disorders

- Gemma Moya-Gale

  Assistant Professor of Communication Sciences and Disorders

- Juliana Ronderos

  Assistant Professor of Communication Sciences and Disorders

- Victoria Tilton-Bolowsky

  Assistant Professor Communication Sciences and Disorders

- Michelle Shevon Troche

  Professor of Communication Sciences and Disorders

Professors of Teaching

- Avery Dakin

  Assistant Professor of Teaching

- Panagiota Demetra Tampakis

  Assistant Professor of Teaching

Instructors

- Bernadine Rae Gagnon

  Director of the Edward D. Mysak Clinic for Communication Disorders

Program Courses

BBS4032 Neuroscience of Speech and Language

This is a 2-credit course that provides an introductory overview of the neuroanatomical and neurophysiological correlates of aspects of speech, language, and cognition, with an introduction to disorders of communication related to neurologic impairments due to various etiologies. Students will learn through assigned reading, lectures, discussion, class participation, guided self-study, review sessions, discussion and case study review, with a focus on neurological underpinnings of communication disorders.

BBS4035 Clinical Practice in the Medical Setting

Prerequisite: BBS 4032. This course introduces the student to principles and clinical practices of rehabilitation specialists within the medical setting. Students will be introduced to various types of healthcare settings and the healthcare professionals whom they will encounter within the medical practice. Medical terminology and documentation will be reviewed. Additionally, students will be exposed to basic clinical information on assessment and treatment of complex patients with communication and swallowing difficulties seen within medical environments. Success in this course requires a strong foundation in Neuroscience.

BBSQ4010 Grammar Fundamentals for a Pluralistic Society

Pre-requisites: None. This course teaches fundamental features of American English grammar including those features several varieties of English.

BBSQ4030 Speech Science

Pre-requisites: No prerequisites, but knowledge of speech articulation and the International Phonetic Alphabet is helpful. This course examines the production, transmission, and perception of speech and discusses applications to communication disorders and to second-language speech communication.

BBSQ4031 Anatomy and Physiology for Speech, Language, and Hearing

This course teaches the basic structures and functions of the articulatory, vocal, respiratory, and nervous systems and applies this information to the field of speech-language pathology and audiology.

BBSQ4032 Phonetics

This asynchronous course provides specialized knowledge essential to understanding speech communication. Through readings, recorded lectures, and a variety of multimedia resources, students are introduced to the theoretical foundations of how speech sounds are produced and perceived across human languages. The course supports the development of clinical listening skills by training students to identify and discriminate the sounds of Standard American English and to represent these sounds using the International Phonetic Alphabet (IPA). Students will also develop foundational skills in phonetic transcription and analysis relevant to communication disorders. In addition, the course explores cross-linguistic phonetic variation, including dialectal differences and their implications for clinical practice. By successfully completing the formative and summative assessments in this course, students will make progress toward meeting the standards established by the American Speech-Language-Hearing Association (ASHA) for the Certificate of Clinical Competence in Speech-Language Pathology. These standards are closely aligned with the Department of Communication's learning outcomes (LOs) and the specific course learning outcomes listed below.

BBSQ4042 Audiology

This course covers acoustics, anatomy, and physiology of the auditory system, pure tone and speech audiometry, types and communication effects of hearing loss, amplification, and immittance.

BBSQ4900 Research Independent Study

Instructor's Approval Required.

BBSQ5009 Cognitive Disorders

This class provides a comprehensive overview of traumatic brain injury, right hemisphere disorders, and dementia. Theoretical, practical, and evidence-based approaches to assessment and intervention will be presented.

BBSQ5041 School Speech-Language-Hearing Programs

Analyzes the impact of federal and state laws on service delivery in school setting. Develops skills to meet the needs of students with communication-disorders with the full range of disabilities, including working with other professionals to assist children in accessing the general curriculum.

BBSQ5111 Assessment and Evaluation

Prerequisites: A course in normal language development and a course in Language Disorders in Children. Examines how to provide evidence-based and culturally and linguistically appropriate disability evaluations with a focus on birth through 21 disability evaluations under the federal law. Students acquire knowledge and skills in standardized tests, alternative assessment approaches, and dynamic assessment, covering the full range of disabilities.

BBSQ5112 Articulation and Phonological Disorders

Prerequisite: Phonetics course. Study of phonological rule disorders and disorders associated with functional and various structural problems in children. Critical analysis of research in assessment and treatment.

BBSQ5113 Voice Disorders

Study of voice disorders associated with functional, structural, endocrinological, and neurological problems. Analysis of recent research and evidence-based approaches to voice therapy. Prerequisite: BBSQ 4031 or equivalent.

BBSQ5114 Stuttering and Other Fluency Disorders

This course examines the nature of stuttering and other fluency disorders across the lifespan. Emphasis is placed on assessment, intervention, and prevention.

BBSQ5115 Language Disorders in Children

Prerequisite: A course in normal language development. Language disorders in children, including native English speakers and children from culturally and linguistically diverse homes, covering the full range of disabilities. Course covers birth through late adolescence and includes impact of language disorders on language acquisition, literacy development, and uses of technology.

BBSQ5116 Language Disorders in Adults

Prerequisite: BBS 4032 Neuroscience or equivalent. Theoretical and practical approaches to understanding the etiology, assessment, classification, and treatment of aphasia and other communication disorders in adulthood.

BBSQ5118

Explores the role of the speech-language pathologist on the cleft palate team and in international practice. Develops knowledge and skills needed by the SLP to address communication and feeding issues associated with cleft palate and other craniofacial disorders.

BBSQ5120 Communication Disorders in Bilingual/Bicultural Children

Studies effect of bilingualism, bilingual education, sociolinguistics, psycholinguistics and multicultural perspectives in education on children and adolescents. Considers appropriate assessment and treatment to ensure optimal academic success for dual language learners and multidialectal students by providing culturally and linguistically appropriate services, covering the full range of disabilities.

BBSQ5130 Assessment and Intervention in Dysphagia

Prerequisite: BBSQ 4031 or equivalent, previous course addressing neurological bases of communication/upper airway dysfunction. This class examines clinical practice in swallowing and feeding disorders in children and adults. Normal and abnormal development and mature function assessment and treatment.

BBSQ5210 Practicum in School Speech-Language Pathology

Assessment and Intervention planning and implementation for school age clients across the full range of disabilities. Practice in speech and language pathology at related field facilities. Majors enroll until practicum requirements for the M.S. degree are completed. This course requires a minimum of 27 hours per week of out-of-classroom work.

BBSQ5312 Applied Medical SLP

Assessment and evaluation. Assessment planning and implementation for clients across the full range of disabilities and across the lifespan.

BBSQ5313 Applied Clinical Course in Autism

Assessment planning and social skills intervention implementation for children and young adults who identify as being Neurodivergent.

BBSQ5314 Applied Clinical Course in Lit

BBSQ5315 Therapy Practicum

Assessment and intervention planning and implementation for clients across the full range of disabilities and across the lifespan. Observation and practice in speech and language pathology at the Edward D. Mysak Clinic for Communication Disorders and at related field facilities. Majors enroll until practicum requirements for the M.S. degree are completed.

BBSQ5331 Introduction to Clinic Methods

Assessment and intervention planning and implementation for clients across the full range of disabilities and across the lifespan. Practice in speech and language pathology at the Edward D. Mysak Clinic for Communication Disorders and/or related field facilities. Majors enroll until practicum requirements for the M.S. degree are completed.

BBSQ5332 Therapy Practicum: Regular Clinic

Assessment and intervention planning and implementation for clients across the full range of disabilities and across the lifespan. Observation and practice in speech and language pathology at the Edward D. Mysak Clinic for Communication Disorders and at related field facilities. Majors enroll until practicum requirements for the M.S. degree are completed. This course requires 27 out of classroom hours per week.

BBSQ5339 Therapy Practicum: Regular Clinic

Assessment and intervention planning and implementation for clients across the full range of disabilities and across the lifespan. Observation and practice in speech and language pathology at the Edward D. Mysak Clinic for Communication Disorders and at related field facilities. Majors enroll until practicum requirements for the M.S. degree are completed. This course requires 27 out of classroom hours per week.

BBSQ5502 International Transcultural Seminar (Summer)

This seminar is required for all students who travel for the International Practicum in Speech-Language Pathology.

BBSQ5503 International Transcultural Seminar (Fall)

BBSQ5504 International Transcultural Seminar (Spring)

BBSQ5820 Bilingual SLP Extension Institute

The Bilingual SLP Extension Institute is for non-matriculated students who are speech-language-pathologists or holders of the NYSED Teachers of Speech and Language Disabilities (TSSLD) or the Teachers of Speech and Hearing Handicapped (TSHH). It is comprised of two 3-credit courses that meet the academic and clinical requirements of the NYSED bilingual extension certificate. All students receive an "Advanced Certificate in Bilingual Speech-Language Pathology." Students acquire the knowledge and skills to provide culturally and linguistically appropriate services for all students with a focus on dual language learners. The institute is available both online and in-person.

BBSQ5940 Evaluating Research in Speech-Language Pathology

Evaluation of research methods and the interpretation of research leading to evidence-based practice approaches.

BBSQ5941 Research Needs & Methods for Doctoral Students

Rotation in lab conducting complementary research, to result in a product (manuscript, measure, presentation). Taught by core doctoral faculty.

BBSQ6517 Neuropathology of Speech

The purpose of this course is to provide a strong foundation in assessment and management of motor speech disorders in children and adults. We will explore acquired and progressive disorders of the motor speech system from neurological, theoretical, and clinical perspectives. Clinical research in the field will be reviewed and best assessment and management/treatment practices will be discussed. For doctoral students, the course will also address the development of their dissertation study (literature review, research questions, design). Doctoral students must ask the instructor for permission to be in the course. Success in this course requires a strong foundation in speech science (or equivalent, e.g., an acoustic phonetics class) and knowledge of neurological bases of speech production –Prerequisites: BBSQ 4030 or equivalent, and previous course on neurological bases of speech.

BBSQ6900 Rsch Indp Stdy-Lng-Sp Path-Aud

Rsch Indp Stdy-Lng-Sp Path-Aud

BBSQ6940 Supervised Research in Speech-Language Pathology and Audiology

Prerequisite: BBSQ 5941 Research methods. Doctoral candidates are required to enroll in their advisor's section for both semesters. Opportunity to design and conduct pilot studies and projects. This course requires a minimum of 27 hours per week of out of classroom work.

BBSQ6941 Supervised Research in Speech-Language Pathology and Audiology

Prerequisite: BBSQ 5941 Research methods. Doctoral candidates are required to enroll in their advisor's section for both semesters. Opportunity to design and conduct pilot studies and projects. This course requires a minimum of 27 hours per week of out of classroom work.

BBSQ7500 Dissertation Seminar in Speech-Language Pathology and Audiology

Prerequisite BBSQ 6941 Supervised research. Development of doctoral dissertations and projects and presentation of plans for approval. Doctoral candidates are required to enroll for one year and must begin the sequence in the fall term immediately following completion of BBSQ 6941.

BBSQ8900 Dissertation Advisement in Speech-Language Pathology and Audiology

Prerequisite: BBSQ 7500 Dissertation seminar. Individual advisement on doctoral dissertations. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration for Ed.D./Ph.D. degrees.

Movement Science and Education

Program Description

The Program of Movement Sciences and Education at Teachers College, Columbia University excels in graduate education and research in the sub-disciplines of Kinesiology, including Applied (Exercise) Physiology, and Motor Learning and Control. The programs have a long tradition of excellence that have grown out of ground-breaking programs in physical education and health, applied physiology, motor learning, and kinesiology, as well as a long succession of highly recognized faculty and influential researchers. All programs are designed to allow flexibility in curriculum planning, and in consultation with an advisor, students may arrange a program of study tailored to their interests that cut across specializations in the movement sciences.

Overview of Movement Science and Education and Kinesiology Program Sub-concentrations

- The Applied (Exercise) Physiology concentration involves the study of the integrative physiology of exercise, focusing on the acute and chronic adaptations to exercise across the lifespan. The effects of exercise training on physical fitness, sports performance and physical and mental health are emphasized. The program emphasizes the application of scientific evidence to the practice of exercise physiology and related fields, and the program offers ample opportunities for problem based learning and “hands-on” experiences
- The Motor Learning and Control concentration focuses on the behavioral, biomechanical, and neural bases of development, acquisition, and performance of functional movement skills across the lifespan in typically developing and impaired individuals. Movement analysis is used to elucidate the neuromotor control processes underlying skilled performance in everyday functional behaviors, sport, and dance. Our program has a long history of shaping the field of movement sciences, including promoting the application of motor learning principles to applied professions such as physical education, coaching, and physical rehabilitation.
- Movement Science Doctoral Programs with concentration in Physical Therapy and Occupational Therapy (EdD). The Physical and Occupational Therapy tracks are programs designed for licensed physical and occupational therapists who are seeking post-professional doctoral-level education. The programs utilize the rich academic resources already available within the Movement Sciences Program at Teachers College, and provide students with additional knowledge on the application of movement sciences to content areas within physical and occupational therapy. These tracks provide an additional array of specialized clinical and field-based research courses within the specialization of physical and occupational therapy that are

taught by the faculty in physical therapy at Columbia University Irving Medical Center. Students can choose to concentrate in Motor Learning and Control, or Applied Physiology.

- Kinesiology Doctor of Philosophy (Ph.D.) is awarded under an agreement with Columbia University Graduate School of Arts and Sciences and has special requirements; students are referred to the doctoral degree requirements (See "Requirements for the Degree of Doctor of Philosophy'' in the bulletin from the Office of Doctoral Studies). The Ph.D. program is a research-intensive degree, and students are expected to engage in full-time study, which includes a series of approximately three successively independent research projects or the equivalent (such as a large intervention or multi-year study) during their program of study. Preliminary studies may be published prior to graduation, but the final study may be published only after the awarding of the degree. Candidates for the Doctor of Philosophy are expected to have high-quality research experience in movement and exercise sciences, including a written document, such as a Master's Thesis or research article as the primary author, prior to admission to the program. Students in the Ph.D. program can concentrate in Applied Physiology, or Motor Learning and Control. Additional information is available under the subspecialty pages.

Program Degrees

Expand the accordion(s) to view the degree requirements:

Applied Physiology

Ed.D. | Points/Credits: 75 | Entry Terms: Spring, Fall

The Applied (Exercise) Physiology concentration involves the study of the integrative physiology of exercise, focusing on the acute and chronic adaptations to exercise across the lifespan. The effects of exercise training on sports performance and physical and mental health are emphasized. The program emphasizes the application of scientific evidence to the practice of exercise physiology. Students in the applied physiology program study physical activity behavior, the physiological and psychological effects of acute and chronic exercise, how exercise influences physical and mental health, sports performance, and the promotion of physical activity in community, clinical, and public health settings. The Doctor of Education (Ed.D.) is a full- or part-time program that prepares leaders who are scholars of practice, able to draw valid applications from research presently available in Movement Sciences and Education. Graduates of the Ed.D. program go on to have successful careers as educators in higher education settings, clinicians, researchers, and leaders in the field.

Doctor of Education in Applied Physiology

The goal of the Doctor of Education with specialization in Applied Physiology is to prepare doctoral students to pursue scholarly and scientific work. Students are expected to contribute significantly to the completion of at least one comprehensive research project prior to initiation of their dissertation proposal. The skills developed during completion of this project will enable students to carry out their dissertation project independently. Students are encouraged to present the work leading up to the dissertation proposal at regional, national, and international

meetings and to contribute to the publication of results in peer-reviewed journals. Research may be completed in the applied physiology laboratories at Teachers College or in another clinical/research setting, with permission of their major advisor (who will serve as the dissertation supervisor). This work is expected to be completed during the time of enrollment (with TC faculty supervision); previous research completed prior to entering the doctoral program is not acceptable for the dissertation. If the work is completed outside of Teachers College, students are expected to demonstrate that they have contributed significantly to the completion of the required projects and involve their major advisor in all aspects of the research. Preliminary work may be published prior to graduation, but the final study may only be published upon completion of the degree. All Ed.D. students are encouraged to write a grant to obtain pre-doctoral fellowship funding to support their research and to provide some training in grantsmanship.

Advisement and Program Planning

Prior to registration, students meet individually with their faculty advisor to plan the initial phases of their programs. A tentative plan for the first year or two of study is developed—subject to change as the need arises. Part-time and full-time programs are arranged depending on the student's circumstances. At an early stage in the planning process, students develop a written plan for meeting program objectives that allows adequate time for graduate study during each semester of enrollment and provides for meeting all program requirements within a reasonable period of time.

Individual advising meetings are scheduled frequently throughout the academic year and may be used to plan programs, receive feedback, review past work, deal with school-related concerns, discuss research, or discuss other programmatic or scholarly issues. Students hold the responsibility to reach out to advisors to schedule these meetings; communication and mentorship is a shared responsibility of students and their advisors. Students are also encouraged to refer to the Teachers College, Columbia University document, "Requirements for the Degree of Doctor of Education", and they may wish to meet occasionally with the Ed.D. staff in the Office of Doctoral Students to review all required procedures for doctoral studies. Students are encouraged to refer regularly to the TC academic calendar and the Office of Doctoral Studies calendar for important academic deadlines.

The degree audit is an online system available on MyTC for students and faculty to monitor your progress toward your degree. It is strongly recommended that you review this every semester and bring any questions you have to the attention of your advisor. In the semester when you plan to graduate, you will need to file with the registrar for graduation. It is the student's responsibility to monitor the degree audit and to file for graduation by the posted deadlines (Please double check the dates with the registrar's website as these dates are subject to change).

Program of Study

Doctoral study is a multifaceted undertaking. It includes: course work, field and/or laboratory projects, tutorial conferences, informal seminars and colloquia, apprentice research, peer analyses and review, independent library and laboratory research, and informal interchanges among students and faculty. The doctoral programs in Movement Sciences/ Kinesiology are flexible, allowing students to develop skills that will help them reach their career goals. Each student develops competencies in Movement Sciences/Kinesiology and in research methods. The curriculum includes Teachers College and Columbia University courses in programs outside of the movement (such as nutrition education, health education, and other programs) designed to meet the student's professional needs and interests. This program is particularly recommended for students planning on future research careers and those planning to teach at the college level.

Ed.D. Program Requirements

The following Doctor of Education in Applied Physiology program description concentrates on describing course requirements. It is important to recognize that these are only the more formal and identifiable features of the program. A minimum of 75 credits of relevant graduate coursework is required for the degree, 45 credits of which must be completed at Teachers College or Columbia University.

The coursework selected for the degree is intended to provide a range of coursework to support your dissertation research and future professional and research goals. Relevant courses are considered individually in consultation with your advisor and students are expected generally to take courses across the Movement Sciences/ Kinesiology to provide a broad degree of expertise in the field, research and statistics courses to provide expertise in understanding and conducting research, and courses outside of the field in areas related to dissertation research and future professional goals. It is important to keep in mind that courses that have not been approved by the academic advisor prior to registration may not be accepted as part of your doctoral program of study, so it is essential to check in with your advisor every semester prior to registration.

Up to 30 transfer credits from other graduate schools may be applied to fulfill degree requirements for Doctor of Education students. Students must apply to the registrar to request transfer of graduate course credits, and eligible courses as determined by the Registrar are reviewed and accepted for transfer upon approval of the faculty. Students who complete graduate study at another university normally are able to transfer approximately 20-30 credits and therefore enroll for approximately 45 credits of coursework at Teachers College during their doctoral program. Students are expected to consult with the Registrar's Office website for additional information about degree requirements, policies and procedures. Students should be familiar with the most recent version of the document entitled, "Requirements for the Degree of Doctor of Education" for additional college-wide requirements.

Courses are offered in a traditional schedule during the fall and spring, with a limited number of course options available in summer.

Courses are chosen in consultation with an advisor. Previously completed graduate course work may be substituted, as appropriate, for the recommended experiences listed below when approved by the advisor. Each student and the advisor develop a program plan that will help the student meet their goals and successfully complete the dissertation.

Students are required to be in continuous enrollment for a minimum of 3 credits of Teachers College course credit or dissertation advisement, in each fall and spring term, starting with the term following the successful completion of the certification examination, or following the term in which the dissertation proposal was approved in a departmental hearing, whichever comes first, and continuing until all requirements for the degree are met. If registering for course work to meet the continuous registration requirement, students normally will register for the research seminar in applied physiology. Certification examinations, doctoral proposal hearings or doctoral defenses typically are not given in the summer except in exceptional circumstances. The obligation to register continuously ends after the dissertation has received final approval.

Students must register continuously each fall and spring term until all requirements are met, unless granted a leave of absence. Summer enrollment is not required. Students should be aware while planning their plan of study that summer course offerings may be limited and may be cancelled due to insufficient enrollment. A candidate who

expects to interrupt study for any reason should consult the Office of Doctoral Studies so as to avoid the risk of severing connection with the program. Please note there is a time limit for completion of all degree requirements and students are referred to “Requirements for the Degree of Doctor of Education"

Required Core Courses (minimum of 15 points)

Students are required to complete all of the following courses **with a grade of B or better**. Students who earn grades of B- or below will need to retake those courses or an alternate course with approval of the program director and will incur additional tuition charges. Doctoral students with prior masters degrees in Kinesiology or Exercise Sciences, typically meet some or all of these requirements through their prior graduate study.

- BBSR 4095 Applied Physiology I (3)
- BBSR 5594 Applied Physiology II (3)
- BBSR 4195 Applied Physiology laboratory I (3)
- BBSR 5194 Applied Physiology laboratory II (3)
- BBSR 5582 Research Design in the Movement Sciences (3)

Electives in Movement Sciences and Education (BBSR) (minimum of 15 points)

Students are required to take at least five additional BBSR courses (for a minimum of 15 points) in addition to the core required courses. Special Topics courses may be offered in addition to permanent courses. Movement Sciences electives (BBSR courses) taken Pass-Fail will not be accepted toward the degree. Please note that the availability of two credit courses may be limited, even for courses that may offer variable credit. These courses may not be taken with a pass-fail option.Movement Sciences and Education (BBSR) electives may include, but are not limited to, the following BBSR courses:

- BBSR 4005 Applied Anatomy and Biomechanics (3)
- BBSR 4050 Biomechanical Analysis of Human Movement (3)
- BBSR 4060 Motor Learning (2-3)
- BBSR 4070 Introduction to Psychosocial Aspects of Sports/Exercise (2-3)
- BBSR 4900 Research and Independent Study in Movement Science and Education (1-3)
- BBSR 5028 Motor Development (2-3)
- BBSR 5055 Basis of Motor Control (3)
- BBSR 5057 Movement Disorders (3)
- BBSR 5095 Exercise and Health (3)
- BBSR 5096 Advanced Exercise and Physical Activity Prescription (3)
- BBSR 5101 Scientific Basis of Exercise and Weight Management (3)
- BBSR 5120 Critical Issues in Physical Culture and Education (3 credits)
- BBSR 5151 Introduction to Programming for Signal Analysis of Biobehavioral Signals (2-3)

- BBSR 5200 Fieldwork in Movement Sciences and Education (1-3)
- BBSR 5195 Advanced Applied Physiology Laboratory (3)
- BBSR 5199 Special Issues (Topics vary by semester) (2-3)

Research Methods and Statistics (minimum of 12 points)

These courses may include, but are not limited to the following:

- HUDM4120 Basic concepts in statistics (if no undergraduate statistics) (3)
- HUD 4120 Methods of Empirical Research (3)
- HUDM 4122 Probability and statistical inference (3)
- HUDM 4050 Introduction to Measurement (3)
- HUDM 5122 Applied Regression Analysis (3)
- HUDM 5123 Linear Models and Experimental Design (3)
- HUDM 5026 Introduction to Data Analysis in R (3)
- BBSR 4001 Qualitative Research Methods in Biobehavioral Sciences and Education (3)
- BBSR 4002 Visual Methods and Education (3)
- Other TC/CU graduate research methods/ statistics courses with approval of advisor

Research Seminar (2-3 points each semester)

Registration and attendance at the applied physiology research seminar are required for all doctoral students *during all semesters of enrollment*, unless there is an approved reason for non-enrollment, such as a course scheduling conflict. Rarely, a student may be allowed to attend an alternate seminar in the movement science program. Although enrollment is required every semester, a maximum of 18 points can be counted toward degree. Students should expect to register in seminar during all semesters of attendance for 2-3 points, depending on the proposed work to be completed as agreed with the seminar instructor. Advanced doctoral students who are registered for advanced doctoral advisement or seminar courses (e.g., BBSR 7500 (Dissertation Seminar; Proposal Hearing), BBSR 8900 (Dissertation Advisement), TI8900 (Dissertation Defense) may be able to audit BBSR 5595, but they are expected to attend and fully participate in all activities and assignments in BBSR 5595 as part of the requirements for these special advisement and seminar courses for doctoral students.

BBSR 5595 Research seminar in applied physiology (2-3)

BBSR 8900 Dissertation Advisement. This course is for students who are devoting significant time to dissertation-related activities. It is a zero-credit course and carries full time status, and the fee is equal to 3 points of tuition. Students are expected to participate fully in BBSR 5595 for credit or audit concurrently while registered for this course.

BBSR 7500 Dissertation Seminar. This course is taken during the semester when the dissertation proposal hearing is held. Students are expected to participate fully in BBSR 5595 for credit or audit concurrently while registered for this course.

Elective Cognate Courses at Teachers College, Columbia University or through the Inter-University Doctoral Consortium

Students take elective courses in cognate areas to develop additional competencies that will help them reach career goals or gain deeper understanding of the theoretical and scientific bases for their dissertation research—there are many courses from which to select at Teachers College and Columbia University. In addition, students may take graduate courses at other Universities through the Inter-University Doctoral Consortium (IUDC). IUDC registration is open to TC doctoral students who are beyond their first year of study. Popular elective courses for students in Applied Physiology have included courses Health Education (HBSS), Nutrition (HBSV), Diabetes Education (HBSD), and Neuroscience and Education (BBSN).

Further information about policies and procedures for cross registration Inter-University Doctoral Consortium (IUDC) are available at the Registrar's Office or website:

Elective Courses Required for Professional [External] Certifications (Optional)

Any student considering earning a professional [external] certification should review the requirements for the certification(s) on the certifying organization's website and discuss course selection with program faculty to ensure that they meet any specific course requirements for the certification. The courses you elect will depend on the certification you select and your previous undergraduate study. Please note it is possible that you may need to take extra courses above the minimum point requirement for the doctoral degree to meet the requirements to sit for some professional certifications. Additional practical experience may be required for some certifications, and you may gain some experience via an internship at an appropriate external site. It is not possible to apply credit toward your doctoral degree if you elect to take a fieldwork course (BBSR 5200) to gain practical experience. Certifications that you may consider include:

- American College of Sports Medicine Certified Exercise Physiologist or Certified Clinical Exercise Physiologist https://www.acsm.org/certification/get-certified
- National Strength and Conditioning Association Strength and Conditioning Specialist or Certified Performance and Sport Scientist https://www.nsca.com/certification/cscs/
- American College of Lifestyle Medicine https://lifestylemedicine.org/overview/
- CDR Interdisciplinary Obesity and Weight Management Certification https://www.cdrnet.org/interdisciplinary
- American Association for Cardiopulmonary Rehabilitation https://www.aacvpr.org/Certified- Cardiac-Rehabilitation-Professional

The following are elective courses that may be required for various certifications *in addition to* the required courses for the degree:

- BBSR 4005 Applied anatomy and biomechanics (3) OR BBSR 4050 Biomechanical Analysis of human movement (3) [Fall semester]
- BBSR 4070 Introduction to Psychosocial Aspects of Sports/Exercise (2-3) [Fall semester]
- BBSR 5095 Exercise and health (3) [Fall semester]

- BBSR 5096 Advanced Exercise and Physical Activity Prescription (3) [Spring semester OR Summer AB semester]
- BBSR 5101 Scientific Basis of Exercise and Weight Management (3) [Spring Semester]
- BBSR 5102 Electrocardiography and Clinical Exercise Test Interpretation (3) [Spring OR Summer AB semester]

DOCTORAL CERTIFICATION

When a student has completed an approved plan of study, passed the certification examination, and has been recommended for certification by the faculty, the student may be certified as a doctoral candidate. If all criteria are deemed satisfactory, the Faculty Committee on the Ed.D. Degree indicates its approval and notifies the student in writing that they are a certified candidate for the degree of Doctor of Education. Once a doctoral student has been Certified, they may now display the status of doctoral candidate on their e-mail signature and/or official correspondence with the college.

DISSERTATION

Each student completes a dissertation that focuses on a research question in applied physiology. Through coursework, the research seminar, working as an apprentice in the research of faculty and more advanced students, and pilot studies, students develop the skills to complete the dissertation. Many types of questions and methodologies appropriate to applied physiology research may be employed in completing the dissertation. The dissertation research is expected to address complex research problems and to be of sufficient quality to result in at least three publications to be published in a top journal, one of which may be a review (systematic, scoping) or meta-analysis. Throughout the process, the student works closely with their advisor on the design and conduct of the doctoral dissertation. All work for the dissertation is completed in close collaboration with the doctoral advisor and other designated mentors throughout the dissertation process from proposal through the defense.

Thereafter the student works under the supervision of a dissertation committee until the dissertation is completed. Once the dissertation is successfully defended, it is expected that students will share what they have learned by presenting at professional meetings and publishing one or more articles. The dissertation process for the Applied Physiology Program consists of a dissertation proposal hearing and a dissertation defense. The dissertation proposal and dissertation follow the TC Dissertation Manual of Style and students should use the Ed.D. dissertation template provided by the Office of Doctoral Studies for both documents (available under Forms). For key deadlines to apply for dissertation defense and completion of all degree requirements, refer to the Office of Doctoral Studies and the Academic Calendar.

Applied Physiology

Ed.M. | Points/Credits: 60 | Entry Terms: Spring, Summer, Fall

The Applied (Exercise) Physiology concentration involves the study of the integrative physiology of exercise, focusing on the acute and chronic adaptations to exercise across the lifespan. The effects of exercise training on sports performance, fitness and physical and mental health are emphasized. The program emphasizes the application of scientific evidence to the practice of exercise physiology. Students in the applied physiology

program study physical activity behavior, the physiological and psychological effects of acute and chronic exercise, how exercise influences physical and mental health, sports performance, and the promotion of physical activity in community, clinical, and public health settings. Students can apply their academic work to jobs that involve exercise testing and training, including programs designed to improve sports performance, health and physical fitness in healthy individuals, and in people with or at risk for chronic illness or disability. Program graduates work in the health and fitness industry, the movement arts, and work in community, clinical, research, and public health settings. The program also may serve as a stepping-stone to medical, professional schools, and doctoral studies.

The Master of Education program provides for advanced study in the movement sciences and for individually designed study to meet the student's professional needs and interests. This program is particularly recommended for students planning on future doctoral study and research careers and those planning to teach at the community college level. The Master of Education (Ed.M.) degree program emphasizes bridging science and practice and training in the conduct of research. The overarching objective of the program is to develop competence in practical skills and critical thinking skills that facilitate applying scientific knowledge to practice within the student's professional field. The program can be individualized to study across the Movement Sciences. The Master of Education program in Applied Physiology requires a minimum of 60 points of graduate study, and it typically takes 24 months of full-time study and the program may be completed full or part time. Students should be aware that summer course offerings are dependent upon sufficient enrollment, and they may need to extend into an additional semester to complete degree requirements.

The Program has five components:

1. Substantive study of theory and scientific research as embodied in lecture and laboratory courses.
2. Development of clinical practice skills in laboratory and fieldwork courses.
3. Research training to enable students to read, interpret, and conduct original research.
4. Elective courses to meet specific needs, which may be taken throughout Teachers College in an area of your choice.
5. A culminating examination or project integrating material from Applied Physiology coursework.

SPECIAL ADMISSION REQUIREMENTS/ACADEMIC PREREQUISITES

While students have come from a variety of fields, the following backgrounds are most appropriate: kinesiology, movement sciences, exercise science, movement arts, physical therapy, occupational therapy, physical education, athletic training, biology, chemistry, nutrition, nursing, health sciences, public health, health education,, and psychology. The Ed.M. degree is the recommended option for students desiring future study in doctoral degree programs or who have a previous masters degree since they may be able to transfer in some previous coursework toward their degree. Students with strong academic records who have deficiencies in their science backgrounds, may be admitted on a provisional basis with the understanding that these deficiencies will be remedied with appropriate courses taken in addition to those required for the master's degree.

Prospective students should communicate with an academic advisor to discuss program plans prior to admission. Students are encouraged to make an appointment to visit the College to meet with faculty. If desired, it may be possible to audit a class or seminar session during your visit. Applicants are reviewed on an ongoing basis throughout the academic year. Prior to formal admission, enrollment in up to 8 points of study as a non-matriculated student is permitted.

PROGRAM REQUIREMENTS

The Master of Education program in Applied Physiology requires a minimum of 60 points. These courses come from the required core courses, electives in movement sciences, research methods and statistics, and breadth elective courses taken outside of the program. In addition, students who enter the program without prior formal study in Kinesiology or in Movement or Exercise Sciences or closely-related fields may be required to take coursework in addition to these program requirements. All students must complete a final comprehensive integrative project. Students intending to continue study towards the doctoral degree or other professional program should arrange their Ed.M. program to include courses that may be required for doctoral or professional specialization. Up to 30 transfer credits from other graduate schools may be awarded for Master of Education students. Students are expected to consult with the Registrar's Office website for additional information about degree requirements, policies and procedures.

The specific requirements for the Ed.M. program in Applied Physiology are described below:

Required Core Courses (minimum of 15 points)

Students are required to complete all of the following courses with a grade of B or better. Students who earn grades B- or below will need to retake those courses or an alternate course with approval of the program director and will incur additional tuition charges.

- BBSR 4095 Applied Physiology I (3)
- BBSR 5594 Applied Physiology II (3)
- BBSR 4195 Applied Physiology Laboratory I (3)
- BBSR 5194 Applied Physiology Laboratory II (3)
- BBSR 5582 Research Design in the Movement Sciences (3)

Electives in Movement Sciences and Education (BBSR) (12-15 points)

Students are required to take at least four additional BBSR courses (for a minimum of 12 points) in addition to the core required courses. Special Topics courses may be offered in addition to permanent courses. Movement Sciences electives (BBSR courses) taken Pass-Fail will not be accepted toward the degree. Please note that the availability of two credit courses may be limited, even for courses that may offer variable credit. These courses may not be taken with a pass-fail option. Movement Sciences and Education (BBSR) electives may include, but are not limited to, the following BBSR courses:

- BBSR 4005 Applied Anatomy and Biomechanics (3)
- BBSR 4050 Biomechanical Analysis of Human Movement (3)
- BBSR 4060 Motor Learning (2-3)

- BBSR 4070 Introduction to Psychosocial Aspects of Sports/Exercise (2-3)
- BBSR 4900 Research and Independent Study in Movement Science and Education (1-3)
- BBSR 5028 Motor Development (2-3)
- BBSR 5055 Basis of Motor Control (3)
- BBSR 5057 Movement Disorders (3)
- BBSR 5095 Exercise and Health (3)
- BBSR 5096 Advanced Exercise and Physical Activity Prescription (3)
- BBSR 5101 Scientific Basis of Exercise and Weight Management (3)
- BBSR 5120 Critical Issues in Physical Culture and Education (3 credits)
- BBSR 5151 Introduction to Programming for Signal Analysis of Biobehavioral Signals (2-3)
- BBSR 5200 Fieldwork in Movement Sciences and Education (1-3)
- BBSR 5195 Advanced Applied Physiology Laboratory (3)
- BBSR 5199 Special Issues (Topics vary by semester) (2-3)

Elective Courses Required for Professional Certifications (Optional)

Any student considering earning a professional certification should review the requirements for the certification(s) on the certifying organization's website and discuss course selection with program faculty to ensure that they meet any specific course requirements for the certification. The courses you elect will depend on the certification you select and your previous undergraduate study. Please note it is possible that you may need to take extra courses above the minimum 32- point requirement for the MA degree to meet the requirements to sit for some professional certifications. Additional practical experience may be required for some certifications, and you may gain some experience via an internship at an appropriate external site. It is possible to earn credit toward your degree for an internship by electing a fieldwork course (BBSR 5200). MA students may take up to 3 credits in fieldwork that can be counted toward your degree.

Certifications that you may consider include:

- American College of Sports Medicine Certified Exercise Physiologist or Certified Clinical Exercise Physiologist
  https://www.acsm.org/certification/get-certified
- National Strength and Conditioning Association Strength and Conditioning Specialist or Certified Performance and Sport Scientist https://www.nsca.com/certification/cscs/
- American College of Lifestyle Medicine
  https://lifestylemedicine.org/overview/
- CDR Interdisciplinary Obesity and Weight Management Certification https://www.cdrnet.org/interdisciplinary

- American Association for Cardiopulmonary Rehabilitation https://www.aacvpr.org/Certified-Cardiac-Rehabilitation-Professional

The following are elective courses that may be required for various certifications *in addition to* the required courses:

- BBSR 4005 Applied anatomy and biomechanics (3) OR BBSR 4050 Biomechanical Analysis of human movement (3) [Fall semester]
- BBSR 4070 Introduction to Psychosocial Aspects of Sports/Exercise (2-3) [Fall semester]
- BBSR 5095 Exercise and health (3) [Fall semester]
- BBSR 5096 Advanced Exercise and Physical Activity Prescription (3) [Spring semester; Summer AB semester]
- BBSR 5101 Scientific Basis of Exercise and Weight Management (3) [Spring Semester]
- BBSR 5102 Electrocardiography and Clinical Exercise Test Interpretation (3) [Summer AB semester]

Research Methods and Statistics (minimum of 9 points)

Courses in research methods and statistics are strongly recommended for the Ed.M. degree, especially for students planning to go onto research positions or further doctoral studies. Generally, research and statistics courses should not be taken Pass-Fail, unless there are exceptional circumstances with approval in writing by the major advisor. These courses may include, but are not limited to, the following:

- A&H 4001 Qualitative Research Methods in Biobehavioral Sciences and Education (3)
- A&H 4002 Visual Methods and Education (3)
- HUDM 4120 Basic concepts in statistics (if no undergraduate statistics) (3)
- HUD 4120 Methods of Empirical Research (3)
- HUDM 4122 Probability and statistical inference (3)
- HUDM 4050 Introduction to Measurement (3)
- HUDM 5122 Applied Regression Analysis (3)
- HUDM 5123 Linear Models and Experimental Design (3)
- HUDM 5026 Introduction to Data Analysis in R (3)
- Other TC/CU graduate research methods/ statistics courses with approval of advisor

Research Seminar (minimum 4 points)

Registration and attendance at a research seminar are required for all Ed.M. students. Students should expect to register in seminar during all semesters when working on Integrative Final Project, with at least four points over two or more semesters).

- BBSR 5595 Research Seminar in Applied Physiology (1-3)

Breadth Courses outside of Movement Sciences and Education (a total 6 points)

Breadth Elective Courses must be taken in any program or department at Teachers College, except Movement Sciences (BBSR) courses. Please see the academic schedule and academic catalog for a full list of available courses. Popular breadth elective courses for students in Applied Physiology have included courses in Biobehavioral Sciences (BBS), Health Education (HBSS), Nutrition (HBSV), Diabetes Education (HBSD), and Neuroscience and Education (BBSN), and statistics (HUDM). Please note that courses taken at Columbia University schools outside of Teachers College cannot count toward the breadth elective requirement, but they may count toward your degree if approved by your advisor, as long as other degree requirements are met. It is recommended that you discuss your electives with your advisor or program faculty for assistance in selecting courses that may contribute toward your educational and career goals. This is a partial list of popular breadth courses related to movement sciences to consider:

- BBS 4054 Anatomy and Physiology (3)
- BBS 5068 Brain and Behavior I Communication in the nervous system (1-2)
- BBS 5069 Brain and Behavior II (1-2)
- BBSN 4000 Cognitive Neuroscience (3)
- BBSN 4003 Foundations of Neuroscience (3)
- BBSN 5122 Psychoneuroimmunology and Education (3)
- A&A 5120 Critical issues in Physical Culture and Education (3)

Recommended Background Courses for Students Entering Without Prior Study in Kinesiology, Movement or Exercise Sciences

It is recommended that students who come in without prior formal study in Kinesiology, Movement or Exercise Sciences take one or more of the following courses in addition to the program requirements outlined above. Some of these courses can be taken in the summer so a summer semester start may be advisable. Students should consult with their program advisor about taking additional courses. The courses that may be recommended can include one or more of the following:

- BBS 4054 Anatomy and Physiology (3)
- BBSR 4090 Physical Fitness, Weight Control and Relaxation (2-3)

Integrative Final Project

The integrative project for the Ed.M. takes a minimum of 3 semesters to complete. Review the specific guidelines at the end of this document and contact your program advisor as soon as possible to begin planning your integrative projects.

The Integrative Final Project may consist of one of the following:

- A scholarly systematic review of research in applied physiology and movement sciences within a topical area drawing application to practice

- An educational project including the development of an assessment instrument/method for clinical or educational practice or a presentation for a continuing education, health promotion or physical activity program
- A comprehensive research proposal
- Practice or a presentation for a continuing education, health promotion, or physical activity program
- An applied research project under the mentorship of a doctoral student or program faculty member

Types of Integrative Projects

As part of the requirements for completion of the master's degree, you must complete a masters project. Three options for fulfilling the integrative project requirement are available.

Literature Review

The goal of this project is to review research and theory in applied physiology related to a specific problem encountered in clinical or educational practice or across research specialization areas. The aim of the review paper is to apply theory to practice or to generate testable hypotheses having relevance to educational or clinical practice. Alternatively, the review paper can cover a narrowly defined topic in applied physiology by integrating research literature across physiological, motor control, biomechanical and/or behavioral levels of inquiry. A literature review completed for course credit cannot be submitted as the final project.

Basic or Applied Research Project

A basic or applied research project requires the completion of a single case study, pilot study, or full experimental study (e.g., in conjunction with a doctoral student or faculty research). Often, this is a project conceived and designed in the Applied Physiology Research Seminar. A pilot study or full experimental study is suggested to those students considering continuing on to an Ed.D. or Ph.D. program.

Educational Project

An educational project may include the development of an instructional tool to be utilized in educational or clinical practice (e.g., DVD-video, web-based instruction) or a presentation for a continuing education program. This may be a lecture series, training program, or educational materials that integrate the scientific literature from the fields of movement sciences.

Project Advisement

Regardless of the type of project, it is strongly suggested that you discuss your preliminary ideas with your advisor as early as possible, but no later than the semester prior to starting the project. You may also seek advice from your advisor in the selection of a suitable topic.

Subsequently, you may approach a faculty member, doctoral student or suitable person outside the College (e.g., clinician) in the research area of your project to mentor you on your project. You will be expected to register for and attend the AP research seminar for a minimum of two semesters.

It is strongly recommended that you remain in close contact with your academic advisor and your mentor to provide updates on your progress and submit drafts of the work for feedback on a regular basis.

Integrative Project Proposal

Prior to the start of a project, a proposal must be submitted and approved by your academic advisor. Typically, the proposal is submitted early in the semester prior to starting your project. You can start your project as soon as your advisor and mentor formally accept your proposal and you have obtained human subjects committee approval, if required. You may also need to receive training in using the laboratory equipment and practice your protocol, if you will do a laboratory project.

The proposal (max. 2 pages long [single-spaced], not counting references and/or bibliography) should cover the points below. Add subheadings where appropriate.

Literature Review

1. Proposal of [your name]
2. Working title
3. Proposal's date
4. Type of project: Literature Review
5. Advisor(s)
6. Background: Write a one to two paragraph summary of the current body of knowledge in connection with your topic.
7. Research Question(s) to be addressed in your paper
8. Rationale: Why do you think it is important to investigate these questions? How relevant are these questions in clinical or educational practice?
9. Outline of the contents: Main points that you plan to cover (e.g., preliminary ideas of the main sections of your paper: titles and subtitles including an estimate of the number of pages per section).
10. Working plan: Provide a preliminary working plan with the major steps of your project, including a timeline.
11. References and Bibliography

Basic or Applied Research Project or Detailed Project Proposal

1. Proposal of [your name]
2. Working title
3. Proposal's date
4. Type of project: Literature Review
5. Advisor(s)
6. Background: Write a one to two paragraph summary of the current body of knowledge in connection with your topic.
7. Research Question(s) to be addressed in your paper

8. Rationale: Why do you think it is important to investigate these questions? How relevant are these questions in clinical or educational practice?
9. Outline of the contents: Main points that you plan to cover (e.g., preliminary ideas of the main sections of your paper: titles and subtitles including an estimate of the number of pages per section).
10. Working plan: Provide a preliminary working plan with the major steps of your project, including a timeline.
11. References and Bibliography

Educational Project

1. Proposal of [your name]
2. Working title
3. Proposal's date
4. Type of project: Educational Project
5. Advisor(s)
6. Background: Write a one to two paragraph summary of the current body of knowledge in connection with your topic.
7. Target Audience
8. Rationale: Why do you think there is a need for your project? How relevant are these questions in clinical or educational practice?
9. Purpose of your project
10. Methods: Depending upon the type of project (assessment instrument/method for clinical or educational practice or presentation for a continuing education program), describe the methods that you are planning to use. In presentations for a continuing education program this part includes a description of the presentation format.
11. Outline of the contents: Main points that you plan to cover (e.g., preliminary ideas of the main sections of your presentation: titles and subtitles including an estimate of the number of slides per section).
12. Working plan: Provide a preliminary working plan with the major steps of your project (with a timeline including the date of the presentation). While it is expected that the presentation actually be given, for the purpose of formal acceptance of the project, submitting the finalized version is sufficient.
13. References and Bibliography

Format of the Integrative Project

The integrative projects should be submitted in a PDF form. The educational project, depending on its nature, may be presented in paper and/or media format as proposed. All papers must follow either the Uniform Biomedical Journal or the American Psychological Association (APA) style. All papers must include an abstract (maximum one

page long) and. introduction. The papers have numbered pages, are written in a double-spaced text format with 12-point font with at least 1-inch margins on all sides and have a title page that includes the title of your project, your name, program, advisor(s) and dates. Furthermore, the papers must meet the following specific requirements:

- A literature review must be at least 15 pages and no longer than 25 pages in length (not including the abstract, figures, tables and references).
- A basic or applied research project requires a paper to be written in the format of a journal article (introduction 2-3 pages, methods 3-4 pages, results 2-4 pages, discussion 3-5 pages).
- An educational project, consisting of a presentation for a continuing education program contains: a 2-3 pages (numbered, with a maximum of 45-50 slides for a 1-hour presentation), a narrative/legend to each slide, or a recorded video as proposed and agreed upon with your advisor(s). The appendix of the paper may include handouts, an evaluation form, or any other material pertinent to the presentation.
- The format of all other educational projects depends on the type of project chosen and should be discussed with your advisor.

Approval of Integrative Projects and Filing Deadlines

It is very important that you plan sufficient time with your advisor for final revisions on the paper, prior to the Teachers College filing deadlines for masters degree projects. In the semester when you plan to complete your project, your advisor should receive a complete draft of your project at least once before mid-semester break to allow time for feedback and revisions of your project before the due date at the end of the semester. At the end of the semester, ~2-4 weeks as agreed upon with your advisor should be allocated to allow your advisor to read and provide additional feedback and provide you with ample time to make revisions before finalizing your project by the deadlines posted below. It is recommended that you discuss the timeline and deadlines for your work with your advisor no later than the start of the semester in which you expect to begin your work. Your final paper has to be formally accepted by your advisor, before it is considered to be complete. Upon formal acceptance of the paper, the advisor will note the completion of this degree requirement on your degree audit. After your paper is formally accepted, you provide an electronic version (PDF format) to your advisor.

Given the comprehensive nature of the integrative project for the EdM, it is strongly recommended that you give yourself at least 1 year (i.e., 2-3 semesters) to complete:

- Draft proposal should be submitted to your academic advisor *no later than* October 1, March 1, or June 15 (for Fall) in the semester PRIOR to the one when you plan to begin your project. At this time, you should include a draft of your proposal that is complete enough for thorough discussion with your advisor. You and your advisor will discuss and direct you to complete a final proposal to be reviewed for approval. This process can take up to 2-4 weeks to complete.
- Submit a final draft of your proposal no later than 1 month prior to the end of the semester before you plan to begin work on your integrative projects (i.e., 1 December, 1 April, 1 August). You should expect a response by your advisor by the end of the semester.
- You should expect to share drafts of your integrative project several times during the semesters you are working on your project. The frequency of drafts should be agreed upon with your advisor.

- A minimum a complete draft of your project should be submitted to your advisor prior to mid-semester (i.e., 1 November, 15 March, July 15) to allow sufficient time for your advisor to review and provide feedback
- The final version of your project should be submitted 2-4 weeks prior to the posted deadlines for completion of the integrative project as posted by the Office of the Registrar (confirm dates as they are subject to change)

Degree Application Due	Final Approval of Final Project/Exam**	Date of Award of Degree
August 1	September 1	October
November 1	January 2	February
February 1	April 30	May

Applied Physiology

M.A. | Points/Credits: 32 | Entry Terms: Spring, Summer, Fall

The Applied (Exercise) Physiology concentration involves the study of the integrative physiology of exercise, focusing on the acute and chronic adaptations to exercise across the lifespan. The effects of exercise training on sports performance and physical and mental health are emphasized. The program emphasizes the application of scientific evidence to the practice of exercise physiology. Students in the Applied Physiology program study physical activity behavior, the physiological and psychological effects of acute and chronic exercise, how exercise influences physical and mental health, sports performance, and the promotion of physical activity in community, clinical, and public health settings. Students can apply their academic work to jobs that involve exercise testing and training, including programs designed to improve sports performance, health and physical fitness in healthy individuals, and in people with or at risk for chronic illness or disability. Program graduates work in the health and fitness industry, the movement arts, and work in community, clinical, research, and public health settings. The program also may serve as a stepping-stone to medical studies, professional schools, and doctoral studies.

The Master of Arts (M.A.) program emphasizes bridging science and practice. The overarching objective of the program is to develop competence in practical skills and critical thinking skills that facilitate applying scientific knowledge to practice within the student's professional field. The program can be individualized to span the movement sciences and includes at least two Teachers College courses (for a total of 6 credits) in programs outside of the movement sciences (i.e., non "BBSR" courses), such as neuroscience, nutrition education, health education, and other programs.

The Masters of Arts program in Applied Physiology requires a minimum of 32 points of graduate study, and it typically takes twelve months of full-time, or two years of part-time study. Full time students who wish to graduate in May--or who have no previous formal study in a Kinesiology/Movement Science-related field--are strongly

advised to start the program during a summer semester. Full-time students choosing the comprehensive exam option (instead of the integrative project) typically take the comp exam in the first summer session of their program of study.

The Program has five components:

1. Substantive study of theory and scientific research as embodied in lecture and laboratory courses.
2. Development of clinical practice skills in laboratory and fieldwork courses.
3. Research training to enable students to read and interpret original research.
4. Elective courses to meet specific needs, which may be taken at Teachers College in an area of your choice.
5. A culminating examination or project integrating material from Applied Physiology coursework.

SPECIAL ADMISSION REQUIREMENTS/ACADEMIC PREREQUISITES

While students have come from a variety of fields, the following backgrounds are most appropriate: kinesiology, movement sciences, exercise science, physical therapy, occupational therapy, physical education, athletic training, movement arts, biology, chemistry, nutrition, nursing, health sciences, public health, health education, neuroscience, and psychology. Students with strong academic records who have deficiencies in their science backgrounds, may be admitted on a provisional basis with the understanding that these deficiencies will be remedied with appropriate courses taken in addition to those required for the M.A. degree.

Prospective students should communicate with an academic advisor to discuss program plans prior to admission. Students are encouraged to make an appointment to visit the College to meet with faculty. If desired, it may be possible to audit a class or seminar session during your visit. Applicants are reviewed on an ongoing basis throughout the academic year. Prior to formal admission, enrollment in up to 8 credits of study as a non-matriculated student is permitted.

PROGRAM REQUIREMENTS

The Masters of Arts program in Applied Physiology requires a minimum of 32 points. These courses come from the required core courses, electives in movement sciences, and breadth elective courses taken outside of the program. In addition, students who enter the program without prior formal study in Kinesiology, Movement, or Exercise Sciences or a closely-related field may be required to take coursework in addition to these degree program requirements, and it is strongly recommended they start during a summer semester if at all possible. All students must complete a final comprehensive examination or integrative project. Students electing the integrative project option should work closely with their advisor, beginning during their first semester of study, to map out an integrative project schedule that aligns with their graduation timeline. No transfer credit from other graduate schools is awarded for Master of Arts students. Students are expected to consult with the Registrar's Office or website for additional information about degree requirements, policies and procedures.

The specific requirements for the M.A. program in Applied Physiology are described below:

Required Core Courses (minimum of 15 points)

Students are required to complete all of the following courses with a grade of B or better. Students who earn grades of B- or below will need to retake those courses or an alternate course with approval of the program director and will incur additional tuition charges.

- BBSR 4095 Applied Physiology I (3)
- BBSR 5594 Applied Physiology II (3)
- BBSR 4195 Applied Physiology Laboratory I (3)
- BBSR 5194 Applied Physiology Laboratory II (3)
- BBSR 5582 Research Design in the Movement Sciences (3)

Electives in Movement Sciences and Education (BBSR) (9-12 points)

Students are required to take at least three additional BBSR courses (for a minimum of 9 points) in addition to the core required courses. Special Topics courses may be offered in addition to permanent courses. These courses may not be taken with a pass-fail option. Please note that there is limited availability of 2 credit course options. Movement Sciences and Education (BBSR)electives may include, but are not limited to, the following BBSR courses:

- BBSR 4001 Qualitative Research Methods in Biobehavioral Sciences and Education (3)
- BBSR 4005 Applied anatomy and biomechanics (3)
- BBSR 4050 Biomechanical Analysis of human movement (3)
- BBSR 4060 Motor learning (2-3)
- BBSR 4070 Introduction to Psychosocial Aspects of Sports/Exercise (2-3)
- BBSR 4900 Research and Independent Study in Movement Science and Education (1-3)
- BBSR 5028 Motor Development (2-3)
- BBSR 5055 Basis of Motor Control (3)
- BBSR 5057 Movement Disorders (3)
- BBSR 5095 Exercise and Health (3)
- BBSR 5096 Advanced Exercise and Physical Activity Prescription (3)
- BBSR 5101 Scientific Basis of Exercise and Weight Management (3)
- BBSR 5102 Electrocardiography and Clinical Exercise Test Interpretation (3)
- BBSR 5120 Critical Issues in Physical Culture and Education (3 credits)
- BBSR 5151 Introduction to Programming for Signal Analysis of Biobehavioral Signals (2-3)
- BBSR 5200 Fieldwork in Movement Sciences and Education (1-3)
- BBSR 5195 Advanced Applied Physiology Laboratory (3)
- BBSR 5595 Research seminar in Applied Physiology (2-3)

Elective Courses for Those Planning for Health and Fitness Professional Certifications

Any student considering earning a professional certification should review the requirements for the certification(s) on the certifying organization's website and discuss course selection with program faculty to ensure that they meet any specific course requirements for the certification. The course you will elect will depend on the certification you select and your previous undergraduate study. Please note it is possible that you may need to take extra courses above the minimum 32 point requirement for the MA degree to meet the requirements to sit for some professional certifications.
Additional practical experience may be required for some certifications, and you may gain some experience via an internship at an appropriate external site. It is possible to earn credit toward your degree for an internship by electing a fieldwork course (BBSR 5200). MA students may take up to 3 credits in fieldwork that can be counted toward your degree.

Certifications that you may consider include:

- American College of Sports Medicine Certified Exercise Physiologist or Certified Clinical Exercise Physiologist https://www.acsm.org/certification/get-certified
- National Strength and Conditioning Association Strength and Conditioning Specialist or Certified Performance and Sport Scientist https://www.nsca.com/certification/cscs/
- American College of Lifestyle Medicine https://lifestylemedicine.org/overview/
- CDR Interdisciplinary Obesity and Weight Management Certification https://www.cdrnet.org/interdisciplinary
- American Association for Cardiopulmonary Rehabilitation https://www.aacvpr.org/Certified-Cardiac-Rehabilitation-Professional

The following are elective courses that may be recommended or required for various certifications *in addition to* the required core courses:

- BBSR 4005 Applied anatomy and biomechanics (3) OR BBSR 4050 Biomechanical Analysis of Human Movement (3)
- BBSR 4070 Introduction to Psychosocial Aspects of Sports/Exercise (2-3)
- BBSR 5095 Exercise and health (3)
- BBSR 5096 Advanced Exercise and Physical Activity Prescription (3)
- BBSR 5101 Scientific Basis of Exercise and Weight Management (3)
- BBSR 5102 Electrocardiography and Clinical Exercise Test Interpretation (3)

Breadth Courses Outside of Movement Sciences and Education (minimum of 6 points)

Breadth elective courses must be taken in any program or department at Teachers College, except Movement Sciences (BBSR) courses. Please see the academic schedule and academic catalog for a full list of available courses. Popular breadth elective courses for students in Applied Physiology have included courses in Biobehavioral Sciences (BBS), Health Education (HBSS), Nutrition (HBSV), Diabetes Education (HBSD), Neuroscience and Education (BBSN), and Statistics (HUDM). Please note that courses taken at Columbia University

schools outside of Teachers College cannot count toward the breadth elective requirement, but they may count toward your degree if approved by your advisor, if other degree requirements are met. It is recommended that you discuss your electives with your advisor or program faculty for assistance in selecting courses that may contribute toward your educational and career goals.

Here is a partial list of popular breadth courses in the Department of Biobehavioral Sciences to consider:

- BBS 5068 Brain and Behavior I Communication in the Nervous System (1-2)
- BBS 5069 Brain and Behavior II (1-2)
- BBSN 4000 Cognitive Neuroscience (3)
- BBSN 4003 Foundations of Neuroscience (3)
- BBSN 5122 Psychoneuroimmunology and Education (3)
- BBS 4054 Human Anatomy and Physiology (3)
- A&H 4002 Visual Methods and Education (3)

Research Seminar (minimum of 2 points for students who choose the Integrative Final Project option)

All students interested in research are invited to join the Research Seminar in Applied Physiology (offered in the fall and spring semesters). This course will count towards your Movement Science and Education electives. Registration and attendance at a research seminar is required for all who choose the Integrative Final Project option for a minimum of 2 points. Students should expect to register for seminar during all semesters when working on an integrative project, with at least 4 credits over two or more semesters.

- BBSR 5595 Research Seminar in Applied Physiology (2-3)

Recommended Background Courses for Students Entering Without Prior Study in Kinesiology, Movement or Exercise Sciences

It is recommended that students who come in without prior formal study in Kinesiology, Movement or Exercise Sciences take one or more of the following courses in addition to the program requirements outlined above. Some of these courses can be taken in the summer so a summer semester start may be advisable. Students should consult with their program advisor about taking additional courses. The courses that may be recommended can include one or more of the following:

- BBS 4054 Anatomy and Physiology (3)
- BBSR 4090 Physical Fitness, Weight Control and Relaxation (2-3)

Comprehensive Examination or Integrative Final Project

A comprehensive examination or integrative final project is required for the M.A. degree in Applied Physiology. The comprehensive examination option is strongly recommended for most M.A. students. The decision to complete the integrative project should be made early in the program in consultation with your advisor or program faculty, as this takes at least two semesters to complete and requires registration in BBSR 5595 Research Seminar in Applied Physiology for at least one semester (ideally during the proposal development and writing phase on the project).

The comprehensive examination is given during Fall, Spring, and Summer A semesters. The examination covers the content of the required core courses and can be taken as soon as these required core courses are completed. Arrangements to sit for the examination can be made with the Applied Physiology Program Director the semester before you plan to take the examination.

The Integrative Final Project may consist of one of the following:

- A scholarly review of research in applied physiology and movement sciences within a topical area drawing application to practice
- An educational project including the development of an assessment instrument/method for clinical or educational practice or a presentation for a continuing education, health promotion, or physical activity program
- An applied research project under the mentorship of a doctoral student or program faculty member

Kinesiology

Ph.D. | Points/Credits: 75 | Entry Terms: Fall

We offer a full-time PhD in Kinesiology with students specializing either in motor learning and control or applied physiology. The Ph.D. program requires a full-time commitment to graduate studies and students should not expect to hold outside employment during their studies. This commitment will ensure that advisement, research activities, and course work can be completed to the degree of competence that is expected in a research-intensive degree program. The degree of Doctor of Philosophy emphasizes research and intensive specialization in a field of scholarship.

The minimum requirements for the Ph.D. degree in Kinesiology are: satisfactory completion of a planned program of 75 graduate points beyond the Baccalaureate; submission of a statement of the total program indicating periods of intensive study subsequent to the first year of graduate study which accompanies the program plan of study; satisfactory performance on a departmental Certification Examination; and preparation and defense of a research dissertation. In addition, doctoral students in Kinesiology are expected to complete a sequence of three research studies, or the equivalent, to meet degree requirements. Relevant courses completed in other recognized graduate schools to a maximum of 30 points, or 45 points if completed in another College or School of Columbia University, may be accepted toward the minimum point requirement for the degree. Each degree candidate must satisfy departmental requirements for the award of the M.Phil. degree prior to continuance in the Ph.D. program. These degree requirements are specified in the Requirements for the Degree of Doctor of Philosophy Bulletin, obtainable from the Office of Doctoral Studies. Each student and his or her advisor develop a plan of study that will help the student meet his or her goals and successfully complete the series of studies that meets the research requirements of the program.

For more information about special application requirements, program description and degree program requirements for the Ph.D. program in Kinesiology, contact Professor Andrew Gordon at kinesiology@tc.columbia.edu. For students electing the Applied Physiology concentration of the Kinesiology program, please contact Professor Kevin Heffernan for more information at ksh2001@tc.columbia.edu.

Motor Learning

Ed.D. | Points/Credits: 75 | Entry Terms: Spring, Summer, Fall

The EdD program in Motor Learning & Control (Major Code: MTLG) is a program within Movement Sciences and Education in the Department of Biobehavioral Sciences (BBS). The 75-credit program is designed to provide students with a broad background in movement sciences and related areas. This program is designed for students seeking broad study of motor learning and control.
Study focuses on the behavioral, biomechanical, and neural bases of development, acquisition, and performance of functional movement skills. Acquisition of skill is examined over the life span in typically developing children and adults and individuals with movement disorders. Movement analysis is used to elucidate the neuromotor control processes underlying skilled performance in everyday functional behaviors. The practitioner's role in facilitating skill learning and performance is emphasized.

This program has five components:

- Substantive study of theory and research as embodied in lecture and laboratory courses.
- Development of clinical or educational skills in laboratory and fieldwork courses.
- Research training to enable students to read and interpret original research and to carry out educational, clinical, or laboratory research.
- Seminars to discuss theory and research, identification of research problems, and clinical/educational applications.
- Elective courses to meet specific student needs which may be taken throughout Teachers College in such areas as Anatomy, Biology, Business, Chemistry, Computer Science, Health Education, Higher and Adult Education, Neurosciences, Nutrition, Physiology, Psychology, and Science Education, Statistics.

In the preparation of doctoral students, the goal is to develop those competencies necessary to pursue scholarly and scientific work and to formulate strategies to enhance professional practice. The focus of the Ed.D. program is to prepare leaders of applied research for clinical and educational practice. Graduates often assume positions in clinical academic departments or teaching universities.

Research training uses an apprenticeship model. Students work closely with faculty throughout their preparation: initially as apprentices with access to considerable advisement, subsequently as collaborators, then progressing to a position as independent researchers.The minimum requirements for the EdD degree in Movement Sciences are: satisfactory completion of a planned program of 75 graduate points beyond the Baccalaureate; satisfactory performance on a departmental Certification Examination; successful presentation of dissertation proposal; and preparation and defense of a research dissertation. In addition, doctoral students in Movement Sciences are expected to complete a pilot study and final dissertation study to meet degree requirements.

Students are expected to design an individual program representing their research area and professional concerns. Such preparation requires a significant commitment to graduate study. Doctoral students are required to be engaged in research for approximately 20 hours per week, on or off-site, and be available for advisement at least two mornings or afternoons.

Special Admission Requirements/Academic Prerequisites

While students have come from a variety of fields, the following backgrounds are most appropriate: movement sciences, exercise science, physical therapy, occupational therapy, physical education, dance, athletic training, biology, nutrition, nursing, and psychology. Students with strong academic records, who have deficiencies in their science backgrounds, may be admitted with the understanding that these deficiencies will be remedied with appropriate courses.

Students are required to complete all of the following courses with a grade of B or better. Students who earn grades B- or below will need to retake those courses and will be charged tuition again. It is recommended that prospective students communicate with an academic advisor to discuss program plans prior to admission. Students are encouraged to make an appointment to visit the college for at least half a day to meet with faculty and current students, to audit a course or seminar, and to become acquainted with research areas and resources. Applicants are reviewed on an ongoing basis throughout the academic year. Prior to formal admission, enrollment in up to 8 points of study as a non-matriculated student is permitted.

Required Substantive Coursework (21 points)

BBSR 4050 Biomechanical analysis of human movement (3 points)

BBSR 4060 Motor learning (3 points)

BBSR 4161 Motor learning laboratory (2 with *co-requisite BBSR 4060*)

BBSR 4161 Motor learning laboratory (2 with *co-requisite BBSR 4060*)

BBSR 5028 Motor development across the lifespan (3 points)

BBSR 5055 Bases of motor control systems (3 points)

BBSR 5060 Neuromuscular response and adaptation to exercise (2 points)

BBS 5068 Brain and Behavior I: Communication in the nervous system (2 points)

BBSR 5582 Research design in the movement sciences (3 points)

Additional related coursework (6 points) selected from:

BBSR 4055 Neuromotor processes (3 points)

BBSR 4070 Introduction to Psychosocial Aspects of Sport/Exercise (3 points)

BBSR 4080 Physical fitness, weight control, relaxation (3 points)

BBSR 5050 Neurophysiology of motor control and electromyography (3 points)

BBSR 5057 Movement disorders (3 points)

BBSR 5151 Introduction to the analysis of biomechanical signals (3 points)

BBSR 5251 Fieldwork seminar in motor learning and motor control (1-2 points)

HUDM 5026 Introduction to Data Analysis in R (3 points)

HUDM 6122 Multivariate analysis I (3 points)

HUDM 6123 Multivariate analysis II (3 points)

Three topical seminars (9 points)

BBSR 5596 Topics in applied physiology (3 points)

BBSR 6563 Seminar in neuromotor processes (3 points)

BBSR 6564 Advanced topics in neuromotor processes (3 points)

BBSR 6565 Seminar in motor learning and motor control (3 points)

BBSR 6571 Research seminar in the psychosocial aspects of human movement (3 points)

Statistics sequence (minimum) (9 points)

HUDM 4122 Probability and statistical inference (3 points)

HUDM 5122 Applied regression analysis (3 points)

HUDM 5123 Linear models and experimental design (3 points)

Education-based coursework (or substituted with advisor permission) (3 points)

ORLD 4010 Purposes and policies of higher education (3 points)

ORLD 4011 Curriculum and instruction in higher education (3 points)

ORLD 4040 The American college student (3 points)

ORLD 4051 How Adults Learn (3 points)

ORLD 4820 Cultural diversity training in higher education settings: Issues and concerns (3 points)ORLD 4830 Transforming the curriculum: Theory and practice (3 points)

Research training and dissertation preparation (up to 14 points)

BBSR 5504 Research training seminar (required 2 points each semester enrolled in program; 3 points if only class; minimum 6 points, maximum 14 points applied to program plan)

BBSR 7500 Dissertation seminar in movement science and education. Candidate develops proposal for doctoral dissertation in consultation with advisor. To be taken semester student plans to hold proposal hearing. Required to take only one semester for 0 credits.

TI 8900 Dissertation advisement in movement science and education. Individual advisement on doctoral dissertations to be taken the semester of dissertation defense hearing. Required to take only one semester for 0 credits. *Cost will be equivalent to slightly more than 3 credits of tuition.*

Individual program and electives (4-19 points)

Students should select other coursework within and outside the College to complete any remaining credit requirements.

Transfer Credits

Students may transfer a maximum of 30 credits from previous graduate level coursework at an accredited institution outside of Teachers College. The Office of the Registrar manages the process and requires the approval of the Program to transfer credits.

Requirements:

Coursework must be i) graduate level; ii) Grade awarded must be a "B" or higher; and iii) Course must be relevant in subject matter, scope and depth to Movement Sciences/Kinesiology

Process:

1. Student must first meet with their advisor to review their transcript and identify which courses are eligible for transfer. This can be done at any time prior to completing the Certification Exam.
2. Once approval is received, the student must then submit a Transfer Credit Application, available through the Office of the Registrar, to the Transfer Credit Coordinator.
3. This is then sent to the Program Director for final approval.
4. A final copy is sent to the student and program for their records.

Please note that while transfer credits are counted towards your 75-credit requirement, they are not reflected on your Teachers College transcript. Students typically may not transfer credits for required or seminar courses. Graduates of the MA program do not need to complete the Transfer Credit Application for courses previously completed at Teachers College.

Advisement

Students should meet with their advisor regularly during the semester to review their plan of study, confirm coursework and develop their research agenda. The first semester of registration, students will need a PIN in order to register for classes.

Research Training Requirements

BBSR 5504 (sect 001) Research training in motor learning (2-3 points). Students will enroll in this competency-based course during each semester of study to immerse themselves in current research in motor learning and control, as well as receive advisement on their research agenda and dissertation study or studies. Students are required to enroll in 2 points each semester enrolled in program; 3 points if only class; minimum 6 points and maximum 14 points applied to program plan.

Certification Examination. The certification exam should be completed by the end of third year of study, or at an alternate time agreed upon by a student's advisor. This examination covers the research area of the student's dissertation work. The student will prepare a bibliography of material to be covered and will have it approved by at least two Kinesiology/Movement Science and Education faculty members who will prepare and evaluate the exam. Successful performance on the certification examination will be required prior to formal review of the dissertation

proposal. Students must inform ODS of their intent to the take the certification exam the semester prior, and should arrange for the certification exam date with their advisor. The results of the certification exam must be submitted to ODS by the student's advisor.

Work Study, Financial Aid and Scholarships

Work study positions are also available to US citizens and permanent residents who have applied for and received work study allocations. Financial aid is also available, and students are encouraged to indicate being considered for financial aid on their applications. For more information, contact the Teachers College Office of Financial Aid. Finally, there are a number of college, departmental and program level scholarships that are available for students. Students should enquire with the program director about applying for these scholarships.

Research & Teaching Assistant Positions

We have a limited number of Research Assistant (RA) and Teaching Assistant (TA) positions available in the BBS Department and Motor Learning Program. To inquire about current RA positions, please contact individual faculty to identify what positions are available in our labs. TA positions are typically reserved for advanced masters or doctoral students.

Motor Learning

Ed.M. | Points/Credits: 60 | Entry Terms: Spring, Summer, Fall

The Master of Education (Ed.M.) program in Motor Learning (Code: MTLG) is designed to provide students with a broad background in movement sciences and related areas. Study focuses on the behavioral, biomechanical and neural bases of development, acquisition and performance of functional movement skills. Acquisition of skill is examined over the life span in typically developing and impaired individuals. Movement analysis is used to elucidate the neuromotor control processes underlying skilled performance in everyday functional behaviors, sport and dance. The teacher or therapist's role in facilitating skill learning and performance is emphasized.

The Ed.M program provides for advanced study in the movement sciences and for individually designed study to meet the student's professional needs and interests. Students can focus on preparation as a "scholar of practice" able to translate research and theory into appropriate clinical or educational strategies. Students considering application to doctoral programs can begin their course of study with the Ed.M. degree. Students intending to continue study towards the doctoral degree should arrange their Ed.M. program to include core courses required for doctoral specialization.

The program requires 60 points of graduate study and includes:

1. Substantive study of theory and research as embodied in lecture and laboratory courses.
2. Development of clinical or educational skills in laboratory and fieldwork courses.
3. Research training to enable students to read and interpret original research and to carry out educational, clinical or laboratory research.
4. Seminars to discuss theory and research, identification of research problems, and clinical/educational applications.

5. Elective courses to meet specific student needs which may be taken throughout the College and University in such areas as anatomy, biology, business, chemistry, computer science, health education, higher and adult education, neurosciences, nutrition, physiology, psychology and science education.

A final project is required for the Ed.M. degree and may involve one of two options:

1. An applied research report which may focus on clinical or educational issues.
2. A laboratory research paper.

Course Work Requirements

For the Ed.M. program, specific requirements for courses, or equivalents transferred from prior graduate study, are:

Core Coursework (23 Credits)

BBS	5060	Neuromuscular response and adaptation to exercise (2 points)
BBSR	5068	Brain and Behavior I: Communication in the nervous system (2 points)
BBSR	5055	Bases of motor control systems (3)
BBSR	5582	Research design in the movement sciences (3 points).
BBSR	4060	Motor learning (3)
BBSR	4161	Motor learning laboratory (2 with co-requisite BBSR 4060) Note: BBSR 4161 is a co-requisite of BBSR 4060 if taken for 2 points
BBSR	5028	Motor development across the lifespan (3 points)
BBSR	4050	Biomechanical analysis of human movement (3 points)
BBSR	5504	Research Training Seminar (Section 02) (2 points) Note: Students will enroll in this competency based course during their last year of study to immerse themselves in current research in motor learning and control, as well as receive advisement on their final project. Note that if all coursework is complete but the student has not completed the final project, students must continue to enroll for 1 point (above and beyond the 60 points) each semester until the project is complete.

Substantive Study (minimum 9 credits)

BBS	4005	Applied anatomy and biomechanics (3)
BBSR	4055	Neuromotor processes (3)
BBSR	4090	Physical fitness, weight control and relaxation (3)
BBSR	4095	Applied physiology I (3)

BBSR	5050	Neurophysiology of motor control and electromyography (3)
BBSR	5057	Movement disorders (3)
BSRR	5095	Exercise and health (3)
BBSR	4070	Psychosocial aspects of sports and exercise (3)

Laboratory Courses (minimum 6 credits)

BBSR	4151	Laboratory methods in biomechanics (3)
BBSR	4195	Applied physiology laboratory I (3)
BBSR	5151	Introduction to the analysis of biomechanical signals (3)
BBSR	5194	Applied physiology laboratory II (3)
BBSR	5195	Advanced applied physiology laboratory (3)

Seminars, tutorials or conferences: minimally 6 credits in movement sciences (BBSR courses)

BBS	5596	Topics in applied physiology (3)
BBSR	6563	Seminar in neuromotor processes (3)
BBSR	6564	Advanced topics in neuromotor processes (3)
BBSR	6565	Seminar in motor learning and motor control (3)
BBSR	6571	Research seminar in the psychosocial aspects of human movement (3)

Elective Courses (2-3 credits)

Students should take 2-3 credits outside the Movement Sciences Program (along with required courses BBS 5060 and BBS 5068) to meet the Teachers College breadth requirement. Please see the academic schedule and academic catalog for a full list of available courses. Popular breadth elective courses for students in Movement Sciences have included courses in Health and Behavioral Studies (HBSE), Human Development (HUDM), Neuroscience and Education (BBSN), Dance (A&HD), and Measurement and Statistics (HUDM). Please note that courses taken at Columbia University outside of Teachers College cannot count toward the breadth elective requirement. It is recommended that you discuss your electives with your advisor or program faculty for assistance in selecting courses that may contribute toward your educational and career goals. Courses outside of the Program in Movement Sciences (BBSR) that you use to fulfill core degree requirements and/or research methods requirements can also count toward the breadth requirement.

Individual program (minimum 12 points)

Minimally 12 points in movement sciences (additional BBSR courses in substantive, laboratory, fieldwork or seminar study) and/or related areas outside of the program in Movement Sciences and Education (non-BBSR courses, including graduate courses at Columbia University).

Special Admission Requirements/Academic Prerequisites

While students have come from a variety of fields, the following backgrounds are most appropriate: movement sciences, kinesiology, physical therapy, occupational therapy, physical education, dance, athletic training, biology, nutrition, nursing, and psychology. Students with strong academic records, who have deficiencies in their science backgrounds, may be admitted with the understanding that these deficiencies will be remedied with appropriate courses.

It is recommended that prospective students communicate with an academic advisor to discuss program plans prior to admission. Students are encouraged to make an appointment to visit the college for at least half a day to meet with faculty and current students, to audit a course or seminar, and to become acquainted with research areas and resources. Applicants are reviewed on an ongoing basis throughout the academic year. Prior to formal admission, enrollment in up to 8 points of study as a non-matriculated student is permitted.

Motor Learning

M.A. | Points/Credits: 32 | Entry Terms: Spring, Summer, Fall

The Master of Arts (M.A.) program in Motor Learning & Control (Major Code: MTLG) is a program within Movement Sciences and Education in the Department of Biobehavioral Sciences (BBS). The program is designed for students seeking broad study in movement sciences and related areas, including motor learning and control. Students with any undergraduate major will be considered. The program provides content relevant to students from a range of applied areas, including dance, Pilates, yoga, movement practitioners (e.g., Feldenkrais Method, Alexander technique), physical and occupational therapists, coaches, and trainers. Students can use this degree to advance their professional practice or to use as a stepping stone for subsequent application to medical, physical therapy, or occupational therapy schools; or doctoral study in kinesiology or rehabilitation sciences.

Study focuses on the behavioral, biomechanical and neural bases of development, acquisition and performance of functional movement skills. Acquisition of skill is examined over the life span in typically developing children and adults and individuals with movement disorders. Movement analysis is used to elucidate the neuromotor control processes underlying skilled performance in everyday functional behaviors. The practitioner's role in facilitating skill learning and performance is emphasized.

The M.A. program emphasizes bridging between the movement sciences and clinical or educational practice. The objective is to develop a comprehensive and coherent view of theory and research that can be applied to practice within the student's professional field.

The program requires 32 points of graduate study and includes:

1. Substantive study of theory and research as embodied in lecture and laboratory courses.

2. Development of clinical or educational skills in laboratory and fieldwork courses.
3. Research training to enable students to read and interpret original research and to carry out educational, clinical or laboratory research.
4. Seminars to discuss theory and research, identification of research problems, and clinical/educational applications.
5. Elective courses to meet specific student needs which may be taken throughout Teachers College in areas such as anatomy, biology, business, chemistry, computer science, health education, higher and adult education, neurosciences, nutrition, physiology, psychology and science education.

A final project is required for the M.A. degree and may involve one of three options:

1. A scholarly review of research and theory within a topical area drawing application to educational or clinical practice.
2. An educational project including the development of an assessment instrument/method for clinical or educational practice or a presentation for a continuing education program.
3. A basic or applied research study under the advisement of a faculty member or advanced doctoral student (note this option is required if considering doctoral study).

For the M.A. degree, students may also, in consultation with their faculty advisor, create a flexibly-designed program of study cutting across specialization areas (Motor Learning & Control, Applied Exercise Physiology,) which will meet their professional needs and academic interests. Students with diverse interests may also exchange courses for other department offerings in consult with an advisor. The M.A. degree program can be completed in 12-18 months of full-time study or two to three years of part-time study (depending on the student's other responsibilities).

Special Admission Requirements/Academic Prerequisites

While students have come from a variety of fields, the following backgrounds are most appropriate: movement sciences, exercise science, physical therapy, occupational therapy, physical education, dance, athletic training, biology, nutrition, nursing, and psychology. Students with strong academic records, who have deficiencies in their science backgrounds, may be admitted with the understanding that these deficiencies will be remedied with appropriate courses.

Students are required to complete all of the following courses with a grade of B or better. Students who earn grades B- or below will need to retake those courses and will be charged tuition again. It is recommended that prospective students communicate with an academic advisor to discuss program plans prior to admission. Students are encouraged to make an appointment to visit the college for at least half a day to meet with faculty and current students, to audit a course or seminar, and to become acquainted with research areas and resources. Applicants are reviewed on an ongoing basis throughout the academic year. Prior to formal admission, enrollment in up to 8 points of study as a non-matriculated student is permitted.

Course Work Requirements

Core Coursework (23 Credits)

- BBS 5060 Neuromuscular response and adaptation to exercise (2 points)

- BBS 5068 Brain and Behavior I: Communication in the nervous system (2 points)
- BBSR 5055 Bases of motor control systems (3 points)
- BBSR 5582 Research design in the movement sciences (3 points)
- BBSR 4060 Motor learning (3 points)
- BBSR 4161 Motor learning laboratory (2 points with *co-requisite BBSR 4060*)
- BBSR 5028 Motor development across the lifespan (3 points)
- BBSR 4050 Biomechanical analysis of human movement (3 points)
- BBSR 5504 Research training seminar (Section 002) (2 points)

Substantive Study (6 credits)

Standard Courses

- BBSR 4005 Applied anatomy and biomechanics (3 points)
- BBSR 4055 Neuromotor processes (3 points)
- BBSR 4090 Physical fitness, weight control, and relaxation (3 points)
- BBSR 4095 Applied physiology I (3 points)
- BBSR 5050 Neurophysiology of motor control and electromyography (3 points)
- BBSR 5057 Movement disorders (3 points)
- BBSR 5095 Exercise and health (3 points)
- BBSR 4070 Psychosocial Aspects of Sports and Exercise (3 points)
- BBSR 5199 Conference Seminar (3 points)

Laboratory Courses

- BBSR 4151 Laboratory methods in biomechanics (3 points)
- BBSR 4195 Applied physiology laboratory I (3 points)
- BBSR 5151 Introduction to the analysis of biomechanical signals (3 points)
- BBSR 5194 Applied physiology laboratory II (3 points)
- BBSR 5195 Advanced applied physiology laboratory (3 points)
- HUDM 5026 Introduction to Data Analysis in R (3 points)

Elective Courses (3 credits)

Students should take 2-3 credits outside the Movement Sciences area (along with required courses BBS 5060 and BBS 5068) to meet the Teachers College breadth requirement. Please see the academic schedule and academic catalog for a full list of available courses. Popular breadth elective courses for students in Movement Sciences have included courses in Health and Behavioral Studies (HBSE), Human Development (HUDM), Neuroscience and Education (BBSN), Dance (A&HG), and Measurement and Statistics (HUDM).

Please note that courses taken at Columbia Schools outside of Teachers College cannot count toward the breadth elective requirement. It is recommended that you discuss your electives with your advisor or program faculty for assistance in selecting courses that may contribute toward your educational and career goals. Courses outside of Movement Sciences (BBSR) that you use to fulfill core degree requirements and/or research methods requirements can also count toward the breadth requirement.

Advisement:

All students will be provided with academic advisement by Dr. Julie Fineman, Master's Program Coordinator. Students are required to meet with Dr. Fineman each semester to review their plan of study and confirm coursework. The first semester of registration, students will require a PIN in order to register for classes. This will be provided during their first advisement session with Dr. Fineman.

Advisement for master's projects will be decided based on content area.

Research Training Requirements:

BBSR 5504 (sect 002) Research training in motor learning (2). Students will enroll in this competency-based course during their last semester of study to immerse themselves in current research in motor learning and control, as well as receive advisement on their final project. Students are expected to attend monthly course meetings during each semester of their MA program but are only required to enroll in this course in their final semester. Note that if all coursework is complete but the student has not completed the final project, students must continue to enroll for 1 point (above and beyond the 32 points) each semester until the project is complete.

Work-Study and Financial Aid:

Work-study positions are also available to US citizens and permanent residents who have applied for and received work-study allocations. Financial aid is also available, and students are encouraged to indicate being considered for financial aid on their applications. For more information, contact the Teachers College Office of Financial Aid.

Research & Teaching Assistant Positions:

We have a limited number of Research Assistant (RA) and Teaching Assistant (TA) positions available in the BBS Department. To inquire about current RA positions, please contact individual faculty to identify what positions are available. TA positions are typically reserved for advanced master's or doctoral students, but other students with expertise in an area may be considered.

Movement Sciences in Education (Occupational Therapy)

Ed.D. | Points/Credits: 75 | Entry Terms: Spring, Summer, Fall

The Occupational Therapy track in Movement Sciences will prepare scholars to conduct research on critical issues related to movement habilitation and rehabilitation, with a specific focus on occupational therapy practice. The program focuses on behavioral processes underlying the learning and control of movements, the neural processes underlying motor learning, motor development, and performance of functional motor action. The program also focuses on translating basic science information to design and evaluate interventions to target impairments of the motor system, in order to prevent or improve activity limitations and participation restrictions.

This degree is directed toward preparing the current and the next generation of leaders in Occupational Therapy with interests in movement and daily function. These leaders will assume professorial roles in universities and colleges within departments of Occupational Therapy. The degree may lead to:

- Tenure-track faculty position in Occupational Therapy departments emphasizing teaching and applied research
- Full time teaching positions in Occupational Therapy programs and Interdisciplinary programs
- Research Coordinator (university, hospital, clinic)
- Director/Administrator (university, teaching hospital)

Coursework

The Occupational Therapy track utilizes the rich academic resources already available within the Movement Sciences Program at Teachers College, and provides students with additional knowledge on the application of movement sciences to content areas within occupational therapy. The track provides an additional array of specialized clinical and field-based research courses within the specialization of occupational therapy that are taught by the faculty in Occupational Therapy at Columbia University Irving Medical Center.

The program consists of three major components:

1. Didactic Coursework: Students are expected to complete required and elective coursework in the following content areas: movement science foundations, biostatistics and research methods, movement science applications to occupational therapy, and elective courses in movement science, occupational therapy and related areas.
2. Certification Exam and Pilot Study: While completing didactic coursework, students will be expected to begin research training with a faculty member and enroll in research training seminar. During research training seminar students present their ongoing research to faculty and peers. Each student will be required to complete a pilot study in preparation for the dissertation. Each student will complete a certification exam in the content area pertaining to his/her research.
3. Dissertation proposal and dissertation: After completing a pilot study, each student will defend a dissertation proposal to a faculty committee consisting of at least three members. Following defense of the dissertation proposal, students will register for Dissertation Advisement (BBSR8900) for completing the dissertation.

The total number of credits required for the proposed program will be 75 credits of didactic courses and dissertation, post-baccalaureate. Teachers College accepts a maximum of 30 credits for transfer from a Masters degree. The coursework entails 45 credits at Teachers College/CUIMC and we expect students with a Masters degree in Occupational Therapy to transfer the remaining 30 credits.

Movement Sciences (Occupational Therapy) Coursework

The required coursework includes the following:

Movement science foundations (15 credits)

- BBSR 4060 Motor learning (2 credits)
- BBSR 4161 Motor learning laboratory (1 credit)
- BBSR 4050 Analysis of human movement (3 credits)
- BBSR 6564 Advanced topics in neuromotor processes (3 credits)
- BBSR 5860 Motor Learning Conference (1 credit)
- BBSR 6563 Movement sciences conference seminar (2 credits)
- BBSR 5504 Research Training in Motor Learning & Control (3 credits) (to be taken semester of dissertation defense for 3 credits in conjunction with zero credits of 8900)

Biostatistics and research methods (9 credits)

- BBSR 5582 Research design in the movement sciences (3)
- HUDM 4122 Probability and statistical inference (3)
- HUDM 5122 Applied regression analysis (3)
- HUDM 5123 Linear Models and Experimental design (3)

Occupational Therapy (15 points to be taken in the OT program)

Required (9 points selected in consultation with advisor)

- OTM8101 Advanced theories of intervention (3)
- Clinical Reasoning (3)
- Applied Clinical Reasoning Seminar (3)
- Advanced Evidenced Based Practice (3)

Electives at Teachers College in consultation with supervisor (6 credits)

Electives

- Course related to research methodology
- Courses related to expertise with the clinical population
- Theoretical courses

- Courses related to public health factors and socioeconomic and cultural environment factors related to the dissertation
- Courses related to technology and technology methods related to the dissertation

Movement Sciences in Education (Physical Therapy)

Ed.D. | Points/Credits: 75 | Entry Terms: Spring, Summer, Fall

The Physical Therapy track in Movement Sciences will prepare scholars to conduct research on critical issues related to movement science applications to physical therapy. The degree program focuses on behavioral processes underlying the learning and control of movements, the neural processes underlying motor learning, motor development, and performance of functional motor action. The degree program also focuses on translating basic science information to design and evaluate interventions to target impairments of the motor system, to prevent or improve activity limitations and participation restrictions. Students conduct research on motor performance, muscle function, aerobic capacity, clinical and functional assessments applied to a variety of clinical populations.

On completion of the Doctoral Program the student will:

- Possess the theoretical and scientific knowledge to perform original basic and applied (clinical) research leading to scientific presentations, peer-reviewed publications, and compete for extramural funding through grant writing.
- Possess a breadth and depth of knowledge in the musculoskeletal or neuromuscular specialty areas as they relate to impairment, activity limitations, and participation restrictions.
- Possess theoretical and practical skills required to teach at the professional entry-level and post-professional levels within the academic community.

Coursework

The Physical Therapy track utilizes the rich academic resources already available within the Programs in Physical Therapy at Columbia University Irving Medical Center (CUIMC) and Movement Sciences Program at Teachers College. The track provides students with additional knowledge on the application of movement sciences to physical therapy, and has an additional array of specialized clinical and field-based courses within the specialization of physical therapy taught by the faculty in physical therapy at Columbia University Irving Medical Center.

The program consists of three major components:

1. Didactic Coursework: Students are expected to complete required and elective coursework in the following content areas: movement science foundations, biostatistics and research methods, movement science applications to physical therapy, and elective courses in movement science, physical therapy and related areas.
2. Certification Exam and Pilot Study: While completing didactic coursework, students will be expected to begin research training with a faculty member and enroll in research training seminar. During research training seminar students present their ongoing research to faculty and peers. Each student will be required

to complete a pilot study in preparation for the dissertation. Each student will complete a certification exam in the content area pertaining to his/her research.

3. Dissertation proposal and dissertation: After completing a pilot study, each student will defend a dissertation proposal to a faculty committee consisting of at least three members. Following defense of the dissertation proposal, students will register for Dissertation Advisement (BBSR8900) each term while completing the dissertation.

Movement Sciences (Physical Therapy) Coursework

The required course includes the following:

- Movement science foundations (12 credits)
- Movement science applications to physical therapy (15 credits)
- Biostatistics and research methods (9 credits)
- Teaching and Learning (3 credits)
- Physical Therapy Doctoral Seminar (minimum 6 credits)

The EdD in Movement Sciences (Physical Therapy) can be taken full-time or part-time to accommodate practicing physical therapists. The expected length of the full-time program is 4 years, and part-time 6 years.

Kinesiology

M.S. | Points/Credits: 33 | Entry Terms: Fall

The purpose of the Master of Science (M.S.) degree in Kinesiology is to equip students with a comprehensive understanding of movement sciences, enhance their professional practice in movement-related fields, and prepare them for further professional or academic pursuits. The program offers three concentrations representing sub-specialties within the field: 1) Applied Exercise Physiology; 2) Motor Learning and Control; and 3) Movement Performance. The MS in Kinesiology is not a New York State licensure program.

Core Coursework (All Concentrations) (9 Credits)

- BBSR 4060 Motor learning (3)
- BBSR 4095 Applied physiology I (3)
- BBSR 5582 Research design in the movement sciences (3)

Required Core Coursework Per Concentration

Applied Exercise Physiology (9 Credits)

- BBSR 4195 Applied physiology lab I (3)
- BBSR 5094 Applied physiology II (3)
- BBSR 5194 Applied physiology lab II (3)

Motor Learning and Control (12 Credits)

- BBS 5068 Brain and Behavior (3)
- BBSR 5055 Bases of Motor control systems (3)
- BBSR 4161 Motor Learning Lab (3)
- BBSR 4050 Biomechanical analysis of human movement (3)

Movement Performance (15 Credits)

- BBSR 4050 Biomechanical analysis of human movement (3)
- BBSR 4070 Introduction to the Psychosocial Aspects of Sport and Exercise (3)
- BBSR XXXX Principles and practices of strength and conditioning (3)
- BBSR XXXX Principles of coaching and high-performance athlete development (3)

Students choose one of the following courses based on interests:

- BBSR 4161 Motor Learning Lab (3)
- BBSR 5194 Applied Physiology Lab I (3)

Research Track Requirements (required for all Thesis Track Students)

- BBSR 5504 Research Training Seminar in Movement Sciences (3)

Electives (All Tracks)

Within BBSR Department

- BBSR 4005 Applied anatomy and biomechanics (3)
- BBSR 4050 Biomechanical analysis of human movement (3)
- BBSR 4054 Human Anatomy and Physiology (3)
- BBSR 4070 Introduction to the Psychosocial Aspects of Sport and Exercise (3)
- BBSR 4090 Physical Fitness, Weight Control, and Relaxation (2-3)
- BBSR4151 Laboratory Methods in Biomechanics (3)
- BBSR 4900 Research and Independent Study in Movement Science & Education (1-3)
- BBSR 5028 Motor development across the lifespan (3)
- BBSR 5057 Movement disorders (3)
- BBS 5068 Brain and Behavior (3)
- BBSR 5095 Exercise and Health (3)
- BBSR 5101 Scientific Basis of Exercise and Weight Management (3)
- BBSR 5102 Electrocardiography and Clinical Exercise Test Interpretation (3)

- BBSR 5195 Advanced Applied Physiology Laboratory (3)
- BBSR 5199 Physical Activity Monitoring in Clinical Research & Practice (3)
- BBSR 5200 Fieldwork in Movement Sciences and Education (1-3)
- BBSR XXXX Principles and practices of strength and conditioning (3)
- BBSR XXXX Principles of coaching and high performance athlete development (3)

Outside BBSR/Outside Department Recommended Electives

- HBSV 4000 Introduction to Nutrition (3)
- HBSS 4100 Behavior 7 Social Science Foundations of Health Education (3)
- HBSS 4102 Principles of Epidemiology and Health Promotion (3)
- HBSS4122 Women's Health (3)
- HBSS4160 Introduction to Biostatistics for Community Health Education (3)
- BBSN 4001 Foundations in Neuroscience 1: Anatomy and Physiology (3)
- HUDM 4120 Basic Concepts in Statistics (3)
- HUDM 4122 Probability & Statistical Inference (3)
- A&H 4001 Introduction to Qualitative Research Methods (3)
- A&HD5040 Dance and Human Development (3)

Breadth requirement

In accordance with Teachers College policy, all students will be required to take 6 credits out of the program (outside BBSR). BBS classes (e.g. BBS 4050 and 5068) would count towards this requirement.

Final Project Requirement

A final project is required for all students in the MS in Kinesiology program for all tracks, which may be:

- **Integrative Project - Literature Review:** This project aims to review research and theory in kinesiology related to a specific problem encountered in clinical or educational practice or across research specialization areas.
- **Integrative Project - Fieldwork Project**: This project involves the practical application of theoretical knowledge and research methodologies learned within the kinesiology program to professional practice in a real-world setting or challenge in movement sciences and education.
- **Integrative Project - Independent Research Thesis:** This involves conducting a basic or applied research project that requires the completion of a single case study, pilot study, or full experimental study (e.g., alongside a current faculty member, outside lab, or in conjunction with a doctoral student's work).

Program Faculty

Faculty

- Carol Ewing Garber

  Professor of Movement Science and Education

- Andrew Michael Gordon

  Professor of Movement Science and Education

- Kevin Scott Heffernan

  Associate Professor of Movement Science and Education

- Lori Quinn

  Professor of Movement Science and Kinesiology

Emeriti

- Stephen Silverman

  Professor Emeritus of Education

Adjunct Faculty

- Julie Beth Fineman

  Adjunct Assistant Professor

- Paul Michael Gallo

  Adjunct Associate Professor

- Richard Magill

  Adjunct Professor

- Nicholas Lee Parker

  Adjunct Assistant Professor

- Matthew A. Stults-Kolehmainen

  Adjunct Associate Professor

- Dipti Kedar Wani

  Adjunct Associate Professor

Program Courses

BBS4054 Human Anatomy and Physiology

An introductory survey of the anatomy of major organ systems and their physiology. Suitable for a wide variety of professionals in fields that involve science, physical education, nursing, health, nutrition, and the arts.

BBS5060 Neuromuscular Responses and Adaptation to Exercise

A review of the physiology of muscle contraction in addition to in-depth discussion of topics related to the field which include: the relationship between muscle activation and respiration during exercise, muscle fatigue, eccentric versus concentric contractions and adaptation to strength training. Prerequisite: BBS 5068

BBSR4005 Applied Anatomy and Biomechanics

Topics include: gross anatomy and function of human skeletal and muscular systems, mechanics of human movement, and analysis of skills in dance and physical education. Designed primarily for students without a prior course in anatomy or biomechanics. Students will be expected to participate in a laboratory offered immediately preceding the scheduled class time.

BBSR4050 Biomechanical Analysis of Human Movement

Covers the principles and techniques required to analyze human movement, which can be used to develop practical research questions. Quantitative and qualitative techniques for analysis of movement are discussed in relation to the study of learning, motor control, motor development, and motor impairments.

BBSR4054 Human Anatomy and Physiology (This will change to BBS4054)

This is an introductory survey course of the human physiology with content in anatomy of major organ systems. Suitable for a wide variety of professionals in fields that involve science, movement sciences, kinesiology, nursing, health, nutrition, and the arts.

BBSR4060 Motor Learning

This course is designed to acquaint the student with principles associated with the acquisition and motor control of functional movement skills. Principles and theories will provide the student with selected concepts of skill development and a framework for their application in clinical practice, coaching and teaching.

BBSR4070 Introduction to the Psychosocial Aspects of Sport and Exercise

The purpose of this course is to provide the student with an in-depth and comprehensive understanding of the psychological and social processes in physical activity, exercise, and sport. The focus is on the key theoretical psychosocial principles that are well-known to govern exercise and sports behavior, including the physical, affective (emotional), and cognitive aspects. The course explores theoretical, methodological, and applied approaches to a variety of topics including stress, motivation, cognition, mood, emotion, perceptions of the self, mental illness, exercise adherence, self-regulation and self-control, goal setting, arousal and performance, group dynamics, coaching, and burnout. There will be an emphasis on two major areas of inquiry; consequently, there will be a particular emphasis on stress and motivation.

BBSR4090 Physical Fitness, Weight Control, and Relaxation

This course is intended to explore general physiological and nutritional concepts as they apply to physical fitness and overall well-being throughout life. The course is designed for teachers, counselors and others who desire an introduction to basic concepts of physical fitness and nutrition.

BBSR4095 Applied Physiology I

Recommended: previous coursework in human physiology. This course is the first of a two-semester sequence of the study of the physiological bases of exercise. Lectures concerning the effects of acute and chronic exercise on the major physiological systems (cellular, cardiovascular, thermoregulatory, pulmonary, renal, body fluids, hormonal) with a focus on application to practice.

BBSR4151 Laboratory Methods in Biomechanics

Permission required. Enrollment limited. Prerequisite: BBSR 4050. Students develop technical skills in the application of biomechanics to the study of movement behavior including video-based data collection and computer-based kinematic analysis. Students design and conduct a pilot research study using biomechanical analysis of a functional movement. Special fee: $100.

BBSR4161 Motor Learning Laboratory

An introduction to qualitative and quantitative analysis of movement and action during acquisition of functional skills. Corequisite: BBSR 4060.

BBSR4195 Applied Physiology Lab I

This course will provide students with the theoretical background and practical laboratory and field-based skills to communicate with clients, and to assess participant risk and medical history, and a variety of physiological and behavioral data to guide exercise prescription and sports training, and for research applications. Proficiency in collecting and applying data related to human physiology and performance is emphasized. Students will learn to select appropriate assessments and tests to address specific needs of people across the lifespan, fitness levels, and common health conditions.

BBSR4861 Workshop in Motor Learning and Control

Students carry out a case study of skill acquisition in a functional movement task and integrate qualitative and quantitative findings in a final essay, characterizing the learning process.

BBSR5028 Motor Development Across the Lifespan

Review and analysis of theoretical models and experimental research related to development and performance of motor skills throughout the lifespan.

BBSR5050 Neurophysiology of Motor Control and Electromyography

Review and analysis of theoretical models and experimental research related to development and performance of motor skills throughout the lifespan. Advanced topics dealing with the experimental and clinical use of electromyography. Topics will be integrated with the kinematics of movements being observed. A laboratory project using EMG will be required. Lab fee: $50.

BBSR5055 Bases of Motor Control Systems

This course will provide a comprehensive overview of theories of motor control, including a historical review of early theories to more contemporary models. The course will emphasize behavioral analysis of movement with implications for how to optimize motor skill attainment in various populations. We will cover the physiological and psychological foundations of motor control, as well as an overview of various activity systems including walking, posture, reaching and speech.

BBSR5095 Exercise and Health

This course focuses on the role of physical activity and exercise in the primary and secondary prevention of common chronic diseases. A survey of the epidemiologic evidence for health and fitness benefits, and the application of scientific evidence-based guidelines for physical activity, exercise evaluation, prescription, and community interventions will be emphasized.

BBSR5096 Advanced Exercise and Physical Activity Prescription for Health

This course will review the scientific literature on exercise prescription for physical activity and exercise in people with chronic diseases, conditions such as pregnancy, and in special populations such as older adults and people with disabilities. Through readings and discussion of recent scientific and clinical literature, students will become familiar with the current recommendations for exercise prescription and the application of these recommendations to individuals with complex conditions. The translation of the science to practice will be a focus of this course.

BBSR5101 Scientific Basis of Exercise for Weight Management

Weight management and obesity is a problem of energy balance: caloric intake versus expenditure. In this introductory course, students will learn the fundamentals of the role of exercise and physical activity in weight management. This course will discuss the practice and science of using exercise and physical activity for the purpose of managing and maintaining body weight, particularly as part of an integrated multi-disciplinary program. Sometimes, gaining weight is needed (or desired); therefore, there will be some emphasis on gaining lean mass. It is also important to note that exercise is extremely beneficial for health, even when no weight is lost.

BBSR5102 Electrocardiography & Clinical Exercise Test Interpretation

This is an online course designed to teach students the fundamentals of reading an electrocardiogram (ECG) and the interpretation of clinical exercise tests. The course content will include 1) the basics of the underlying physiology of the normal and abnormal ECG; 2) how to read the resting and exercise ECG and to recognize common abnormalities; 3) basic pharmacology of commonly prescribed drugs that may affect the ECG and exercise test responses; and 4) interpretation and application of clinical data as part of the interpretation of the clinical exercise test. The course covers some of the requisite content on the American College of Sports Medicine Clinical Exercise Physiologist certification examination.

BBSR5151 Introduction to the Analysis of Biomechanical Signals

Introduction to programming with a focus on variables, conditional statements, loops, data visualization, basic algorithm development, and Graphical User Interfaces (GUIs). Concepts and techniques used in the analysis of biomechanical/biological signals will be applied to kinematic/physiological data (e.g., electromyographic, kinetic, accelerometer, heart rate data, etc.) using MATLAB or other programs. Applications of programming extend to the analysis of all types of quantitative data. Thus, students with data from other sources are welcome to use their own data for course assignments. Interactive lectures and weekly labs are intended for students across disciplines to develop the skills required to use these skills in their own research.

BBSR5194 Applied Physiology Laboratory II

This course will provide students with the theoretical background and practical laboratory and field-based skills to collect data related to human physiology and performance. This course will help students learn to identify appropriate tests to address specific needs of various participants. The emphasis of the course is on hands-on laboratory experience. Topics include cardiorespiratory fitness, metabolic testing, anaerobic testing, and field tests.

BBSR5195 Advanced Applied Physiology Laboratory

Prerequisite: BBSR 5194. Introduction of advanced physiologic measurement techniques and concepts. Included are indirect calorimetry, spectrophotometry, vascular volume dynamics, autonomic reflexes, thermoregulation, noninvasive cardiac output, computer data plethysmography, tonometry, acquisition, and post-acquisition analyses. Lab fee: $100.

BBSR5199 Special Topics in Movement Sciences

BBSR5200 Fieldwork in Movement Science and Education

Instructor Approval Required. Fieldwork in Movement Sciences provides students with practical experience completed in diverse work settings across the movement sciences and kinesiology. The fieldwork site is normally identified by the student and a proposal is submitted to a faculty advisor for approval. Weekly logs, reflections and other assignments are required over the course of the semester.

BBSR5251 Fieldwork Seminar in Motor Learning and Motor Control

This seminar aims to provide students discussion-based forum for presenting, problem-solving, and implementing practice issues in Movement Science through individualized case studies from their field practice settings. Students will have the opportunity to apply the theoretical and research-based concepts learned in the core coursework of the Movement Sciences Program. These include, but are not limited to the areas of motor skill acquisition, learning & control, motor development, biomechanical and observational analysis of movement, promotion of physical activity and health, assessment methods, goal-setting, and the development of appropriate movement instruction plans (treatment, training or education plans)to reach those goals.

BBSR5504 Research Training in Motor Learning

Permission required. A competency-based approach to the preparation of reseacher's in the areas of neuromotor control and perceptual-motor processes. Several learning experiences are offered each semester, involving lectures, laboratory practica, seminars and individual research advisement. Students are expected to be conducting research outside of class in partial fulfillment of their degree requirements for at least 2.5 days (20 hours) per week. Students must meet individually with their advisors(s) within the first three weeks of the semester to discuss written goals to be achieved during the semester.

BBSR5595 Rsch Sem in Applied Physiology

Research training for students in Applied Physiology (PhD, EDD, EDM, and M.A.) carrying out research projects. Content includes presentations, research writing, ethics, and other topics that may vary from semester to semester.

BBSR6900 Research and Independent Study in Movement Science and Education

Advanced masters and doctoral students in Movement Sciences or Kinesiology will register for this class while working on their Master's level integrative project or dissertation research. Requires a minimum of 27 hours per week of out-of-classroom work. Instructor's approval required.

BBSR7500 Dissertation Seminar in Movement Science and Education

Permission required. Candidate develops proposal for doctoral dissertation in consultation with advisor. Seminar convenes only on days when candidates present proposals for approval.

BBSR8900 Dissertation Advisement in Movement Science and Education

Individual advisement on doctoral dissertations. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration for Ed.D./Ph.D. degrees.

Neuroscience and Education

Program Description

Explore the connections between brain science, learning, and real-world impact.

Founded in 1979, the Neuroscience and Education program at Teachers College was the first in the United States and internationally to bring together neuroscience, education, and clinical practice. Today, that pioneering spirit continues. We offer a unique interdisciplinary experience for students who want to understand how brain function relates to behavior, learning, and development, and how scientific insights can be applied to real-world challenges in education, healthcare, research, policy, and industry.

Students in our program learn to think across traditional disciplinary boundaries. Through rigorous coursework, research opportunities, and applied experiences, they develop a strong foundation in brain-behavior relationships while exploring areas that align with their individual interests and career goals. Whether you are preparing for doctoral or medical training, pursuing a research career, or seeking to strengthen your work as an educator or clinician, the program provides both flexibility and scientific depth.

The M.S. degree offers opportunities to engage in neuroscience research through affiliated laboratories. Students also benefit from the rich intellectual resources of Teachers College and Columbia University, with access to courses, faculty, and mentorship across education, psychology, neuroscience, and related disciplines.

Graduates of the program pursue diverse paths, including doctoral study, clinical training, teaching, educational leadership, research, and industry careers. What they share is the ability to integrate neuroscience with applied disciplines and real-world practice, bringing scientific perspectives to complex questions about how people learn, develop, and thrive.

Program Degrees

Expand the accordion(s) to view the degree requirements:

Neuroscience and Education

M.S. | Points/Credits: 32 | Entry Terms: Fall

Explore the connections between brain science, learning, and real-world impact.

Founded in 1979, our program was the first in the country to bring together neuroscience, education, and clinical practice. Today, that pioneering spirit continues. We offer a unique experience for students who want to understand how brain function relates to behavior, learning, and development – an area of study that requires integrating knowledge from neuroscience, psychology, education, and related fields. This understanding prepares them to make meaningful contributions in schools, research labs, clinical settings, industry, or policy work.

Students in our program learn to think across traditional boundaries. Through coursework, lab work, and applied experiences, they develop a deep foundation in brain-behavior relationships, with opportunities to specialize in areas that match their goals. Whether you're aiming for a career in research, preparing for medical or doctoral programs, or planning to return to teaching or clinical practice with stronger scientific grounding, this program offers a flexible and rigorous path.

The M.S. degree requires 32 credits of graduate study, with opportunities to engage in neuroscience research through affiliated labs. Students benefit from the rich educational resources available at Teachers College, with access to courses and mentorship in education, psychology, and related fields.

Graduates of our program go on to doctoral study, clinical training, teaching, educational leadership, industry positions, and research-focused careers. What they share is a strong ability to integrate neuroscience with applied disciplines and real-world practice, bringing scientific insights to complex questions about how people learn, grow, and thrive.

Core Competencies

Our program emphasizes four core areas of growth and training:

1. Interdisciplinary Knowledge and Skills

Students gain foundational knowledge in developmental and cognitive neuroscience at multiple levels: cellular, molecular, systems, and behavioral. They build a strong understanding of how neuroscience connects to real-world challenges in education, human development, and related domains, and how to think critically across disciplines.

1. Research and Inquiry

Students develop the skills to read, evaluate, and contribute to primary neuroscience literature. They learn to design and interpret experiments, understand clinical and educational research, and frame scientific questions that matter in real-world settings.

1. Diversity, Equity, and Inclusion

Students explore how neuroscience can inform more inclusive, equitable approaches to learning. They consider how brain research can be used to address disparities and support all learners in varied educational and cultural contexts.

1. Communication, Collaboration, and Leadership

Students learn how to communicate scientific findings to different audiences, across disciplines and beyond academia. They gain experience in writing, presenting, and translating neuroscience research in ways that make a difference for educators, clinicians, and communities.

Degree Requirements: M.S. in Neuroscience and Education

The Master of Science (M.S.) degree requires 32 graduate-level credits. These are typically completed through a mix of core coursework, electives, and a culminating thesis or comprehensive examination. Most students complete the program in five semesters of full-time study (two academic years).

1. Core Courses (Required)

You must complete all courses in the core course sequence listed below. Core courses require a minimum grade of B to remain in good standing.

- BBSN 4001 Foundations of Neuroscience I: Anatomy & Physiology (Fall only. Waiver exam available, permission required.)
- BBSN 4002 Foundations of Neuroscience II: Systems (Spring only. Waiver exam available, permission required.)
- BBSN 4005 Research Methods in Neuroscience (Fall only. Prior coursework may satisfy requirement if approved.)
- One "Intersections" course. This may be satisfied by taking either:
  - BBSN 4007 Neuroscience Applications to Education (Offered Fall and Spring. Take after the Foundations sequence.) OR
  - BBSN 5199 Neuroscience Perspectives for Educators (Offered some Spring semesters).

1. In-Program Electives (minimum 9 credits)

You'll need at least 9 credits of elective courses within the Neuroscience and Education program. These rotate regularly. Recent offerings have included:

- BBSN 5003 – Cognitive Neuroscience
- BBSN 5070 – Developmental Cognitive Neuroscience
- BBSN 5080 – Social and Affective Neuroscience
- BBSN 5005 – Neuropsychological Assessment Tools
- BBSN 5010 – Neuroscience of Reading
- BBSN 5055 – Neuroscience of Adolescence
- BBSN 5000 EEG Lab Methods
- BBSN 5022 Eye Tracking Lab Methods
- BBSN 5010 Neuroscience of Reading
- BBSN 5055 Neuroscience of Adolescence
- BBSN 5193 Neuroscience of Adversity
- BBSN 5122 Psychoneuroimmunology & Education
- BBSN 5019 Human Functional Neuroanatomy

- BBSN 5152 Neuroscience, Ethics, and the Law
- BBSN 5199 Neuroscience Perspectives for Educators
- Neuroscience Perspectives for Educators

1. Breadth Requirement (minimum 6 credits outside the program)

You must complete at least 6 credits from outside BBSN, typically in education, psychology, or data analysis. Recommended areas include:

Statistics and Data Handling

- HUDM 4120 Basic Statistics
- HUDM 5026 Intro to Data Analysis in R
- HUDM 5122 Applied Regression (advanced)

Psychology and Human Development

- HUDK 5023 Cognitive Development
- HUDK 5024 Language Development
- HUDK 5029 Personal and Social Development
- HBSK 5096 Psychology of Memory
- HUDK 5040 Developmental Psychopathology

Other options may include education policy, movement sciences, or nutrition. Always consult your advisor to ensure your selections meet program guidelines. ***Do not*** register for BBS 5068 or 5069, which are not designed for Neuroscience and Education students.

1. Additional Credits (to reach 32 total)

Most students meet the 32-credit requirement by exceeding the minimums above. Remaining credits can come from:

- Additional in-program electives
- Extra cognitive/psych cluster courses
- Additional breadth courses
- Practical training or independent study (see below)
- Graduate-level courses at Columbia, Barnard, or Columbia Medical School

1. Thesis (BBSN 5500 3 credits)

Students who wish to write a thesis for graduation must do so through registration in BBSN 5500 (Neuroscience and Education Thesis) during their final spring semester. This course is Pass/Fail and carries full-time status.

Your thesis may take one of three forms:

- Systematic literature review
- Detailed experimental research proposal
- Empirical research report (only in rare cases, with approval and prior authorization for data access)

The thesis serves as a culminating demonstration of your scientific learning and communication skills. You will receive detailed guidance and feedback from your instructor and, if needed, a second reader.

1. Comprehensive Review and Examination (BBSN 5199, 3 credits)*

Students who do not engage in the Thesis experience for their masters degree must instead choose to undertake the Comprehensive Exam. This is taken at the end of your final semester, while registered for BBSN 5199, Educational Neuroscience Integrative Review.

1. Optional: Practical Training and Independent Study (BBSN 4904, 5904; 0–3 credits)

If you participate in significant experiential learning (e.g., lab work or applied projects), you may enroll in PTIS (Practical Training and Independent Study) for transcript credit. For international students, PTIS registration is required for any curricular practical training experiences. PTIS should always be arranged in consultation with your advisor and your on-site supervisor.

Program Faculty

Faculty

- Kay James

  Associate Professor of Neuroscience and Education

- Kimberly G Noble

  Virginia and Leonard Marx Professor of Child and Parent Development and Education

Professors of Teaching

- Elif Aysimi Duman

  Visiting Assistant Professor of Teaching

- Lisa Merideth Levinson

  Assistant Professor of Teaching

Adjunct Faculty

- Adriel Brown

  Adjunct Assistant Professor

- Anlys Olivera

  Adjunct Professor

- Stephen Alan Sands

  Adjunct Professor

Program Courses

BBSN4001 Foundations in Neuroscience I: Anatomy & Physiology

This course introduces the mammalian nervous system, with an emphasis on the structure and function of the human brain. It provides foundational knowledge for students new to neuroscience and a review for those with prior coursework. Topics include the history of neuroscience, brain cell function, intracellular and intercellular communication, and human neuroanatomy. Monday classes will include lecture and discussion. Thursday sessions will extend course topics through journal discussions, critical-thinking activities, and group project work. Students will attend one Thursday section, either from 5:00–6:00 p.m. or 6:00–7:00 p.m. Students should expect to spend 7–10 hours per week outside of class engaging with course material.

BBSN4002 Foundations in Neuroscience II: Systems Neuroscience

This course is a continuation of the Foundations in Neuroscience series, and is intended for students who have completed Foundations I: Neuroanatomy & Physiology. The topics to be covered include the visual system, the auditory system, the somatosensory system, motor movement, chemical control of brain & behavior, and memory. This course takes a flipped learning approach, incorporating a weekly online lecture that emphasizes essential topics from the textbook alongside weekly quizzes to support students' consolidation of material and gauge comprehension. In-class discussions and activities extend topics covered and involve follow-up discussion work. Group projects are assigned to support collaborative learning. You should expect to spend 7 to 10 hours each week outside of class engaging with course content.

BBSN4005 Research Methods in Neuroscience

This course is intended to provide an overview of the scientific methods used in the field of neuroscience. We will be discussing the basic tenets of experimental design and statistical analysis as they are used by all behavioral and cognitive scientists. We also will work to apply those design and analysis concepts to the specific methodologies used by neuroscientists.

BBSN4904

This course provides students in the Neuroscience and Education program with the opportunity to integrate academic study with applied experiences in internship, fieldwork, practicum, or student teaching settings. Activities relate to program content and may take place on or off campus. Each experience is supervised jointly by a program advisor and a site supervisor, ensuring that students receive appropriate academic and professional guidance. Examples include volunteer or paid research assistantships in laboratories, placements in educational or clinical environments, or other supervised activities that expand students' training in neuroscience and education. The course may be taken for variable credit (0–3) depending on the scope of the experience. To count towards elective or breadth credits for the program, the minimum registration is 1 credit.

BBSN5000 Electroencephalography Lab Methods

This course provides a basic understanding of electroencephalography (EEG) and event-related potential (ERP) methods as they are used in investigations of linguistic and cognitive processes. The course covers topics such as the neurophysiology of EEG, principles of experimental design, and introductory methods for data processing and analysis. Students will have the opportunity to apply skills working with EEG equipment during a lab practicum.

BBSN5003 Cognitive Neuroscience

This course reviews the history of cognitive neuroscience, provides an overview of the structure & function of the nervous system, and delves into the methods used to investigate the cognitive and neural processes that support visual object recognition, attention, language, memory, and cognitive control. We will consider evidence from healthy study participants as well as patients with neurological disorders. Students will be introduced to relevant theoretical perspectives and converging evidence for each covered topic. Students will work both independently and collaboratively to gain a deeper understanding of the topics covered by synthesizing the extant literature.

BBSN5005 Evaluation of Neuropsychological Instruments for Research

This course will examine various neuropsychological testing instruments and their role in research and the evaluation of neuropsychological disorders in children and adults. The course will focus on the basic theoretical and clinical foundations of neuropsychological testing.

BBSN5007 Neuroscience Applications to Education

This course will survey the application of current neuroscience research to educational practice. We will discuss how neuroscience can (and cannot) inform current pedagogical methodologies, including neuroethical issues as they pertain to education, as well as educational “neuromyths.” We will cover the neural bases of selected cognitive and academic systems (including literacy, math, and self-regulation), as well as the current science of intervention in these domains. We discuss experience-based brain plasticity across a variety of contexts (sleep, physical activity, stress, bilingualism, socioeconomic status, music exposure). Finally, we will discuss the future of neuroeducational research and policy. Throughout the course, we focus on the ability to evaluate, critique, and interpret scientific evidence as it relates to educational practice and policy.

BBSN5010 Neuroscience of Reading

This course is an introduction to the neuroscience of reading, its development, and disorders. We will contemplate questions about the reading brain, including: What is reading? How do we make meaning of marks on a page? How does language development support reading development? What is the significance of this technology to society? How do we study the reading brain? What goes on in the brain when learning to read and in skilled readers? What is or isn't happening in the brains of children who struggle to read? We will consider theoretical frameworks and how they provide a foundation for discussing the neurological underpinnings of sub-processes supporting reading. Experimental findings from neuroscience and cognitive neuroscience will be reviewed and evaluated. The insights gathered from this work will help build an understanding of the sub-processes supporting reading across a lifespan and among linguistic communities. We will also review how developmental and acquired reading disorders have contributed to our understanding of the reading brain and its implications for instruction.

BBSN5019 Human Functional Neuroanatomy

This course will review neuroanatomical terminology and identify structure and function of major landmarks and pathways in the human brain, peripheral nervous system, and spinal cord using clinical cases, MRI images, brain models, and preserved human brain specimens. We will also discuss neurological disorders and pathology as is relevant to each structure.

BBSN5022 Eye Tracking Lab Methods

This course aims to explore the applications, methods, neurophysiology, and psychometrics associated with the use of eye tracking in cognitive, linguistic, developmental and clinical research. Students will learn to use TOBII eye trackers and will explore the use of other head mounted systems as well. Students will design, run and analyze an experiment employing these technologies. In addition, we will learn to use other dynamic event recording systems, including ELAN, MACSHAPA/DATAVYU, PRAAT and CHILDES. These systems are designed for coding video, sound, speech, language and other event based data sets. We will also explore the contents of the shared datasets on CHILDES and DATABERY (as it comes on line).

BBSN5055 Neuroscience of Adolescence

Join our in-person weekly course to explore the incredible world of adolescent brain development. Learn how neuroscience has expanded our understanding of this critical life stage, bridging childhood and adulthood. We'll examine adolescence through biological, cultural, evolutionary, and historical lenses and review theoretical models in light of current brain development research. Understand the differences and connections between puberty and adolescence and explore brain plasticity and its impact on cognitive growth. Key topics include: -Motivational systems and the social brain -The emergence of psychological disorders in adolescence -Vulnerabilities to drugs and alcohol during this developmental period Moreover, we'll delve into the practical applications of adolescent neuroscience for education and policy, equipping students to make meaningful contributions in these areas. Through collaborative projects, you'll synthesize the latest literature and deepen your understanding of the neuroscience of adolescence. Join us for an in-depth journey into the teenage brain and its complexities.

BBSN5070 Developmental Cognitive Neuroscience

This course examines neurophysical development from conception through adulthood and its relation to changes in cognitive and linguistic functioning. Topics include visual development, attention, development of action/motor systems, language and reading development, executive function, and social cognition. In addition, the course covers developmental disorders related to specific cognitive, linguistic, and social functions, and theoretical approaches to mental representation and the emergence of cognitive functions.

BBSN5080 Social and Affective Neuroscience

Social and affective neuroscience are research disciplines in which researchers investigate how the brain mediates social and emotional behavior. In this course, we will discuss a broad- spectrum of topics related to socioemotional behavior that is evidenced by neuroscientific research. We will review foundational concepts in neuroscience including aspects of neuroanatomy, neurophysiology, neuropharmacology, and brain imaging techniques. Special topics will include the evolutionary origins of social intelligence, consciousness, emotion, motivation, interpersonal and group processes, and relationships. Through in-depth case study analyses, we will examine various socioemotional-related mental disorders including antisocial personality, bipolar, generalized anxiety, major depressive, obsessive-compulsive, posttraumatic stress, and schizophrenia spectrum disorders. Additionally, we will explore how mind-body practices can be used as treatments for socioemotional disturbances. Finally, students will have the opportunity to design a research study investigating a current issue in socioemotional neuroscience.

BBSN5122 Psychoneuroimmunology

Psychoneuroimmunology (PNI) is a field that integrates behavioral sciences, cellular neuroscience, endocrinology, and immunology to explain how immune-brain interactions can affect health and behaviors. The course will begin by introducing the principles of neuroscience, immunology, endocrinology, and research methods in PNI. We will then survey foundational work and current research related to brain-immune interactions and how they influence health and disease including topics that are relevant to cognitive neuroscience and education such as learning, memory, and cognitive disorders.

BBSN5152 Neuroscience, Ethics, and the Law

As neuroscience advances, it raises complex ethical and legal questions. This course introduces the fields of Neuroethics and Neurolaw, examining how brain science influences research practices, healthcare, criminal justice, and public policy. Topics include research ethics, neurogenetics, neuromarketing, artificial intelligence, brain–computer interfaces, adolescent brain development, neuroimaging in legal contexts, memory and addiction, cognitive enhancement, military applications, and end-of-life decision-making. Through lectures, discussions, and critical analysis, students will explore ethical dilemmas, assess competing perspectives, and consider responsible solutions. Designed for students from diverse backgrounds, the course develops ethical reasoning, critical thinking, and scholarly communication skills essential for navigating contemporary neuroethical and legal challenges.

BBSN5193 Neuroscience of Adversity

This course will survey the state-of-the-art research into what happens to our brains following the experience of adversity. We will consider adversity broadly defined, including common forms of adversity such as poverty, as well as more extreme forms of adversity, such as abuse and institutionalization. We will consider adversity across the lifespan and will also focus on plasticity and resilience. Throughout this course, we focus on the ability to evaluate, critique, and interpret scientific evidence as it relates to the neuroscience of adversity.

BBSN5500 Neuroscience & Education Thesis

The goal of BBSN 5500 is to provide a structured approach to writing the thesis. Class meetings involve lectures on selecting and refining thesis topics, writing different sections of an academic paper, APA format and stylistic conventions, and grammar. Students make several presentations on their work over the course of the semester and provide substantive feedback to their peers. Once thesis drafts are completed, the course focuses on best practices for designing poster and professional presentations based on thesis work. This course requires a minimum of 36 hours per week of out of classroom work.

BBSN5904 Practical Training and Independent Study

This course provides students in the Neuroscience and Education program with the opportunity to integrate academic study with applied experiences in internship, fieldwork, practicum, or student teaching settings. Activities relate to program content and may take place on or off campus. Each experience is supervised jointly by a program advisor and a site supervisor, ensuring that students receive appropriate academic and professional guidance. Examples include volunteer or paid research assistantships in laboratories, placements in educational or clinical environments, or other supervised activities that expand students' training in neuroscience and education. The course may be taken for variable credit (0–3) depending on the scope of the experience. To count towards elective or breadth credits for the program, the minimum registration is 1 credit.

Teachers College
COLUMBIA UNIVERSITY

Academic Catalog 2026-2027

Counseling & Clinical Psychology

43 pages

Department Information

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Counseling and Clinical Psychology

Department Mission

The Department of Counseling and Clinical Psychology prepares students to investigate and address the psychological needs of individuals, families, groups, organizations/institutions, and communities.

The Program in Counseling Psychology focuses on normal and optimal development across the lifespan, with particular attention to expanding knowledge and skills in occupational choice and transitions and multicultural and group counseling.

The Program in Clinical Psychology provides rigorous training in cutting edge clinical research, assessment and intervention across the lifespan and in a variety of settings. We train our students to generate empirically-based knowledge in clinical psychology and to perform clinical work that is continuously informed by traditional and emerging scholarship in the field.

Finally, the Spirituality Mind Body (SMB) Practices of the M.A. in Spirituality and Psychology Degree at Teachers College, Columbia University is the first Ivy League area of studies dedicated to merging spirituality and evidence-based research within the context of a graduate psychology curriculum.

Thus, students in this Department are trained to become knowledgeable and proficient researchers, provide psychological and educational leadership, and be effective practitioners. Graduates from these Programs seek positions in teaching, research, policy, administration, psychotherapy, and counseling.

Clinical Psychology

Program Description

Master's Program

The Master of Arts degree in Psychology in Education is designed to provide students with a foundational knowledge of psychopathology, treatment theories, and research methods. The degree program also provides focused engagement with specific content areas in clinical psychology in the form of areas of focus, which are suites of 4 courses that students may take to deepen their understanding of a specific content area.

The degree program is appropriate both for students who have obtained undergraduate degrees in Psychology and for those with a more limited background in the field. Students will have the opportunity to develop the critical thinking skills needed to interpret scientific knowledge, to review traditional and contemporary treatment models, to engage in innovative research, and to seek out fieldwork and research opportunities throughout New York City.

During their tenure, students receive academic and career advising from their program director, faculty advisor, and peer mentors drawn from current PhD students in the department. These three layers of advising help students with course selection, the development of their integrative projects, clarifying academic goals, the application process for doctoral programs, and professional development.

It is important to know that graduates of this academic M.A. degree program are not trained for the independent practice of psychotherapy or psychological assessment. For this, a doctoral degree is typically required. Our graduates are very successful in gaining admission to Ph.D. and Psy.D. programs across the United States, and often find employment in research centers, social service agencies, non-profits, community colleges, and hospitals.

While areas of focus are not mandatory, they are helpful for streamlining the academic experience. Students may take the majority of their courses in the following areas of interest:

- Child and Family
- Community Psychology and Mental Health Services
- Forensic Psychology
- Global Mental Health and Trauma
- Health Psychology
- Neuropsychology and Neuroscience

- Psychotherapy and Psychoanalytic Perspectives
- Research Methods
- Sexuality, Women and Gender
- Spirituality Mind Body Practices
- Technology and Clinical Psychology

For a complete listing of degree requirements, please continue on to this program's "Degrees" section in this document.

Doctoral Program

The Clinical Psychology Program offers a course of scientist-practitioner education leading to the degree of Doctor of Philosophy (Ph.D.). The Master of Science (M.S.) and Master of Philosophy (M.Phil.) degrees are earned en passant.

Graduates from this program seek positions in teaching, research, policy, administration, and psychotherapy. Completing a 95-point doctoral degree, including an internship, typically takes five to seven years. Practicum work is done in the Teachers College Dean Hope Center for Psychological and Educational Services (Director: Dr. Dinelia Rosa).

Our scientist-practitioner model means that we are dedicated to training students to generate empirically-based knowledge in clinical psychology and to perform clinical work that is constantly informed by traditional and emerging scholarship in the field. We fully expect our students to learn to expertly produce, analyze, and present scientific material. We also expect our students to become proficient at providing clinical services to a diverse population. Furthermore, we expect our students to learn to integrate these goals. Finally, we are committed to the belief that training as a clinical psychologist must be deeply rooted in psychology itself, its body of knowledge, methods, and ethical principles that form the basis and context of clinical research and practice.

Thus, the primary goal of the Clinical Psychology Program is to provide rigorous training in both contemporary clinical science and clinical assessment and intervention. The research programs of our faculty span a wide range, including studies of clinical intervention in diverse sociocultural and geographic contexts; religious and spiritual development; altruism and caregiving; emotion and coping with trauma; suicidality; adolescence; and psychotherapy process and outcome (see individual faculty web pages). Our on-site clinic, The Dean Hope Center, now functions as both a research and clinical training center. The Center is currently participating in a nationwide study of client demographics, risk factors, and mental and physical health status.

Our clinical training has an ongoing psychodynamic tradition with increasing opportunities for additional specialization in the areas of CBT and IPT therapies, child and adolescent therapy, family systems, and neuropsychological assessment. This training emphasizes intervention and assessment across the lifespan within the context of schools, families, and communities. We are committed to an enhanced focus on ethnic, cultural, and theoretical diversity not only in our curriculum and clinical

training but also among our students, faculty, and clinical supervisors. Numerous practica and externship opportunities are available throughout the New York area, and our doctoral students commonly secure placement at the most competitive internship sites. It should be noted, however, that those students whose career goal is full-time private practice without a significant research commitment will find our program inappropriate for their needs.

All Clinical Psychology doctoral students are staff members in the Dean Hope Center after their first semester in the Program and carry a regular caseload of clients. The Center sponsors case conferences, at which students present and discuss cases. Clinical work is supervised by core faculty members or by adjunct faculty who are psychologists in private practice in New York. Students usually carry four clients as part of their psychotherapy practicum and receive two hours of supervision each week with two different supervisors.

Program Degrees

Expand the accordion(s) to view the degree requirements:

Clinical Psychology

Ph.D. | Points/Credits: 95 | Entry Terms: Fall

The Program requires the following:

1. The completion of 95 points of academic credit during three to four years of residence at the College.
2. A full-time, twelve-month clinical internship during the fourth or fifth year of study.
3. An original piece of empirical research, which also serves as a qualifying paper, to be completed during the second year of study.
4. A passing grade on the certification examination (on Research Methods) during the third year of study.
5. A Clinical case presentation as well as a research presentation, during the third year, each demonstrating the student's ability to integrate theory, research, and practice.
6. A doctoral dissertation, which must be completed no later than the seventh year after matriculation.

First Year

During the first year of study, in addition to participating in a research lab, doctoral students typically take the following didactic courses: Ethical and professional issues in clinical psychology (CCPX 5030); Psychological measurement (HUDM 5059); courses on statistics and modeling; Research methods in social psychology (ORLJ 5040); Child psychopathology (CCPX 5034); Adult psychopathology (CCPX 5032); History and systems of psychology (CCPX 6020); and Dynamic psychotherapies (CCPX 5037). Students also take two semesters of psychological testing and diagnostic assessment (CCPX 5330, CCPX 5333) and a course in clinical interviewing (CCPX 5539).

Second Year

During their second year, students' didactic courses include Brain and behavior (BBS 5068, 5069); Cognition, emotion, and culture (CCPX 5020); Psychotherapy with children (CCPX 5531); Cognitive, behavioral, and interpersonal therapies (CCPX 5038); Clinical work with diverse populations (CCPX 5036); and Seminar on life course development (HUDK 6520). In addition, students sign up for a full year of research practicum with a faculty member (culminating in an empirical second-year project), a full-year adult psychodynamic psychotherapy practicum (CCPX 6335), and an additional elective full-year clinical rotation (e.g., on child and adolescent psychotherapy; on neuropsychological assessment).

Third Year

Third-year didactic courses include Group dynamics: A systems perspective (ORL 5362); and Dissertation seminar (CCPX 7500). There is also a full-year advanced psychodynamic clinical practicum (CCPX 6336) and a one-semester supervision and consultation practicum (CCPX 6333). Most students also elect a full-year family therapy practicum (CCPJ 6363).

Fourth and Fifth Year

The fourth year is typically focused on clinical externship (CCPX 5230) and extensive work on the dissertation. A full-year fourth year psychotherapy practicum (CCPX 6338) is recommended, though not required. Year five is usually spent on a full- year clinical internship (CCPX 6430).

The program allows only 12 points of graduate work from another institution to be transferred. No transfer credits are awarded for practica, workshops, or independent study.

Psychology in Education: General Psychology

M.A. | Points/Credits: 36 | Entry Terms: Fall

The program for the Master of Arts (M.A.) degree in Psychology in Education requires 36 points of coursework and the Integrative Project. The program has a simple structure, in which 18 credits (6 classes) must be completed within the Psychology in Education program (CCPX). An additional 6 credits (2 classes) of Breadth Requirement must be taken at Teachers College in other Programs or Departments (e.g., Statistics in HUDM). Twelve additional credits of Electives (4 classes) may be taken anywhere at Columbia University, including the Psychology in Education Program. Students typically take 3 classes per semester, over a period of 4 semesters. Although the degree can be completed in less time (e.g., 2 semesters, and 2 summer periods) it is advisable for students to allow themselves time to focus on independent research. Students may take up to five years to finish the degree program.

Transfer credits from courses taken outside of Teachers College are not accepted toward any M.A. degree program at Teachers College. Some CCPX classes may be restricted to doctoral students only. Please refer to the course schedule to determine which courses are open to M.A. students.

Further details about these requirements are available on the program website, Current Students section.

The Curriculum:

- 18 credits in Psychology in Education (within CCPX)

- 6 credits of Breadth (outside CCPX)
- 12 credits of Electives (Any graduate program at Columbia University)
- Integrative Project (Independent research project)

The Integrative Project

The Integrative Project is intended to be the culmination of a student's development in the Master's degree program and represents a substantial contribution to the field. Students are encouraged to meet with the Program Director as early as possible in the development of their project to review their proposal and to identify an appropriate Sponsor, who will be the person primarily responsible for evaluation of the finished work. For more information on the Integrative Project, please see the Student Handbook.

Spirituality and Psychology: Science and Practice

M.A. | Points/Credits: 32 | Entry Terms: Summer

The Spirituality and Psychology: Science and Practice MA program explores the intersection of science and spirituality through the framework of psychology. The coursework and programming have been designed to foster academic exploration of spirituality in order to graduate an international community of inspiring thought leaders, mind-body healers, spiritual activists and visionaries.

This is a new independent master's hybrid program, which began summer 2026.

Sexuality, Women and Gender in Psychology and Education

Advanced Certificate | Points/Credits: 12 | Entry Terms: Spring, Summer, Fall

Visit the Project Web Site

Overview

The Sexuality, Women, and Gender Certificate is the first program of its kind approved by New York State. The certificate combines 12 points of specialized curricular requirements, a research project, and a semester-long volunteer/service experience to help increase student competencies..

Students join educators, researchers, practitioners, and activists dedicated to enhancing the well-being of LGBTQ individuals and women.

Program Tracks and Courses

Starting this semester, students can either opt for the general certificate program or a more specialized curriculum by having a focused plan of study. The different foci of the certificate are:

1. General Focus

The certificate's required classes are CCPJ 4180 LGBTQ Issues in Psychology and Education and CCPX 4125 Women and Mental Health (original program of study as approved by NY State).

1. Reproductive And Maternal Well-being Focus

The certificate's core classes are CCPX 4125 Women and Mental Health and CCPX 4126 Mother Child Matrix.

1. LGBTQ Focus

The certificate's core classes are CCPJ 4180 LGBTQ Issues in Psychology and Education and CCPJ 4130 Transgender Issues in Counseling and Psychology.

Students must take nine points (e.g., three classes) within Counseling and Clinical Psychology (CCP) and six points (e.g., two classes) outside of the Counseling and Clinical Psychology Department. Additionally, students should register for zero points of independent study for their semester-long practicum/fieldwork (see below).

The following are a list of approved courses that may be used for the certificate program.

Counseling and Clinical Psychology (nine points, e.g., three classes)

- CCPJ 4050 Microaggressions in Institutional Climates
- CCPJ 4180 LGBT(Q) Issues in Psychology*
- CCPJ 4030 Transgender Issues in Counseling and Psychology
- CCPJ 4165 Consultation in Community Agencies and Resources
- CCPJ 5164 Multicultural Perspective in Counseling and Psychology
- CCPJ 4068 Counseling Women
- CCPX 4125 Women and Mental Health*
- CCPX 4126 The Mother-Child Matrix: Developmental and Clinical Implications
- CCPX 4036 Psychology of Human Intimacy

* Denotes that this course is available in an online format.

Courses Outside CCP (six points, e.g., two classes)

The following list is not comprehensive and continues to expand and grow each semester. Be sure to check the course catalog for updates.

- HUDK 5123 Psychological Development of Women
- HBSS 4122 Women's Health
- HBSS 4133 Human Sexuality Education*
- HBSV 4011 Women and weight, eating problems and body image
- C&T 4032 Gender Difference and Curriculum
- ITSF 5008 Gender, education and international development

- A&HB 4140 Latina Narratives
- A&HF 4130 Gender & Violence (3)

Students should register for zero points of independent study, via either of these course codes, when they complete their semester long practicum/fieldwork volunteer:

- CCPJ 6902 Independent Study (along with semester long practice/volunteer)
- CCPX 4900 Independent Study (along with semester long practice/volunteer)

Research Project

Students completing the certificate program will also be required to complete a research project that increases their knowledge and awareness of a chosen domain of interest (as it pertains to sexuality, women and gender). Some examples of appropriate research project topics include: understanding the relationship between minority stress and attachment satisfaction of sexual minorities; the impact of gender discrimination on career satisfaction of women in male dominated professions; understanding the link between first generation female college students and academic self-efficacy; understanding marginalization faced by partners of transgender individuals.

Semester Long Volunteer/Service Experience

The certificate program in Sexuality, Women and Gender is strongly committed to social justice and multiculturalism as it pertains to issues of equity and access for sexual and gender minorities and women. In the spirit of this commitment, all candidates for the certificate program will be expected to complete a semester-long volunteer/service experience in an agency that serves the aforementioned populations.

Program Faculty

Faculty

- Aurelie M. Athan

  Research Associate

- George A. Bonanno

  Professor of Clinical Psychology

- Christine Boram Cha

  Honorary Research Associate Professor

- Barry A. Farber

  Professor of Psychology and Education

- Ayorkor Gaba

  Assistant Professor

- Douglas Mennin

  Professor of Clinical Psychology

- Lisa Jane Miller

  Professor of Psychology and Education

- Helen Verdeli

  Associate Professor of Psychology and Education

Professors of Teaching

- Matthew Blanchard

  Assistant Professor of Teaching

- George Coolidge Nitzburg

  Assistant Professor of Teaching

- Daniel Joseph Tomasulo

  Assistant Professor of Teaching

Adjunct Faculty

- Richard Angle

  Adjunct Assistant Professor

- Susan Ann Bodnar

  Adjunct Associate Professor

- Allison Casta Branch

  Adjunct Assistant Professor

- Bj Cling

  Adjunct Associate Professor

- Jeffrey Raymond Cole

  Adjunct Assistant Professor

- Ashley Marguerite Doukas

  Adjunct Assistant Professor

- Joseph Carl Geraci

  Adjunct Assistant Professor

- Deborah F Joffe

  Adjunct Assistant Professor

- Mark Kuras

  Adjunct Assistant Professor

- Christa Dawn Labouliere-Edwards

  Adjunct Assistant Professor

- Jonathan Lam

  Adjunct Assistant Professor

- David Livert

  Adjunct Assistant Professor

- Sari Locker

  Adjunct Associate Professor

- Vinus Mahmoodi

  Adjunct Assistant Professor

- David M. Mantell

  Adjunct Assistant Professor

- Nancy E. Nereo

  Adjunct Associate Professor

- Elizabeth Ann Owen

  Adjunct Associate Professor

- Dinelia Rosa

  Director

- Paul Steven Saks

  Adjunct Assistant Professor

- Alvin Kuowei Tay

  Adjunct Assistant Professor

- Richard Waxman

  Adjunct Associate Professor

- Scott Thomas Wilson

  Adjunct Assistant Professor

Program Courses

CCPX4001 Integrative Project Preparation

This non-meeting, zero-credit course is required for students engaged in completing their Integrative Project during their final semester. Please note, you may only register for the course one time. Enrollment grants full-time student status for your final semester.

CCPX4020 Geriatric Mental Health

Geriatric Mental Health invites you to explore the science, stories, and skills behind supporting the well-being of older adults—one of the most diverse, vibrant, and rapidly expanding populations in our society. In this course, you'll discover how aging shapes the mind, body, and social world; learn to recognize the difference between typical aging and mental health concerns; and gain insight into the unique challenges and strengths of later life. Through real-world cases, current research, and skill building, you'll examine evidence-based assessments, interventions, and interdisciplinary approaches used with older adults across medical, community, and long-term care settings. This course offers a powerful look at how psychologists can improve quality of life across generations. Join us to develop meaningful, culturally responsive competencies—and to see why working with older adults is not just important, but deeply inspiring.

CCPX4023 Technology, Psychology, Psychotherapy

Provides students with understanding of how relationships have been impacted by advent of information technology, an orientation to how IT it being used to deliver therapeutic interventions, and discussion regarding ethics of tech and treatment of psychopathology.

CCPX4029 Archetypal Symbolism

This course explores the transformative power of symbols and archetypes in art and psyche. It places the imagination and our creative engagement with it to be at the heart of learning, change, and well-being. Whether it is the artist, the patient, or the healer, the psyche's creative processes are revealed through its universal mytho-poetic structure. Symbols are everywhere around us and inside of us: in the media, visual art, literature, and client material. Yet we rarely take the time to encounter these portals of self-understanding, nor might we know how to extract the meaning offered. We will examine the metaphors, images, dreams, and fantasies that contain our symbolic life. Experiential and theoretical material will be provided as we create (collage, drawing, video); wonder; and dialogue with the language of symbols in service of optimizing creativity and health. Students will understand how to invite, recall, and interpret the symbolic structure of the psyche and to envision how to do the same for others.

CCPX4030 Psychology of adjustment

Healthy and pathological adjustment throughout the lifespan: stress, defense mechanisms, and coping.

CCPX4032 Assessment and treatment of alcohol and chemical dependency

Overview of the clinical principles governing assessment and treatment of addictive disorders; stages of addiction; issues of comorbidity; resistances to treatment.

CCPX4035 Personality and behavior change

Seminar covering major theories of personality and mechanisms of behavioral change. This course introduces classic and contemporary theories of personality through the work of influential thinkers, including Freud, Jung, Horney, Winnicott, Bowlby, Ainsworth, Erikson, Maslow, Rogers, Skinner, Cattell, Eysenck, Bandura, Mischel, and Linehan. Students will examine personality development, attachment, trait theory, social-cognitive perspectives, and applications of personality theory to behavior change, psychotherapy, and contemporary personality research.

CCPX4036 Psychology of human sexuality

This is an introductory course for students who are new to sexuality topics. The course includes basic human sexuality information related to psychological, biological, and socio-cultural aspects of sexual development from childhood to adulthood, sexual health, reproduction, sexual orientation, gender identity, sexual behaviors, lifestyles, sexual dysfunction, and more. We will address how to apply information about human sexuality to education, counseling, and therapy. (For students who have previously taken a course in sexuality, the following are more suitable: CCPJ 4180, HBSS 4113, CCPJ 4903.)

CCPX4037 Introduction to cognitive behavior therapy (CBT)

Overview of the essential principles and techniques of CBT for mood and anxiety disorders.

CCPX4038 Comparative psychotherapies

Survey and analysis of representative psychotherapies in current practice: psychoanalytic, neo-Freudian, Gestalt, Jungian, client-centered, existential, behavior therapy, and others.

CCPX4039 Critical Perspectives on Non-Traditional Psychotherapies

Overview and evaluation of nontraditional treatment approaches including existential, Jungian, spiritually-oriented, holistic, and transpersonal psychotherapies, Ericksonian hypnosis, and Eastern-oriented models.

CCPX4040 Introduction to psychological testing and assessment

This is an introductory and survey course of the basic principles, theories, issues, and practices in the field of psychological assessment.

CCPX4043 Cognition & Psychopathology

The central theme of course CCPX 4043 focuses on how cognitive systems are impacted by and in turn impact on behavioral, affective and psychosocial manifestations of psychopathology. This course is designed to provide the student with foundational knowledge of cognitive science as it plays a major role in the expression of abnormal behavior. Following a brief review of biological systems which contextualize cognition and abnormal behavior, the student will learn about major cognitive systems including; orientation, attention, sensation, perception, motor organization, language, learning, memory, problem solving and executive functions as they are influenced by and interact with motivation, affect and social behavior. These systems will then be examined within the context of maladaptive behavior, particularly focusing on cognitive deficits contributing to the clinical profiles associated with psychotic disorders, anxiety disorders, mood disorders and dementias triggered by degenerative and acquired neurological insults. Applications of cognitive assessment, cognitive remediation and behavior management will be examined as strategies employed to extend our understanding of the relationship between cognition and psychopathology.

CCPX4044 Positive Psychology

This course will investigate the use of evidence based interventions and their modifications derived from positive psychology. We learn to see not only what is wrong-but also what is strong in ourselves and others. Lectures, experiential and meditative exercises, videos, demonstrations, and discussions.

CCPX4050 Intro to Health Psychology

This course will give students an overview of health psychology, a transdisciplinary field that synthesizes findings from several branches of psychology (clinical, social, behavioral, and developmental, among others) and as well as other disciplines including medicine, epidemiology, genetics and allied health.

CCPX4055 Spiritual Mind-Body Medicine: Varieties of Transformative Experience in Psycho-Spiritual Growth.

In this course we will explore the depths of our human capacity for transformation from a variety of perspectives, including neuroscience, quantum physics, psychology, Buddhism and other spiritual perspectives, anomalous phenomena, and the mind-body connection. We will learn how, as embodied beings, we can integrate spiritual dimensions into our daily lives, and how this integration can facilitate healing on many levels. There will be particular focus on relating what we read and discuss to the clinical practice of psychotherapy. The class will provide a safe environment for exploring our unique personal perspectives and challenges regarding psycho-spiritual growth.

CCPX4060 The psychology of loss and trauma

Focus on how humans cope with significant losses and trauma: historical developments, recent empirical advances, cross-cultural variations, and clinical and social implications.

CCPX4063

Jung's Analytical Psychology is the evolving response to Freudian Psychoanalysis. To Jung, Freud's modernist commitment to a depth psychology, tucked behind a "bulwark against the occult", evaded confrontation with the irrational and progressive dynamics historically experienced in psychical life, e.g. dreams, myths, art, religious experiences. Where Freud saw regressed psychosexual phenomenon, Jung identified an "erotic" factor that, rather than drawing consciousness backward, imaginatively overcomes that recessive inclination. Jung called this "individuation" and recognized that new, specific resistances to it were constitutive of contemporary psychological symptoms, e.g. narcissistic and borderline states. The class will present the historical precursors to Jung's insights, his account of depth psychology and especially his therapeutic methodology.

CCPX4070 Explorations in Madness

What does it mean to be "mad"? This course covers current theoretical, clinical, diagnostic, and empirical knowledge of psychotic disorders. Using the DSM-5 TR, academic texts, clinical material, and first-hand accounts, we will try to understand these conditions, always mindful of the humanity and dignity of those who seek help for schizophrenia, psychosis, and other altered states of consciousness. We will ask what it means to receive these diagnostic labels. Methods of treatment including psychotherapy, psychopharmacology, biological and psychosocial techniques will be explored, along with the sometimes terrifying and often creatively beautiful realm of psychotic experience.

CCPX4112 Purpose-Driven Innovation Blending Behavioral Science and Spiritual Practice

CCPX4120 Psychotherapy through fiction and film

Psychotherapy, the therapist, and psychopathology as reflected in current fiction and film.

CCPX4125 Women and mental health

This course provides an interdisciplinary examination of women's mental health through a biopsychosocial lens. Drawing on research from psychology, psychiatry, neuroscience, public health, and gender studies, students will examine biological influences on mental health, historical and theoretical frameworks, and the psychological, interpersonal, cultural, and social determinants of well-being. Particular attention is given to diversity, intersectionality, and the experiences of women across different developmental stages and social contexts.

CCPX4126 The mother-child matrix: Developmental and clinical implications

The mother-child relationship: Implications for development and influence on clinical theory and practice, focus on theories of parenting, ruptures in the relationship and therapy with mothers and children.

CCPX4127 Spiritual Wellness

CCPX4132 Perinatal Mental Health

Issues related to mental health before, during, and after pregnancy and family building. Students will understand the etiology, theories, and treatment modalities for psychopathology around pregnancy.

CCPX4140 Spirituality in Education

CCPX4141 Spirituality in Education Part 2

CCPX4150 Introduction to forensic psychology

The practice and application of forensic psychology to medical-legal problems and nomenclature in diagnosis, evaluation, assessment, treatment, and testimony regarding criminal behavior, psychopathology, and civil, family, and criminal law.

CCPX4170 Child & Adol Foresnc Asmnt

This introductory course reviews widely used forensic assessment instruments and interview protocols and guidelines for pre-school to late teenage children who are court involved. The selection, administration, scoring, and interpretation of assessment results are illustrated in redacted, court ordered evaluations and in court decisions. A wide range of clinical disorders including PTSD, reactive attachment disorder, violence risk assessment, and child sexual abuse aftermath issues are covered.

CCPX4171 Spirituality and the Animal Human Bond

CCPX4230 Fieldwork in applied psychology

For Masters students engaged in certain types of off-campus field placements, research or clinical, who are eligible to receive course credit for their work.

CCPX4900 Research & Independent Study: Clinical Psychology

Permission required.

CCPX5010 Introduction to global mental health

This is a foundation course in global mental health and includes topics central to research, practice, and policy of common and severe mental health conditions around the globe with emphasis on under-resourced regions. It encourages learners to think critically about the cultural, clinical, research, and ethical assumptions of the global mental health field.

CCPX5011 Psychotherapy Around the Globe

This one-week intensive course in May covers Group Interpersonal Psychotherapy and the WHO Mental Health Gap Humanitarian Intervention Guide. This training is designed for students interested in working with populations exposed to severe adversities and trauma. Teachers College students must enroll for 3 credits.

CCPX5020 Cognition, Emotion, and Culture

This course covers the seminal and contemporary theories and research on human thought and emotion, with an additional focus on cultural influence and clinical application. Students will learn emotion theory, models of cognition, and information processing research, reading landmark studies and applying the material to everyday life.

CCPX5026 Rational Emotive Beh Therapy

Exploration of Rational emotive behavior therapy (REBT), it's benefits, and of its tools for application to their own lives and for others in their lives. For students who intend to work as therapists: the course provides clear tools, methods and techniques for applying with clients they will work with.

CCPX5032 Adult psychopathology

This course covers the major clinical disorders of adulthood viewed from clinical and research perspectives, as well as current issues in diagnosis and treatment.

CCPX5033 The evolution of Freud's psychological theories

Intensive examination of selected psychological works of Sigmund Freud from 1892 to 1940, focusing on theoretical innovations, modifications, and elaborations.

CCPX5034 Child psychopathology

Major clinical syndromes of childhood and adolescence viewed within the context of normal development. Consideration of various theoretical, diagnostic, etiological, and therapeutic viewpoints.

CCPX5035 Clinical Psychopharmacology

The history and use of psychiatric medications, including basic principles of neuroscience, medical physiology, psychopathology, and pharmacology; uses and limitations associated with psychotropic medication. Attention will be given to clinical considerations and complexities involved with the use of various classes of drugs, including but not limited to therapeutic benefits, adverse effects, drug-drug interactions and contra-indications.

CCPX5036 Clinical work with diverse populations

CCPX5037 Dynamic Psychotherapies

Theories and approaches of contemporary psychodynamic psychotherapies. Covers Time-Limited Dynamic Psychotherapy (TLDP) and Accelerated Experiential Dynamic Psychotherapy (AEDP) among other recent approaches.

CCPX5038 Cognitive, behavioral, and interpersonal therapies

Open to doctoral candidates in psychology, others by permission. Introduction to theory and technique underlying treatment within the following modalities: Cognitive, Behavioral, Interpersonal, and Short-Term Psychodynamic. The course will explore the application of these various treatment approaches to a range of disorders including depressive disorders, anxiety disorders, OCD, and schizophrenia.

CCPX5045 Psychotherapy, religious diversity, and spirituality

This course will focus on the role of religion and spirituality in psychotherapy. Research, theory and case material will be used to clarify healing dimensions of religion and spirituality. Discussion will focus on a re-examination of models of psyche and goals of treatment.

CCPX5061 Military Psychology

This course introduces students to the field of military psychology, including its history and practice/research with military Servicemembers and Veterans. Students will evaluate the range of psychological responses to combat and other military-related traumas and stressors. They will study topics including military selection and assessment, suicide prevention, Prisoner of War (POW) experiences and training, moral injury, and the implementation and limitation of PTSD/mTBI treatments. Students will be able to explore innovative approaches to address current psychological issues facing Servicemembers and Veterans.

CCPX5062 Neuropsychology

Following an introduction to the philosophical and historical roots of neuropsychology, students will review current theories and concepts that help define neuropsychology as a contemporary science. Traditional concepts such as nature – nurture, human development and psychopathology, will be examined within the contemporary context of neuroplasticity, neural networks, brain connectivity, cognitive and brain reserve and intra and inter species adaptation. Students will learn about research strategies and methodologies employed in the study of neuropsychology as they review the anatomy and physiology of the CNS and PNS. Using this information as a foundation, students will learn about neurocognitive systems including: attention, sensation, perception, motor organization, language, learning, memory, mood and motivation and executive functions. Students will examine these systems from the adaptive and maladaptive perspectives as they relate these concepts to the pathophysiology of acquired, degenerative and neuropsychiatric brain disorders. To facilitate their understanding of clinical applications of neuropsychology, students will be introduced to methods and procedures of neuropsychological assessment, cognitive rehabilitation and behavior management.

CCPX5075 Psychology, Law, & Sexualized Violence

This course explores the intersection of the field of Psychology with the field of Law, specifically around sexual harms to women and children. In particular it looks at rape, interpersonal violence, sexual harassment and the Me Too movement, sex trafficking, stalking, and child sexual abuse and Megan's Law (requiring sex offenders to register).

CCPX5110 Research apprenticeship

Permission required. Involvement as a research extern in community agencies or as a research assistant to departmental faculty.

CCPX5160 Forensic Psychology Child Protection

This course provides an introduction to forensic assessment of children and adolescents who are court involved as victims, perpetrators and co-litigants. The course addresses the child and adolescent evaluation issues that are involved in child protection, juvenile justice, family and criminal court cases and the assessment instruments used by forensic clinical psychologists to respond to referral requests by these courts.

CCPX5230 Fieldwork in clinical psychology

Limited to doctoral candidates in clinical psychology. Supervised practice in field placements. This course requires a minimum of 27 hours per week of out of classroom work.

CCPX5330 Principles and techniques of clinical assessment

Limited to doctoral candidates in clinical, counseling, and school psychology. Theory and practice of psychological testing; focus on cognitive assessment. CCPX 5333 Practicum in Clinical Supervision and Consultation Design, methodology, and artifact in research. Development of research proposals. Critical review of journal articles.

CCPX5333 Practicum: Psychological Testing and Assessment

Limited to doctoral candidates in clinical, counseling, and school psychology. Theory and practice of psychological testing; focus on cognitive assessment.

CCPX5334 Practicum: Clinical work with children and adolescents

Limited to doctoral candidates in Clinical, Counseling, and School psychology. Psychological assessment of children and adolescents, including interviewing techniques, observational methods, and psychodiagnostic testing.

CCPX5533 Research methods in clinical psychology

Design, methodology, and artifact in research. Development of research proposals. Critical review of journal articles.

CCPX5534 Research Methods in Clinical Psychology

Design, methodology, and artifact in research. Development of research proposals. Critical review of journal articles.

CCPX5535 Research practicum in clinical psychology

Permission required. Supervised research in clinical psychology.

CCPX5539 Clinical assessment: The interview

This course provides an introduction to clinical interviewing skills for those pursuing work with patients.

CCPX5610 Clinical psychology colloquium

Clinical faculty and guest speakers. Permission required.

CCPX5630 Case conference

Permission required. Corequisite: CCPX 5333, CCPX 6335, CCPX 6336, CCPJ 5360, CCPJ 6360, or CCPJ 6364. For practicum students in the Dean Hope Center. All trainees must attend at least five conferences each term.

CCPX6020 History and systems of psychology

Survey of the history of psychology from the ancient Greeks to the present. Discussion of theoretical systems including Associationism, Structuralism, Behaviorism, Psychoanalysis, and Existentialism.

CCPX6278 Social Psychology

This course is designed for doctoral and masters students to deepen their understanding of social psychological research and theory. Familiarity with the methods of psychological science is assumed. We will also consider the myriad applications of social psychology methods and findings in other disciplines and in a range of settings.

CCPX6333 Practicum in clinical supervision

Permission required. Seminar and supervised practice in the teaching and supervision of clinical assessment and intake.

CCPX6335

Permission required. For second-year doctoral students in clinical psychology, two semesters (3; 0-1 during summer). Supervised practice in psychotherapy as staff members of the Dean Hope Center.

CCPX6336

Permission required. Prerequisite: CCPX 6335. For third-year doctoral students in Clinical Psychology.

CCPX6338 Advanced Practicum in Clinical Intervention II

Permission required. Prerequisite: CCPX 6336. For fourth-year students in clinical psychology, two semesters, (0 or 1 points each semester).

CCPX6430 Internship in clinical psychology

For advanced doctoral students in clinical psychology. Experience under supervision in approved mental health agency. One year full-time or part-time equivalent.

CCPX6900 Advanced research and independent study

Permission required.

CCPX7500 Dissertation seminar

Permission required. Development of doctoral dissertations and presentation of plans for approval. Registration limited to two terms.

CCPX8900 Dissertation advisement

Individual advisement on doctoral dissertations. Fee to equal 3 points at current tuition rate of each term.

Counseling Psychology

Program Description

The Ph.D. Program in Counseling Psychology reflects a scientist-practitioner training model whereby emphasis is placed on preparing professional psychologists who:

(a) are competent in addressing problems associated with the adaptive functioning of human beings,

(b) can successfully apply relevant research literature to client concerns, and

(c) can contribute to the research knowledge base.

Our philosophy is consistent with many of the historical traditions in the field of counseling psychology, including (a) the optimal development and functioning of individuals, groups, and other systems (e.g., institutions, communities); (b) an appreciation of the strengths and uniqueness of individuals; (c) a belief in the unbounded potential of human beings; and (d) a respect for the integrity of all people. Our training philosophy strongly encourages students to adopt approaches to client treatment that consider the various contexts in which clients develop and operate. The Program also stresses the critical roles of self-exploration and personal reflection as components of professional development.

Central to our training model is the belief that academic scholarship and research are inseparable from professional practice. Hence, the Counseling Psychology Program recognizes the importance of preparing graduates who manifest the highest standards of excellence in academic or service delivery settings. Throughout our degree programs, we emphasize the integration of scientific psychology and professional practice through attention to didactic and experiential learning, synthesizing skill acquisition with effective use of self, and clarifying personal and professional identities. This integrative perspective implies the following assumptions:

1. Learning is an ongoing process and, as a result, students are responsible for being cognizant of issues and trends within the profession;
2. Learning occurs in a context that requires active consideration of individual differences and systemic factors; and
3. Professional development is often inseparable from personal growth.

Thus, students are continuously exposed to opportunities to examine the connection between scientific knowledge and professional practice. To highlight the importance of this integration, education and training in theory, inquiry, and practice occur concurrently throughout the program.

The academic curriculum of the degree programs provide students with numerous opportunities to develop professional and personal competencies associated with becoming counseling psychologists. In particular, extensive coursework, practical experiences, and other learning opportunities allow students to identify their strengths and assets with regard to their personal and professional

development and to take risks to develop new competencies in various professional roles. The academic curriculum also reflects the importance of students (a) developing professional identities as ethical counseling psychologists, (b) being socialized into the profession of counseling psychology, and (c) contributing to counseling psychology as a specialty discipline as well as to the broader field of applied psychology.

The Counseling Psychology Program is also firmly committed to issues pertaining to multicultural diversity and seeks faculty members, staff, and students who reflect such diversity, including, but not limited to, race, ethnicity, gender, age, sexual orientation, socioeconomic status, religious/spiritual orientation, disability status, and national origin. Moreover, issues of human diversity are largely integrated throughout the entire curriculum and, indeed, throughout the entire program in that students are actively exposed to numerous opportunities to develop competence in addressing issues pertaining to cultural and identity group membership with various populations. The program also seeks to create a milieu of growth, collaboration, and collegiality among faculty, staff, and students with regard to respecting and affirming various dimensions of cultural diversity.

Thus the specific goals of the program and their associated competencies prepare students to work in a variety of settings with emphasis on education (e.g., colleges and universities), health (e.g., outpatient clinics, hospitals, nursing homes, etc.) and related agencies. With the help of a Faculty Advisor, students register for required and elective courses, which in light of their previous preparation, special needs, and career objectives, will prepare them appropriately. Depending on their area of concentration and level of training, graduates have found employment in universities, colleges, medical schools, elementary and secondary schools, adult basic education centers, employment and training centers, rehabilitation centers, hospitals, mental health centers, industry, senior citizens centers, and community and government agencies.

Regardless of the eventual work setting, students in the Program are expected by the end of their training to have achieved the following objectives:

1. Be capable of engaging in culturally-relevant and psychologically appropriate psychotherapeutic interventions that

(a) emphasize normal personal and interpersonal functioning,

(b) address dysfunction from a strengths-based perspective,

(c) consider developmental issues across the lifespan, and

(d) consider the role of environmental and contextual issues in individuals' lives.

1. Be competent in conducting research and effectively applying research to their professional work.
2. Possess the requisite foundations in core areas of professional psychology.
3. Be ethical scientist-practitioners.

4. Be socialized into the profession and able to contribute to counseling psychology as a specialty discipline, as well as to the broader field of applied psychology, through research, scholarship, conference presentations, and service.
5. Demonstrate an understanding of persons, groups, and organizations in their environmental contexts, including cultural, social, economic, educational, occupational, and institutional contexts.
6. Demonstrate multicultural competence in research and practice.
7. Be able to work in a variety of professional practice settings.

Program Degrees

Expand the accordion(s) to view the degree requirements:

College Advising

Advanced Certificate | Points/Credits: 12 | Entry Terms: Spring, Summer, Fall

As one of five programs focused on training college advisors nationwide, the Teachers College Advanced Certificate in College Advising equips dedicated counselors, educators, and other stakeholders to demystify the college admissions process. The Advanced Certificate program, offered online or in-person at Teachers College's New York City campus, features a specialized college-advising curriculum that trains culturally competent, diverse, and reflective college counselors who serve as agents of change and social advocates for reducing disparities in higher education.

Both the online and in-person degree program options provide the same curriculum and opportunities to study with exemplar faculty at Teachers College who are leaders in the field. The online program includes the added flexibility of an asynchronous format.

Program Coursework

The Advanced Certificate is non-degree and credit-bearing, meaning that students earn 12 graduate-level credits from Teachers College, Columbia University. To earn the certificate, participants must complete:

- 12 points of specialized curricular requirements which includes 3 required courses (College Admissions Counseling, Career Counseling, The American College Student)
- For their fourth course, students are welcome to take an elective course from a wide offering of courses in the college.

Core Courses

The Advanced Certificate has 4 core courses designed to provide students with a robust, in-depth, and experiential understanding of college advisement. These include:

- CCPJ 4170: College Admissions Counseling
- CCPJ 5062: Career Counseling and Development
- Program Approved Elective

- ORLH 4040: The American College Student

College Advising (Online)

Advanced Certificate | Points/Credits: 12 | Entry Terms: Spring, Summer, Fall

As one of five programs focused on training college advisors nationwide, the Teachers College Advanced Certificate in College Advising equips dedicated counselors, educators, and other stakeholders to demystify the college admissions process. The Advanced Certificate program, offered online or in-person at Teachers College's New York City campus, features a specialized college-advising curriculum that trains culturally competent, diverse, and reflective college counselors who serve as agents of change and social advocates for reducing disparities in higher education.

Both the online and in-person program options provide the same curriculum and opportunities to study with exemplar faculty at Teachers College who are leaders in the field. The online program includes the added flexibility of an asynchronous format.

Program Coursework

The Advanced Certificate is non-degree and credit-bearing, meaning that students earn 12 graduate-level credits from Teachers College, Columbia University. To earn the certificate, participants must complete:

- 12 points of specialized curricular requirements which includes 3 required courses (College Admissions Counseling, Career Counseling, The American College Student)
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Core Courses

The Advanced Certificate has 4 core courses designed to provide students with a robust, in-depth, and experiential understanding of college advisement. These include:

- CCPJ 4170: College Admissions Counseling
- CCPJ 5062: Career Counseling and Development
- Program Approved Elective
- ORLH 4040: The American College Student

Counseling Psychology

Ph.D. | Points/Credits: 90 | Entry Terms: Fall

The program of study that follows is described in terms of full-time study. Some of the courses may be taken on a part-time basis. However, full-time study after the first 30 applicable credits is required unless the student can present persuasive evidence that his or her living and working circumstances have not prevented, and will not prevent, him/her from taking full advantage of the College's resources. Certain essential subjects and practica are offered only in the morning and early afternoon hours.

The doctorate degree is granted after successful completion of a minimum of 90 points of planned, sequential study beyond the bachelor's degree, of which at least 60 points must be taken at Teachers College. The doctoral program is accredited by the American Psychological Association and requires at least five years, including the equivalent of four years of academic study beyond the bachelor's degree and one calendar year of internship.

Please note that upon admission to the Ph.D. program in Counseling Psychology, students will receive a Doctoral Student Handbook for the Ph.D. program in Counseling Psychology which will provide updated policy, program features, and requirements. (The most recent handbook is available on the Program website). The program of study leading to the Doctorate in Counseling Psychology is guided by criteria adopted by the American Psychological Association for accredited programs in professional psychology.

The course of studies includes: scientific and professional ethics and standards; psychological measurement, statistics, and research design and methodology; knowledge and understanding of: (a) history and systems of psychology, (b) the biological basis of behavior, (c) the cognitive-affective bases of behavior, (d) the social bases of behavior (e.g., social psychology), (e) individual behavior (e.g., personality theory and human development), intervention strategies and methods of inquiry; and (f) preparation to undertake a doctoral dissertation.

In developing the necessary mastery of these areas, the student is expected to be attentive to the historical roots of counseling psychology, i.e., the study of individual differences, the vocational guidance movement and the mental health movement. Similarly, she or he is expected to be prepared for the probable future of counseling psychology in the areas of expertise represented by the faculty, especially the influence of social and cultural systems (home, family, workplace, and environment) on human development and change.

In addition to core requirements, courses in specific and specialized areas of counseling psychology are available. Courses in the department are supplemented by appropriate offerings in other Programs and Departments at Teachers College, and Columbia University.

Please note that satisfactory performance in the degree program is defined as no incomplete grades and no courses in which the grade earned is lower than B. Academic dishonesty and unethical behavior may be grounds for immediate dismissal from the program (master's or doctoral). Specific information regarding curriculum requirements are contained in the Doctoral Student Handbook. In addition to coursework, a number of other academic experiences are required.

Doctoral Certification

Candidacy as a doctoral student expires after a certain number of years. Ph.D. candidates must complete all degree requirements within seven years of first entering the program (six years if they have an applicable master's degree or 30 points of advanced standing prior to doctoral admission).

Counseling Psychology students do not become official candidates for the degree of Doctor of Philosophy until they have passed: 1) a College-Wide Psychology Research Methods Exam and 2) a Program Comprehensive exam which includes both a written exam and the submission of a Research Competence project paper. The written exam covers several areas in Counseling Psychology, including: (1) theoretical concepts; (2) core psychology course work; (3) clinical interventions; (4) assessment in career work and personal/social counseling; (5) professional issues such as ethics, professional trends, and developments in counseling psychology. Cultural issues will be infused into the content questions in the exam. In addition, they must satisfy all other requirements for certification prescribed by the Office of Doctoral Studies (ODS). Students who fail to take the certification examination at the appropriate point in their studies are subject to certain penalties. Also there are evaluations done annually to facilitate students' timely completion of the Ph.D. degree (See Doctoral Student Handbook for more information).

Practicum and Externship

Practicum placements are available both on-campus and off-campus. The Dean Hope Center for Educational and Psychological Services (CEPS) is an in-house training clinic located at 657 528 Building. Students may petition program faculty to complete practicum placements off-campus and should contact the Fieldwork Coordinator for further information. A year-long externship placement may be required of students who do not obtain sufficient clinical hours during their practicum rotations.

Internship

For doctoral students only: Supervised experience in approved and appropriate agencies, institutions, and establishments. Students are required to petition faculty for internship training and must be approved to apply for an internship. Students must have completed all coursework during the academic year in which they are applying for an internship. Students must have passed all certification and comprehensive examinations as well as have an approved dissertation proposal.

The Dissertation

For most doctoral students, the completion of course requirements presents few problems. Successful completion of a dissertation is usually less easily managed. Unless carefully planned in advance, it can prove a difficult hurdle. Accordingly, the degree program has several built-in features designed to facilitate the formulation and successful execution of an acceptable dissertation proposal and assistance in completing the dissertation. These include the completion of a research competence project, the Dissertation Seminar course, and a Review of Research course.

Psychological Counseling: Bilingual Latina/o Mental Health

Ed.M. | Points/Credits: 60 | Entry Terms: Fall | Certification: NY State Provisional Licensure: Mental Health Counseling

The Ed.M. is granted after successful completion of a comprehensive examination, a special project, and 60 points of planned, sequential study beyond the bachelor's degree, of which at least 48 points must be taken at Teachers College. Approval of transfer credits to the Ed.M. program must be conducted upon admission into the program; transfer credits will not be accepted thereafter. The Ed.M. degree could lead to the doctorate at Teachers College and elsewhere but usually with some loss of time and credits because of differences in emphases between master's and doctoral programs. Students who apply to the program during or after taking classes at Teachers College as a non-matriculated student can transfer up to 9 points (with a maximum of 8 points in the major) if accepted as a matriculated degree student. Additional information may be found in the Psychological Counseling Program Handbook.

School counseling is one of several areas of specialization within the Ed.M. program in Psychological Counseling (COUS). It is a specialty that allows students to develop appropriate skills to deliver services that are specific to school settings, in addition to learning the essential functions generally found in the counseling profession. A graduate of this specialization is eligible for provisional certification as a School Counselor in New York State after completing the program, including a series of specified courses. Consult the Master's Student Handbook for more information about the School Counselor specialization. For permanent certification, New York State requires two years of employment as a school counselor and 30 additional credits of graduate work. The credits from the Ed.M. beyond the M.A. will be applied toward the 30. Students planning to obtain New York State Certification in School Counseling use the en passant M.A. to apply for provisional certification. Students should complete the application for certification upon graduation from the M.A. program.

In 2005, Teachers College received approval from New York State to offer a License-Qualifying Mental Health Counseling Program (COUM). Along with completion of required coursework, students can become eligible for licensure when they complete 3000 hours of post-master's supervised experience in the practice of mental health counseling and pass a national examination. For information regarding licensure, please contact the Office of the Professions, New York State Education Department (www.op.nysed.gov/prof/mhp/mhclic.htm)

All students in the Psychological Counseling Ed.M. program (COUM and COUS) must take specific required courses in the following content areas:

- *Human growth and development:* HUDK 4022, Developmental psychology: Childhood (3); HUDK 4023, Developmental psychology: Adolescence (3); HUDK 4024, Developmental psychology: Adulthood and the lifespan (3); or HUDK 5029, Personality development and socialization across the lifespan (3)
- *Social cultural foundations of counseling:* CCPJ 4873, The Winter Roundtable on Cultural Psychology and Education (1) and two of the following: CCPJ 5165, Racial-Cultural Counseling Laboratory (4); CCPJ 5020, Racism and Racial Identity in Psychology and Education (3) CCPJ 5164, Multicultural Counseling and Psychology (3) (4) CCPJ 4050 Microaggressions in Instituitional Climates (3) or CCPJ 4180 LGBT (Q) Issues in Psychology (3). Please note: one of the two courses must be CCPJ 5020, CCPJ 5164, or CCPJ 5165
- *Counseling theory and practice:* CCPJ 4064, Theories of counseling (3) and CCPJ 5371,Foundations of counseling (3)

- *Psychopathology:* CCPJ 4000, Multicultural psychopathology (3); CCPX 5032, Adult psychopathology (3); or CCPX 5034, Child psychopathology (3)
- Group counseling: CCPJ 5025, Group counseling (3)
- *Lifestyle and career development:* CCPJ 5062, Career counseling and development (3)
- *Assessment and appraisal:* CCPJ 5060, Assessment in counseling psychology (3), and one of the following: HUDM 5059, Psychological measurement (3); HUDM 4050, Introduction to measurement (3); or CCPJ 4066, Foundations of testing and accountability (3)
- *Research and program evaluation:* ORLJ 4009, Understanding behavioral research (3) and ORL 5522, Evaluation methods I (3)
  or CCPJ 5070 Evaluation methods in counseling psychology (3)
- *Professional orientation and ethics:* CCPJ 4560, Professional and ethical issues in psychological counseling (3)
- Foundations of mental health counseling and consultation: CCPJ 5371, Foundations of counseling (3) (also listed under Counseling Theory and Practice) and CCPJ 4165, Consultation in community agencies and resources (3)
- *Clinical instruction:* CCPJ 5360, Practicum in career and personal counseling (4)
- *One year of supervised fieldwork:* CCPJ 5260, Fieldwork in psychological counseling and rehabilitation (6 points total spread over two or three semesters); CCPJ 5263, Supervised fieldwork in elementary school counseling (6 points total spread over two or three semesters); or CCPJ 5265, Supervised fieldwork in secondary school counseling (6 points total spread over two or three semesters).

School counselors (COUS) also are required to take the following:

Elementary

- HUDK 4022, Developmental psychology: Childhood
- CCPJ 5263, Supervised fieldwork in elementary school counseling
- CCPJ 4160, School counseling for children or adolescents, or
- Child abuse and maltreatment identification, reporting and intervention
- Violence prevention and intervention

High School

- HUDK 4023, Developmental psychology: Adolescence
- CCPJ 5265, Supervised fieldwork in secondary school counseling
- CCPJ 4160, School counseling for children and adolescents, or
- Child abuse and maltreatment identification, reporting and intervention
- Violence prevention and intervention

Required courses often are scheduled in the afternoon and evening, so it is possible for students with flexible schedules to attend on a part-time basis and complete the program; however, it should be noted that at times, required courses may be offered during the day and students must be prepared to make needed accommodations. Full-time students generally complete the program in about five semesters. The length of program completion for part-time students varies with the number of points in which they enroll each semester.

In addition to required core courses, students will be expected to select electives from the various areas of psychology and other appropriate disciplines that will provide breadth and depth to their preparation as counselors. Consult the Master's Student Handbook for further information about Ed.M. program requirements.

New York State Education Department (NYSED) has teacher certification requirements that are needed for program completion and graduation which are listed in the Office of Teacher Education section of the catalog.

A special project is required in addition to the 60 points of coursework. Students should plan to complete their project in the same semester that they apply for the Ed.M. degree.

The Comprehensive Exam, which is a mandatory requirement for obtaining the en passant M.A. and the Ed.M., is generally taken in the semester in which 45 credits are completed.

Psychological Counseling: Mental Health Counseling

Ed.M. | Points/Credits: 60 | Entry Terms: Fall | Certification: NY State Provisional Licensure: Mental Health Counseling

The Ed.M.degree in Mental Health Counseling is granted after successful completion of a comprehensive examination, a special project, and 60 points of planned, sequential study beyond the bachelor's degree, of which at least 42 points must be taken at Teachers College. Approval of transfer credits to the Ed.M. degree program must be conducted upon admission into the program; transfer credits will not be accepted thereafter. The Ed.M. degree could lead to the doctorate at Teachers College, and elsewhere–but usually with some loss of time and credits because of differences in emphases between master's and doctoral programs. Students who apply to the program during or after taking classes at Teachers College as a non-matriculated student can transfer up to 12 points with no more than 8 points in the major if accepted as a matriculated degree student. Students who complete the Ed.M. degree are also welcome to apply for the M.A. en passant degree in Psychological Counseling which requires a minimum of 32 points along with the successful completion of the Comprehensive Examination. Additional information may be found in the Psychological Counseling Program Handbook.

The Ed.M. Program in Mental Health Counseling is designed to prepare students for the position of psychological counselor in social agencies and organizations, schools, colleges, career counseling, rehabilitation, and mental health centers, hospitals, and other community and government agencies. The Program is dedicated to preparing counselors who facilitate normal and optimal development for individuals, groups, and organizations. Students are also trained in the assessment, evaluation, amelioration and treatment of socio-emotional disorders and dysfunctions. The objectives of the Program are to train counselors who:

1. provide culturally relevant and psychologically appropriate services in a variety of settings;
2. use research and evidence-based strategies in clinical and professional practice;

3. are socialized into the profession and committed to professional ethics and standards;
4. effectively participate in organizations and communities to promote the cognitive, emotional, social and educational well-being of individuals and groups;
5. understand and respect diversity and work effectively in multicultural social contexts to promote equity and help individuals and groups utilize internal and environmental resources to live more optimally.

All students in the Mental Health Counseling Ed.M. program (COUM) must take specific required courses in the following content areas:

- Human growth and development: HUDK 4024, Developmental psychology: Adulthood and the lifespan (3); or HUDK 5029, Personality development and socialization across the lifespan (3)
- Social cultural foundations of counseling: CCPJ 4873, The Winter Roundtable on Cultural Psychology and Education (1), CCPJ 5164, Multicultural Counseling and Psychology and one of the following: CCPJ 5165, Racial-Cultural Counseling Laboratory (4); CCPJ 5020, Racism and Racial Identity in Psychology and Education (3) CCPJ 5164, Multicultural Counseling and Psychology (3); CCPJ 4050 Microaggressions in Institutional Climates (3); CCPJ 4180 LGBT (Q) Issues in Psychology (3);CCPJ 4070 Counseling Linguistically Diverse Populations: Latina/o Psychology (3); CCPJ 4068 Counseling and Gender (3); Reconstructing Gender: Exploring Transgender Experiences (3) or IND 5020 Participatory Methods(3).
- Counseling theory and practice: CCPJ 4064, Theories of counseling (3) and CCPJ 5371,Foundations of counseling (3)
- Psychopathology: CCPJ 4000, Multicultural psychopathology (3) or CCPX 5032, Adult psychopathology (3);
- Group counseling: CCPJ 5025, Group counseling (3)
- Lifestyle and career development: CCPJ 5062, Career counseling and development (3)
- Assessment and appraisal: CCPJ 5060, Assessment in counseling psychology (3), and one of the following: HUDM 5059, Psychological measurement (3); HUDM 4050, Introduction to measurement (3); CCPJ 4066, Foundations of testing and accountability (3); or HUDM 4120 Basic Concepts of Statistics (3)
- Research and program evaluation: CCPJ 5070 Evaluation and research methods in counseling psychology (3)
- Professional orientation and ethics: CCPJ 4560, Professional and ethical issues in psychological counseling (3)
- Foundations of mental health counseling and consultation: CCPJ 5371, Foundations of counseling (3) (also listed under Counseling Theory and Practice) and CCPJ 4165, Consultation in community agencies and resources (3)
- Clinical instruction: CCPJ 5360, Practicum in career and personal counseling (1)
- One year of supervised fieldwork: CCPJ 5260, Fieldwork in psychological counseling and rehabilitation (6 points total spread over two or three semesters)

Required courses often are scheduled in the afternoon and evening, so it is possible for students with flexible schedules to attend on a part-time basis and complete the program; however, it should be noted that at times, required courses may be offered during the day and students must be prepared to make needed accommodations. Full-time students generally complete the program in about five semesters. The length of program completion for part-time students varies with the number of points in which they enroll each semester.

In addition to required core courses, students will be expected to select electives from the various areas of psychology and other appropriate disciplines that will provide breadth and depth to their preparation as counselors. Consult the Mental Health Counseling Student Handbook for further information about Ed.M. program requirements.

A special project is required in addition to the 60 points of coursework. Students should plan to complete their project in the same semester that they apply for the Ed.M. degree.

The Comprehensive Exam, which is a mandatory requirement for obtaining the en passant M.A. and the Ed.M., is generally taken in the semester in which 45 credits are completed.

Psychological Counseling: School Counselor

Ed.M. | Points/Credits: 60 | Entry Terms: Fall | Certification: NY State Initial: School Counselor

The Ed.M. in School Counselor is granted after successful completion of a comprehensive examination, a special project, and 60 points of planned, sequential study beyond the bachelor's degree, of which at least 42 points must be taken at Teachers College. Approval of transfer credits to the Ed.M. program must be conducted upon admission into the program; transfer credits will not be accepted thereafter. The Ed.M. degree could lead to the doctorate at Teachers College and elsewhere but usually with some loss of time and credits because of differences in emphases between master's and doctoral programs. Students who apply to the program during or after taking classes at Teachers College as a non-matriculated student can transfer up to 12 points if accepted as a matriculated degree student. Students who complete the Ed.M. degree are also welcome to apply for the M.A. en passant degree in Psychological Counseling which is earned with a minimum of 32 points along with the successful completion of the Comprehensive Examination. Additional information may be found in the School Counseling Program Handbook.

School counseling is one of several areas of specialization within the Ed.M. program in Psychological Counseling (COUS). It is a specialty that allows students to develop appropriate skills to deliver services that are specific to school settings, in addition to learning the essential functions generally found in the counseling profession. A graduate of this specialization is eligible for initial certification as a School Counselor in New York State after completing the program, including a series of specified courses. Consult the School Counseling Program Handbook for more information about the School Counselor specialization..

All students in the School Counseling Ed.M. degree program must take specific required courses in the following content areas:

- Human growth and development: HUDK 4022, Developmental psychology: Childhood (3); HUDK 4023, Developmental psychology: Adolescence (3); HUDK 4024, Developmental psychology: Adulthood and the lifespan (3); or HUDK 5029, Personality development and socialization across the lifespan (3)
- Social cultural foundations of counseling: CCPJ 4873, The Winter Roundtable on Cultural Psychology and Education(1), CCPJ 5164, Multicultural Counseling and Psychology and one of the following: CCPJ 5165, Racial-Cultural Counseling Laboratory (4); CCPJ 5020, Racism and Racial Identity in Psychology and Education () CCPJ 4050 Microaggressions in Institutional Climates (3); CCPJ 4180 LGBT (Q) Issues in Psychology (3);CCPJ 4070 Counseling Linguistically Diverse Populations: Latina/o Psychology (3); CCPJ 4068 Counseling and Gender (3); Reconstructing Gender: Exploring Transgender Experiences (3) or IND 5020 Participatory Methods(3). Counseling theory and practice: CCPJ 4064, Theories of counseling (3) and CCPJ 5371, Foundations of counseling (3)
- Psychopathology: CCPJ 4000, Multicultural psychopathology (3) or CCPX 5034, Child psychopathology (3)
- Group counseling: CCPJ 5025, Group counseling (3)
- Fundamentals of School Counseling: CCPJ 4160 School Counseling for Children and Adolescents (3) and CCPJ 4170 College Admissions Counseling For School Counselors
- Lifestyle and career development: CCPJ 5062, Career counseling and development (3)
- Assessment and appraisal: CCPJ 5060, Assessment in counseling psychology (3), and one of the following: HUDM 5059, Psychological measurement (3); HUDM 4050, Introduction to measurement (3); CCPJ 4066, Foundations of testing and accountability (3) or or HUDM 4120 Basic Concepts of Statistics (3)
- Research and program evaluation:
  CCPJ 5070 Evaluation and research methods in counseling psychology (3)
- Professional orientation and ethics: CCPJ 4560, Professional and ethical issues in psychological counseling (3)
- Foundations of mental health counseling and consultation: CCPJ 5371, Foundations of counseling (3) (also listed under Counseling Theory and Practice) and CCPJ 4165, Consultation in community agencies and resources (3)
- Clinical instruction: CCPJ 5360, Practicum in career and personal counseling (1)
- One year of supervised fieldwork: CCPJ 5263, Supervised fieldwork in elementary school counseling (6 points total spread over two or three semesters); or CCPJ 5265, Supervised fieldwork in secondary school counseling (6 points total spread over two or three semesters).

School counselor students (COUS) also are also required to:

- Complete threeworkshops, one on school violence prevention, one on child abuse reportingand one in harassment, bullying, cyberbullying and discrimination. The workshops can be found online at http://www.violenceworkshop.com and www.childabuseworkshop.com.
- Complete a special project in addition to the 60 points of coursework. Students should plan to complete their project in the same semester that they apply for the Ed.M. degree.
- Complete the comprehensive exam, which is a mandatory requirement for obtaining the en passant M.A. and the Ed.M., is generally taken in the semester in which 45 credits are completed.

Required courses often are during the day, so it might be difficult for some students to attend on a part-time basis and complete the program; however, it should be noted that at times, required courses may be offered during the evening and students must be prepared to make needed accommodations. Full-time students generally complete the program in about five semesters. The length of program completion for part-time students varies with the number of points in which they enroll each semester.

In addition to required core courses, students will be expected to select electives from the various areas of psychology and other appropriate disciplines that will provide breadth and depth to their preparation as counselors. Consult the School Counseling Handbook for further information on elective coursework .

New York State Education Department (NYSED) mandates teacher and counselor certification requirements that are needed for program completion and graduation which are listed in the Office of Teacher Education section of the catalog.

Psychological Counseling: School Counselor (Online)

Ed.M. | Points/Credits: 60 | Entry Terms: Summer | Certification: NY State Initial: School Counselor

Program is no longer accepting applications.

The Ed.M. in School Counselor (Online Track; COUB program code) is granted after successful completion of a comprehensive examination, a special project, and 60 points of planned, sequential study beyond the bachelor's degree, of which at least 42 points must be taken at Teachers College. Approval of transfer credits to the Ed.M. program must be conducted upon admission into the program; transfer credits will not be accepted thereafter. The Ed.M. degree could lead to the doctorate at Teachers College and elsewhere but usually with some loss of time and credits because of differences in emphases between master's and doctoral programs. Students who apply to the program during or after taking classes at Teachers College as a non-matriculated student can transfer up to 12 points if accepted as a matriculated degree student. Students who complete the Ed.M. degree are also welcome to apply for the M.A. en passant degree in Psychological Counseling which is earned at 32 points along with the successful completion of the Comprehensive Examination. Additional information may be found in the School Counselor Program Handbook.

School counseling is one of several areas of specialization within the Ed.M. program in Psychological Counseling (COUS). It is a specialty that allows students to develop appropriate skills to deliver services that are specific to school settings, in addition to learning the essential functions generally found in the counseling profession. A graduate of this specialization is eligible for initial certification as a School Counselor in New York State after completing the program, including a series of specified courses. Consult the School Counseling Program Master's Student Handbook for more information about the School Counselor specialization.

All students in the School Counselor Ed.M. program (COUB) must take specific required courses in the following content areas:

- Human growth and development: HUDK 4022, Developmental psychology: Childhood (3); HUDK 4023, Developmental psychology: Adolescence (3); HUDK 4024, Developmental psychology: Adulthood and the lifespan (3); or HUDK 5029, Personality development and socialization across the lifespan (3)
- Social cultural foundations of counseling: CCPJ 4873, The Winter Roundtable on Cultural Psychology and Education (1), CCPJ 5164, Multicultural Counseling and Psychology and one of two of the following: CCPJ 5165, Racial-Cultural Counseling Laboratory (4); CCPJ 5020, Racism and Racial Identity in Psychology and Education (3) CCPJ 5164, Multicultural Counseling and Psychology (3); CCPJ 4050 Microaggressions in Instituitional Climates (3); CCPJ 4180 LGBT (Q) Issues in Psychology (3);CCPJ 4070 Counseling Linguistically Diverse Populations: Latina/o Psychology (3); CCPJ 4068 Counseling and Gender (3); Reconstructing Gender: Exploring Transgender Experiences (3) or IND 5020 Participatory Methods(3).
- Counseling theory and practice: CCPJ 4064, Theories of counseling (3) and CCPJ 5371, Foundations of counseling (3)
- Psychopathology: CCPJ 4000, Multicultural psychopathology (3); CCPX 5032, Adult psychopathology (3); or CCPX 5034, Child psychopathology (3)
- Group counseling: CCPJ 5025, Group counseling (3)
- Fundamentals of School Counseling: CCPJ 4160 School Counseling for Children and Adolescents (3) and CCPJ 4170 College Admissions Counseling For School Counselors
- Lifestyle and career development: CCPJ 5062, Career counseling and development (3)
- Assessment and appraisal: CCPJ 5060, Assessment in counseling psychology (3), and one of the following: HUDM 5059, Psychological measurement (3); HUDM 4050, Introduction to measurement (3); CCPJ 4066, Foundations of testing and accountability (3) or HUDM 4120 Basic Concepts of Statistics (3).
- Research and program evaluation: CCPJ 5070 Evaluation and research methods in counseling psychology (3)
- Professional orientation and ethics: CCPJ 4560, Professional and ethical issues in psychological counseling (3)
- Foundations of mental health counseling and consultation: CCPJ 5371, Foundations of counseling (3) (also listed under Counseling Theory and Practice) and CCPJ 4165, Consultation in community agencies and resources (3)
- Clinical instruction: CCPJ 5360, Practicum in career and personal counseling (1)

- One year of supervised fieldwork (maybe completed outside New York state upon consultation with the Program Director): CCPJ 52630, Fieldwork in psychological counseling and rehabilitation (6 points total spread over two or three semesters); CCPJ 5263, Supervised fieldwork in elementary school counseling (6 points total spread over two or three semesters); or CCPJ 5265, Supervised fieldwork in secondary school counseling (6 points total spread over two or three semesters).

School counselor students (COUB) also are also required to:

- Complete three workshops, one on school violence prevention, one on child abuse reporting and one in harassment, bullying, cyberbulling and discrimination. The workshops can be found online at http://www.violenceworkshop.com and www.childabuseworkshop.com
- Complete a special project in addition to the 60 points of coursework. Students should plan to complete their project in the same semester that they apply for the Ed.M. degree.
- Complete the comprehensive exam, which is a mandatory requirement for obtaining the en passant M.A. and the Ed.M., is generally taken in the semester in which 45 credits are completed.

The School Counselor (online) program is offered in a distance learning format with courses being offered online in a synchronous and asynchronous modality. Teachers College uses the Canvas Learning Management System (LMS) for the online course environment, information about the course, and complete course assignments. Required courses often are scheduled in the morning, afternoon and evening, so it might be difficult for some students to attend on a part-time basis and complete the program; however, it should be noted that at times, required courses may be offered during the evening and students must be prepared to make needed accommodations. Full-time students generally complete the program in about five semesters. The length of program completion for part-time students varies with the number of points in which they enroll each semester.

In addition to required core courses, students will be expected to select electives from the various areas of psychology and other appropriate disciplines that will provide breadth and depth to their preparation as counselors. Consult the School Counselor (online) Student Handbook for further information on elective coursework.

New York State Education Department (NYSED) mandates teacher and counselor certification requirements that are needed for program completion and graduation which are listed in the Office of Teacher Education section of the catalog.

Program Faculty

Faculty

- Melanie Elyse Brewster

  Professor of Counseling Psychology

- Whitney Erby

  Assistant Professor of Psychology and Education

- George Vincent Gushue

  Professor of Psychology and Education

- Cindy Yi-Shan Huang

  Honorary Research Assistant Professor

- Marie L Miville

  Prof. of Psychology and Education, Vice Dean for Faculty Affairs

- Riddhi Sandil

  Associate Professor of Practice

- Laura Smith

  Professor of Psychology and Education

- Derald W Sue

  Professor of Psychology and Education

- Brandon L. Velez

  Associate Professor of Counseling Psychology

Professors of Teaching

- Jennifer Chang

  Assistant Professor of Teaching

- Amanda Donlon

  Assistant Professor of Teaching

- Tiesha Lashel Finley

  Assistant Professor of Teaching

- Kiara Sharina Manosalvas

  Assistant Professor of Teaching

- Rebecca Frances Reed

  Associate Professor of Teaching

Emeriti

- Robert T Carter

  Professor Emeritus of Psychology and Education

Adjunct Faculty

- Andrea Beth Safirstein

  Adjunct Associate Professor

Program Courses

CCPJ4000 Multicultural Psychopathology

Introduces students to the manifestation, etiology, assessment, and treatment of mental disorders. Special attention is paid to how racial, cultural, gender and other socio-cultural variables influence the manifestation of psychopathology. Discussion of the uses of DSM in the assessment and diagnosis of mental disorders will be emphasized. This course is reserved for COUD, COUM, COUMBLT, COUN, COUP, and COUS students only.

CCPJ4030 Reconstructing Gender: Exploring Transgender Experiences

This course is designed to empower educators and clinicians to provide culturally-competent, evidence-based care for transgender, non-binary, and intersex communities. In particular, we will discuss issues of gender minority stigma, mental health, and resilience. Students will develop a critical understanding of historical and contemporary issues, including: the pathology of gender difference, trans victimization and social support, comprehensive models of health care, and guidelines for trans-affirming work within youth, college/university, and hospital settings.

CCPJ4050 Microagressions in institutional climates: Race, gender, and sexual orientation

Microaggressions in Institutional Climates: Race, Gender and Sexual Orientation is aimed at presenting cutting-edge research and perspectives on the manifestation, psychological dynamics, impact of microaggressions on the well-being of marginalized groups, and how they are manifested in organizations (health care agencies, educational institutions, and places of employment). Special challenges and solutions for individual and organizational change will be the focus of the course.

CCPJ4064 Theories of Counseling

Approaches to counseling; theories and research findings; educational, vocational, and personal counseling; typical problems; illustrative cases.

CCPJ4068 Counseling and Gender

The class incorporates an inclusive liberatory approach for understanding gender and mental health related topics, including education and career, relationships, identity development, and affirmative therapy frameworks. Intersections of gender with race, ethnicity, gender identity, and socioeconomic status will be addressed throughout the course.

CCPJ4070 Counseling Linguistically Diverse Populations: Latina/o Psychology

This course will focus on gaining knowledge of the diverse demographic make-up of Latinos, including multiple races, ethnicities, cultures, values, beliefs, traditions, social classes, and reasons for immigration. Students will learn the psychosocial issues impacting Latinos in the US and culturally linked factors known to influence the therapeutic treatment process, including immigration, racism, poverty, and acculturation. The course will also cover the recent counseling research on culturally relevant psychological assessment instruments and empirically supported treatments for Latinos.

CCPJ4160 School counseling for children and adolescents

Principles and practices in the guidance of children and adolescents examined from a multidisciplinary and multicultural perspective with special emphasis on facilitating developmental processes of school, family, and community contexts. The role of the Guid-ance Counselor in developing preventive and rehabilitative interventions in urban and suburban schools/communities will be considered.

CCPJ4165 Consultation in community agencies and resources

Community services and programs in family and personal counseling, health and child care, mental health, career counseling, job placement, and service to the aged.

CCPJ4170 College Admissions Counseling

CCPJ4180 LGBT(Q) Issues

The purpose of this course is to introduce some of the major issues surrounding sexual orientation and gender identity and how these issues historically and presently interact with psychological and educational topics. This course will examine factors impacting individuals who identify as lesbian, gay, bisexual, transgender, and queer (LGBTQ) and explore the potential role of mental health and educational professionals, teachers, and researchers in working with this population.

CCPJ4560 Professional and ethical issues in psychological counseling

Professional orientation for Ed.M. students in psychological counseling. Ethics and professional issues; employment opportunities and work settings (masters only).

CCPJ4902 Research and Independent Study in Psychological Counseling

CCPJ4903 Independent Study: Sexuality, Women, & Gender

CCPJ5020 Racism and racial identity in psychology and education

A review of the debate on the influence of race and racism on education, mental health, and other social sciences. Introduction of current theoretical and research developments which explore the influence and role of racial identity in individual development and professional practice.

CCPJ5025 Group Counseling

Prerequisite: Admission into the Ed.M. program in Psychological Counseling or Ph.D. program in Counseling Psychology. Students will explore the functions of group counseling in meeting client needs. Emphasis will be placed on theory and principles of group process and on the development of group skills through participation in class role-plays and in a group counseling experience. Attention to the practice of effective group leadership will also be addressed.

CCPJ5060 Assessment in Counseling Psychology

The course is designed to provide an overview of the basic principles, theories, issues and practices in the field of psychological testing. Tests of both cognitive and personality functioning will be included, with emphasis on identification of both problems and strengths.

CCPJ5061 Assessment in Counseling Psychology

Open only to doctoral students in Counseling Psychology. Students will explore a range of contemporary issues in testing and will also receive supervised testing experience in a hospital or clinic. This course is offered in the spring only for the students who have completed CCPJ 5060.

CCPJ5062 Career Counseling and Development

General concepts of career development and methods of assessment in career counseling. This course also highlights various issues related to the career development of diverse client populations in light of contemporary socio-political phenomena.

CCPJ5064 Marriage and family therapy: Theory and practice

Open to majors in counseling and clinical psychology and to others with appropriate backgrounds. The course focuses on the relationship between self and system. Integrative theory models based on systemic thinking are explored. Family systems approaches relevant to working with individual adults, children, couples, and families are studied. Illustrative cases are presented and discussed.

CCPJ5070 Evaluation Methods in Counseling

This course will provide an overview of major evaluation models and social research methods useful in designing evaluations of programs, policies, services, institutions, and products, such as educational curricula. The course is intended for researchers, graduate students, counselors, and educational administrators preparing for professional careers in which a major responsibility will be to appraise and use results of evaluations for various kinds of decision-making. A main aim of the course is to develop critical consumers of evaluation research.

CCPJ5164 Multicultural counseling and psychology

Introduces students to a range of approaches used in psychology and other disciplines for developing therapeutic interventions across diverse racial, cultural, and linguistic groups. Examination of culturally indigenous perspectives of and approaches to mental health and healing. Introduction to culturally based counseling methods.

CCPJ5165 Racial-cultural counseling laboratory

Permission and application required. Prerequisites: Admission into the Ed.M. program in Psychological Counseling or Ph.D. program in Counseling Psychology; CCPJ 4064, CCPJ 5371, CCPJ 5025, and either CCPJ 5020 or CCPJ 5164. An advanced experiential skill-oriented and didactic course with limited enrollment (30) intended to provide insights into the racial, social, and cultural factors in the development of relationships in counseling. The course uses a minimum competence model focused on self-exploration and the use of counseling skills.

CCPJ5260 Supervised Fieldwork: Psychological Counseling/Rehabilitation

Limited enrollment (8 Students). Supervised experience in various types of social agencies, private practices, rehabilitation agencies, career counseling centers, business establishments, and educational institutions. Fieldwork provides students with supervised, hands-on experience in a clinical setting, allowing them to apply theoretical knowledge to real-world counseling scenarios. These fieldwork experiences are a crucial part of training and help aspiring counselors develop the skills and confidence needed for their future careers. Limited to second-year students in Ed.M. program in Psychological Counseling. Pre-reqs: CCPJ 4064 (Theories of Counseling) and CCPJ 5371 (Foundations of Counseling) and CCPJ 4560 (Professional and Ethical Issues in Psychological Counseling).

CCPJ5263 Supervised fieldwork in elementary school counseling

Limited to second-year students in Ed.M. program in Psychological Counseling specializing in elementary guidance. Required: Written application by the last Wednesday in September for spring and summer and by the first Wednesday in February for fall and permission of the instructor. Prerequisites: CCPJ 4064, CCPJ 5025, CCPJ 5062, CCPJ 5371; and either HUDK 4022, 4023, 4024 or HUDK 5029 (or approved substitutes). Normally, a minimum of two semesters is required at 2 points per term. Additional points of credit may be added only with the approval of the instructor. Special fee: $20.

CCPJ5265 Supervised fieldwork in secondary school counseling

Limited enrollment (8 Students). School counselors support students' academic, career, and social/emotional development through a variety of activities, including individual and group counseling, academic planning, and school-wide initiatives. They also analyze data, collaborate with teachers and administrators, and advocate for students' needs. Pre-reqs: CCPJ 4064 (Theories of Counseling) and CCPJ 5371 (Foundations of Counseling) and CCPJ 4560 (Professional and Ethical Issues in Psychological Counseling).

CCPJ5360 Practicum in Careers and personal counseling

Limited enrollment (8 Students). A counseling practicum is a supervised field placement where counseling students gain practical experience in a real-world setting. It involves direct client contact, supervision from licensed professionals, and opportunities to develop counseling skills. Practicums are a key part of a counselor education program, helping students translate their theoretical knowledge into practical application. Limited to second-year students in Ed.M. program in Psychological Counseling . Pre-reqs: CCPJ 4064 (Theories of Counseling) and CCPJ 5371 (Foundations of Counseling) and CCPJ 4560 (Professional and Ethical Issues in Psychological Counseling).

CCPJ5368 Supervision and teaching of counseling

Permission required. Prerequisite: Successful completion of appropriate practica in individual and/or group counseling. Experience in practicum supervision and related teaching activities under the guidance of a faculty member. Enrollment not limited to one term.

CCPJ5371 Foundations of counseling

Permission required. Limited enrollment. Prerequisite: For majors section, admission into the Ed.M. program in Psychological Counseling or Ph.D. program in Counseling Psychology, CCPJ 4064 completed or taken concurrently; for non-majors section, CCPJ 4064 recommended but not required. A laboratory experience for counselors and others in the helping professions. Practice in clarifying, understanding, and responding to personal communications. Graduated exercises and videotapes are used to develop counseling and interviewing skills and desirable counselor attitudes.

CCPJ5372 Foundations of counseling skills II

Permission required. Limited Enrollment. Continuing laboratory experience for helping professionals in further development of basic counseling skills with emphasis on increasing one's self-awareness and self-reflective ability. Practice and experience in attending, influencing and helping skills through in-class discussions, experiential activities, weekly journals, and counseling/clinical integration. Exploring assets and defenses that may facilitate or hinder therapeutic transactions.

CCPJ5375 Bilingual Spanish Counseling Skills

This course will focus on the development and application of Spanish-bilingual counseling skills. The goal is to prepare students for the delivery of culturally and linguistically appropriate services to Spanish-dominant and bilingual Latinx clients.

CCPJ5560 Review of Research in Counseling Psychology

Required of and limited to doctoral candidates in counseling psychology. Exploration of theoretical and methodological approaches in counseling psychology.

CCPJ6060 Assessment Counseling Psychology PhD I

CCPJ6260 Advanced fieldwork

Permission required. Limited to advanced students in the Ed.M. program in Psychological Counseling who have completed the regular fieldwork sequence in their area of concentration. Registration not limited to one semester.

CCPJ6330 Basic Doctoral Practicum I

Open only to doctoral students in counseling psychology. Permission required and enrollment limited. Exposure to discussion of individual work with clients under supervision on a range of issues and problems and Case Conference attendance. Personal, social, relationship, educational, and vocational adjustment and developmental focus. Students seeing clients should register for 2 credits in Fall and 2 credits in Spring -- those without clients register for 0 credits in Fall and 0 in Spring.

CCPJ6331 Basic Doctoral Practicum

CCPJ6332 Advanced Practicum II

CCPJ6350 Externship in Counseling Psych

Year-long placement in a field-setting for clinical experience. (Required for doctoral students). Students petition to be placed into a supervised two-day-a-week training site and see individual and group counselors. To apply, students must complete practicum sequence, pass certification/comprehensive examinations, and have completed most coursework. For students to be eligible for externship they need to have completed at least two years of coursework and three years of practicum. Externships involve students applying to affiliated programs (i.e., institutions and organizations with which we have established affiliation agreements). We require students to be on site for at least two days a week for eight to ten months, that the students be supervised by a licensed psychologist, and that the students be trained in individual and group modes of service delivery. This course requires a minimum of 27 hours per week of out of classroom work.

CCPJ6360 Doctoral Practicum II and Case Conference

Open only to doctoral students in counseling psychology. Permission required and enrollment limited. For advanced doctoral candidates in counseling psychology. Course involves a weekly seminar, case conference presentation and attendance, client assignments with individual supervision, and exposure to a range of theoretical approaches to the clinical/counseling interview. Students register for 2 credits in Fall and 2 credits in Spring unless enrolled in an approved concurrent practicum experience (in which they may enroll for 1 credit per semester). This course requires at least 27 hours per week of out of classroom work.

CCPJ6361 Practicum in Psychological Counseling

CCPJ6362

Students must submit written application by the midterm date of the preceding semester. Limited to advanced students with appropriate backgrounds in group work. Students will practice group counseling skills in selective settings.

CCPJ6363 Advanced group and family systems practicum

Permission required. Prerequisites: CCPJ 5025. (Year Course). Advanced group supervision to provide service to clients in the Dean Hope Center and/or outside agencies.

CCPJ6364 Advanced Doctoral Practicum III

Open only to doctoral students in counseling psychology. Permission required and enrollment limited. For advanced doctoral candidates in counseling psychology who are completing their second year of offsite clinical training. Course involves a weekly seminar, case conference presentation and attendance, client assignments with individual supervision, and exposure to a range of theoretical approaches to the clinical/counseling interview. Students register for 2 credits in Fall and 2 credits in Spring unless enrolled in an approved concurrent practicum experience (in which they may enroll for 1 credit per semester). This course requires at least 27 hours per week of out of classroom work.

CCPJ6365 Clinical Supervision in Health Service Psychology

CCPJ6366 Doctoral Practicum III

CCPJ6368 Advanced supervision and teaching of counseling

Permission required. Supervision and related teaching activities for advanced doctoral students under the guidance of a faculty member. Registration not limited to one term.

CCPJ6460 Internship in Counseling Psychology

Permission required. For doctoral students in counseling psychology only. Super-vised experience in approved and appropriate agencies, institutions, and establishments. Students are required to petition faculty for internship training to be approved to apply for internship. Students must have completed all coursework during the academic year in which they are applying for internship. Students would have to have passed all certification and comprehensive examinations as well as to have an approved dissertation proposal.

CCPJ6560 Advanced Professional Practice

Students will familiarize themselves with a range of professional issues that affect their learning and development as counseling psychologists and will have the opportunity to explore topics not currently available in the curriculum.

CCPJ6569 Professional ethics and standards in psychology

Ethics and standards of psychological practice and research. Limited to doctoral students in psychology. Others by special permission.

CCPJ6571 Research Practicum: Perspectives Carr Cognitive Health

Permission of instructor required. Students participate in ongoing research under the direction of a faculty member. Participation includes formulation of hypotheses, identification of appropriate variables and measures, data collection and analysis, and preparation of research reports. Doctoral students register for this course for zero credits every semester (except internship year) unless granted special permission by their advisor.

CCPJ6572 Research Practicum in Counseling Psychology: Multicultural Competencies

Permission of instructor required. Students participate in ongoing research under the direction of a faculty member. Participation includes formulation of hypotheses, identification of appropriate variables and measures, data collection and analysis, and preparation of research reports. Doctoral students register for this course for zero credits every semester (except internship year) unless granted special permission by their advisor.

CCPJ6573 Race, Class and Inclusion

Permission of instructor required. Students participate in ongoing research under the direction of a faculty member. Participation includes formulation of hypotheses, identification of appropriate variables and measures, data collection and analysis, and preparation of research reports. Doctoral students register for this course for zero credits every semester (except internship year) unless granted special permission by their advisor.

CCPJ6574 Multicultural Perspectives on Social Attitudes, Identity, and Development

Permission of instructor required. Students participate in ongoing research under the direction of a faculty member. Participation includes formulation of hypotheses, identification of appropriate variables and measures, data collection and analysis, and preparation of research reports. Doctoral students register for this course for zero credits every semester (except internship year) unless granted special permission by their advisor.

CCPJ6578 Research practicum psychology undergrad major

Permission of instructor required. Students participate in ongoing research under the direction of a faculty member. Participation includes formulation of hypotheses, identification of appropriate variables and measures, data collection and analysis, and preparation of research reports. Students register for two consecutive terms.

CCPJ6580 Research Practicum: Minority Stress

Permission of instructor required. Students participate in ongoing research under the direction of a faculty member. Participation includes formulation of hypotheses, identification of appropriate variables and measures, data collection and analysis, and preparation of research reports. Doctoral students register for this course for zero credits every semester (except internship year) unless granted special permission by their advisor.

CCPJ6581 Research Practicum: Stigma, identity

Permission of instructor required. Students participate in ongoing research under the direction of a faculty member. Participation includes formulation of hypotheses, identification of appropriate variables and measures, data collection and analysis, and preparation of research reports. Doctoral students register for this course for zero credits every semester (except internship year) unless granted special permission by their advisor.

CCPJ6584 Research Practicum: Racial Identity and Work

Permission of instructor required. Students participate in ongoing research under the direction of a faculty member. Participation includes formulation of hypotheses, identification of appropriate variables and measures, data collection and analysis, and preparation of research reports. Doctoral students register for this course for zero credits every semester (except internship year) unless granted special permission by their advisor.

CCPJ6902 Advanced Research and Independent Study in Counseling Psychology

CCPJ7502 Dissertation seminar

Permission required. Prerequisite: CCPJ 5560 and CCPJ 6572-CCPJ 6579. An advanced research course designed to facilitate the development of doctoral dissertations and presentation of plans for approval at all steps in the process. Required of all doctoral students before or after an approved proposal. Registration limited to two terms. For requirements, see section in catalog on Continuous Registration for Ed.D./Ph.D. degrees.

CCPJ7572 Advanced research practicum in counseling psychology

Permission required. Prerequisite: CCPJ 6572-79. This course is a continuation of CCPJ 6572-79 and is only open to students who have completed two semesters of the prerequisite.

CCPJ8900 Dissertation Advisement

Individual advisement on doctoral dissertation. Fee to equal 3 points at current tuition rate for each term.

Teachers College
COLUMBIA UNIVERSITY

Academic Catalog 2026-2027

Curriculum & Teaching

68 pages

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Curriculum and Teaching

Department Mission

The Department of Curriculum and Teaching, established in 1938, was the first college department in the U.S. devoted to the scholarly study of problems of curriculum and teaching across all subjects and all levels of schooling, from early childhood through the education of teachers and supervisors. Broad questions about the nature, purpose, and design of curriculum and about the theory and practice of teaching remain at the core of all Department programs. Addressing these questions in contemporary times calls for critical analyses of the ways in which curriculum, teaching, and schooling contribute to social inequalities and a commitment to educating for social justice. Our location in New York City compels us to focus intensely on the lives of children and youth who attend under-resourced schools and face complex challenges in urban centers, but this focus does not exclude attention to problems of teaching and curriculum in suburban and rural settings as well as international contexts. Across all our Academic Programs, the preparation of teachers, educational leaders, teacher educators, and educational researchers is designed to provide them with the intellectual tools needed to re-imagine schools and other educational settings. We aim to prepare the next generation of outstanding educators who have broad repertoires of knowledge, practices, and dispositions that enable all children, including those who have acquired labels, to gain access to and succeed with the kind of education that historically has been reserved for children of privilege. Teacher inquiry, critical perspectives, knowledge of content and pedagogy, a curricular stance, and the interrelationship of theory and practice are also woven throughout our certification and our advanced programs.

Typical positions for which students are prepared include teacher or supervisor of:

- infancy or early childhood education
- early childhood special education
- elementary education
- secondary education
- students with disabilities
- gifted education
- literacy

Director of:

- child-care center
- community or government-based organization or agency

- infant and parent center
- early childhood program
- literacy

College teacher in undergraduate or graduate programs specializing in:

- infancy or early childhood education
- early childhood special education
- early childhood policy
- elementary or secondary education
- teaching students with disabilities
- gifted education
- curriculum development
- curriculum studies
- literacy education
- educational leadership and school change
- teacher education
- urban and multicultural education

Administrator (such as assistant superintendent, consultant, coordinator, director) in charge of:

- curriculum and instruction
- curriculum research
- professional development
- gifted education
- language arts

Teacher-leader in programs for learners from infancy to adulthood

Consultant or educational specialist in a school or non-school agency

Regarding students who plan to work in a state other than New York, we recommend that applicants review the state's licensing board or teacher certification website for that state's qualifications. The Office of Teacher Education will complete any necessary forms and/or letters for out-of-state certification on the completion of your approved teacher preparation program.

Curriculum and Teaching

Program Description

The Curriculum & Teaching master's programs at Teachers College, Columbia University, go beyond traditional teacher education to examine the issues in the field of curriculum through both theory and practice. You will have opportunities to become an expert in areas such as curriculum design, school change and reform, action research, and other school-based inquiry strategies. This distinctive program also has a strong commitment to social justice and equity in education. The Curriculum & Teaching master's programs are ideal for educators who want to lead — in the classroom and in the field. Students may attend full or part-time and often choose to continue to work while pursuing a graduate degree.

Any applicant seeking initial teacher certification in New York should apply for the preservice, or initial certification, M.A. degree program in Early Childhood Education or Elementary/ Inclusive Elementary Education.

Program Degrees

Expand the accordion(s) to view the degree requirements:

Curriculum and Teaching

Ed.D. | Points/Credits: 75 | Entry Terms: Fall

The Department of Curriculum and Teaching offers a single Doctor of Education program. The program requires 75 points of graduate study beyond the baccalaureate, 30 points of which may be transferred from previous graduate work at other institutions, should they meet requirements of the Teachers College degree program.

Enrollment Requirements for First-Year Ed.D. Students

Every first-year Ed.D. student in the Department of Curriculum and Teaching is required to enroll in C&T 6100 and C&T 6101 in the Fall, and C&T 6102 in the Spring semesters of his or her first year. C&T 6100 and 6101 meet for a double class session once per week in the fall and 6102 meets for single class session once per week in the spring. A student may enroll for more than this minimum, but 6100, 6101, and 6102 must be part of their first-year course of study. These three courses are designed to make beginning doctoral students aware of important problems and issues in curriculum and teaching, to introduce students to methods of formulating questions and to modes of inquiry appropriate to doctoral-level research, and to build a cohesive student cohort.

These are rigorous courses, with respect to both the quantity and sophistication of the material for which students are held responsible. The courses require a commitment of time and effort commensurate with the norms of scholarship at the doctoral level.

It is our belief that the demands placed on the students by these courses will benefit students and that those who complete the courses and pass the Literature Inquiry Paper will be well prepared to continue their doctoral studies successfully through the dissertation phase. Students accepted into the Ed.D. program will receive a list of course texts with their acceptance letters so they can begin their reading early.

Curriculum and Teaching

Ed.M. | Points/Credits: 60 | Entry Terms: Summer, Fall

OVERVIEW

The Master of Education (Ed.M.) degree is an advanced master's degree (between an M.A. degree and an Ed.D. degree) that offers a flexible program of study focusing on leadership in curriculum and teaching in a range of educational settings. This degree program offers students the opportunity to develop specialized understandings and a capacity for leadership in curriculum and pedagogy. Leadership is interpreted broadly in this program to include developing curricula, studying teaching, designing professional development, and engaging in action research, all with a focus on challenging inequalities and imagining new possibilities for education.

The Ed.M. is a 60-point degree program, with the possibility of transferring 30 points from previous relevant graduate study. Students typically enter the program with a prior master's degree and a minimum of two years of teaching experience, or the equivalent. Courses are primarily offered in person during evening hours on the Teachers College campus. While online classes are available, students must take the majority of their courses in person. For a more detailed description of program requirements, current students should review their program guides.

REQUIRED COURSES

The program is organized around a core of common coursework, dealing with principles, history, theories, and skills of curriculum design and pedagogy. Beyond the core common coursework requirements, Ed.M. students work with a faculty advisor to design individual program plans reflecting their particular interests, needs, and desired area(s) of professional expertise. Toward the end of the program, all students identify an issue, problem, or question of concern to serve as the basis of an Integrative Project.

CORE COURSES	C&T 4002 Curriculum Theory and History (3 points) C&T 4005 Principles of Teaching and Learning (3 points) C&T 4052 Designing Curriculum and Instruction (3 points) C&T 5500 Ed.M. Project Seminar (Fall- 3 points) C&T 5500 Ed.M Project Seminar (Spring 0-points)

ELECTIVE COURSES

Beyond the core, EdM students have considerable latitude to design a program of study relevant to their interests in consultation with their advisor. Program advisors draw on the knowledge of many Teachers College programs and professors to help students construct a program of high interest, interdisciplinary coursework, and educational relevance. This flexibility allows Ed.M. students to select additional courses that support their unique professional goals for curriculum leadership.

It is possible to take elective courses in and out of the C&T department and at other Columbia University graduate schools. While numerous possibilities will satisfy this requirement, work with your advisor to ensure that your electives meet the following criteria:

- Sociopolitical Context of Education: At least six (6) points address diversity issues and the sociopolitical contexts of education.
- TC Breadth Electives: At least forty-two (42) elective points that align with the student's individual professional goals. These may be in or outside of the C&T Department.
- In order to see the most up-to-date list of courses offered in the C&T Department, please review the TC Course Search.

TRANSFER CREDIT	Most points earned through a prior degree at TC with the exception of student teaching, fieldwork, practicum, and internship courses will automatically transfer to the Ed.M. degree. Students with relevant master's level study from a prior graduate program not at TC, may transfer up to 30 points towards the degree. Information can be found on the Online Transfer Credit Application.* *Note: Credits are only accepted from regionally accredited institutions and meet strict requirements to be considered. Students are advised to research regional accreditation before submitting a transfer credit application.

THE INTEGRATIVE PROJECT & SEMINAR

The Integrative Project is an opportunity for Ed.M. students to design and conduct a disciplined and substantial inquiry into an issue, problem, and question of particular interest, germane to the student's curricular and/or pedagogical investments, educational and social values, and professional contexts and aims. Student projects may take multiple forms, such as practice-based research, curriculum analysis and design, an arts-based creation, or an academic paper synthesizing and critiquing prior research. Students are encouraged to think creatively and incorporate multimodality in how they design their inquiries and share their new knowledge. In all cases, an end goal is for students to arrive at a well-grounded, articulated perspective and/or a set of recommendations for their own practice and continuing thought. Students present their projects to colleagues, faculty, friends and family, at an Academic Showcase at the end of the spring term.

C&T 5500 MASTER'S PROJECT-Ed.M SEMINAR	Students begin conceptualizing this project in C&T 5500 Master's Project - Ed.M Project Seminar taken in the fall semester of the first or second year of the program depending on the student's individual timeline for program completion. The purpose of this seminar is to initiate a project that will integrate course learning and expand knowledge and practice of leadership. The seminar instructor will be responsible for guiding students' completion of the integrative project.

TIMELINE

The timeline for completing the Ed.M. degree is flexible. With careful planning and advisement, the program can be completed in 2+ years for full-time students, or less if transferring credits from a previous master's degree program. Students who continue to work professionally often enroll part-time and complete the program at their own pace. Part-time students are expected to make steady progress towards the degree and have five years to complete the program.

GRADUATION

Degrees are awarded in September, February, and May, but TC holds one commencement ceremony in May. Students will be permitted to attend the May commencement ceremony after the completion of all coursework and the integrative project.

PROGRAM GUIDE

Our program is responsive to shifts in teacher education and aims to create opportunities to develop critically engaged educators of the present moment. Therefore, updated information about all program requirements is made available yearly in the Ed.M. (ME-CURR) Program Guide provided to all enrolled students.

Curriculum and Teaching

M.A. | Points/Credits: 32 | Entry Terms: Summer, Fall

Beginning in Fall 2027, this program will be available in both the online (MA-CURO) and in-person (MA-CURR) formats; students apply into the version that is best suited to their needs.

OVERVIEW

The Master of Arts in Curriculum and Teaching (MA-CURR) is a home for students and faculty inspired to take up vigorous, critical, equity-oriented study of curriculum, pedagogy, and issues in education from a variety of perspectives. The 32-credit program provides students a core of common experiences, driving questions, and shared challenges, within a flexible individualized program of study designed to further their more focused needs, interests, and professional aims.

The MA-CURR is designed for early and mid-career educators with a range of experiences in a diversity of formal and informal learning contexts who wish to deepen their knowledge, skill, and vision as teachers, educational leaders, and developers of curriculum. Coursework prepares educators to be intellectually curious and active contributors to the betterment of education. Graduates of the program work professionally as teachers, coaches, mentors, cooperating teachers, non-profit leaders, museum educators, community-based educators, and activists, among other roles in schools, organizations, and communities.

CERTIFICATION AND LICENSURE

The MA in Curriculum and Teaching (MA-CURR) does not lead to teaching certification. For advice on New York State licensure requirements, interstate reciprocity, alternative routes to certification, and related matters, please consult the Office of Teacher Education (OTE): www.tc.columbia.edu/office-of-teacher-education/

The Department of Curriculum and Teaching also offers two MA programs leading to elementary (MA-CUED) or secondary (MA-CUSD) level professional certification in New York State. For more information about these programs: https://www.tc.columbia.edu/curriculum-and-teaching/curriculum-and-teaching-professional-certification/

REQUIRED COURSES

The program is organized around a core of common coursework and field experiences, dealing with principles, history, theories, and skills of curriculum design and pedagogy. The field experiences are integrated into core courses and expect critical attention to social, ethical, and professional challenges facing educators, children, and young people in learning environments of all types. Beyond the common core requirements, MA-CURR students work with a faculty advisor to design individual program plans reflecting their particular interests, needs, and desired area(s) of professional expertise. All students identify an issue, problem, or question of concern to serve as the basis of a master's project completed as a culminating activity in the program.

CORE COURSES	C&T 4002 Curriculum Theory and History (3 points) C&T 4005 Principles of Teaching and Learning (3 points) C&T 4052 Designing Curriculum and Instruction (3 points) C&T 4502 Master's Project Seminar (Fall - 3 points) C&T 4502 Master's Project Seminar (Spring - 0 points)

ELECTIVE COURSES

Students choose from a range of elective courses totaling 20 credits across three categories: Critical Perspectives on Learning, the Sociopolitical Context of Education, and TC Breadth Electives. Students design a program of study relevant to their interests in consultation with their advisor. To meet this requirement, MA-CURR students take courses in and outside of the Curriculum and Teaching Department. Advisors draw on knowledge of many Teachers College programs and professors to help students construct a program of high interest, interdisciplinary coursework, and educational relevance. Work with your advisor to ensure that your electives meet the following criteria:

- Critical Perspectives on Learning: At least three (3) points that address critical perspectives about learning and learners.
- Sociopolitical Context of Education: At least six (6) points address diversity issues and the sociopolitical contexts of education.
- TC Breadth Electives: At least eleven (11) points that align with the student's individual professional goals.

MASTER'S PROJECT & FIELDWORK

By the end of the program, MA-CURR students design a master's project informed by fieldwork observations of formal and informal education environments. The project will reflect students' understanding of the issues, problems, and questions about curriculum and pedagogy, educational and social values, and the sociopolitical contexts and aims of education as evidenced across their study in core courses. This project will be supported in the *C&T 4502: Master's Project Seminar*.

MASTER'S PROJECT SEMINAR	The master's project will consist of a comprehensive field journal to integrate insights from core courses with field observations of learning environments, instruction, curriculum decisions, and professional contexts of education. Students are encouraged to think creatively and incorporate multimodality in how they design their field journals to share their new knowledge. In all cases, an end goal is for the field journal to reflect a well-grounded, articulated perspective and/or a set of recommendations for their own practice and continuing thought.
FIELDWORK	Students will gain field experience through the 3-credit C&T 4502: Master's Project Seminar. Course instructors will work with students to identify sites of independent observation and critical reflection on instructional practices, interactions among students and teachers, critical issues, curricular enactments, and design activities in a variety of educational spaces. Fieldwork will enhance readings and discussion in core courses and lead to new or deepened thoughts, curiosities, and inquiry questions that catalyze their learning in the program.

TIMELINE

The master's degree program has a flexible timeline to allow students to determine their schedule for completion. Students work with their advisor to plan a course schedule that maps to their desired graduation timeline. The program can be completed in 16-months with full-time study, which allows students to deeply engage in coursework and take the time to fully benefit from the rich experiences and community offered by a Teachers College education. A 12 to 14-month accelerated timeline opens the opportunity to start the program during the summer. The program may also be taken part-time at your own pace. Part-time students have five years to complete the program.

GRADUATION

Degrees are awarded in September, February, and May, but TC holds one commencement ceremony in May. Students will be permitted to attend the May commencement ceremony after the completion of all coursework and the integrative project.

PROGRAM GUIDE

The MA-CURR program is responsive to shifts in teacher education and aims to create opportunities to develop critically engaged educators of the present moment. Therefore, updated additional information about all program requirements is made available yearly in the MA-CURR Program Guide provided to all enrolled students.

Reimagining Education

Advanced Certificate | Points/Credits: 10 | Entry Terms: Spring, Summer, Fall

The Teachers College, Columbia University Reimagining Education for a Racially Just Society Advanced Certificate Program provides foundational skills and strategies for educators, policy makers and advocates to foster racial equality in schools. This 10-credit certificate program provides flexible professional development while serving as a bridge to further graduate education, including a Master of Education or a doctoral degree program. The coursework is designed and taught by Teachers College faculty—leading experts on a wide array of issues related to racism within the field of education—from multiple Departments who will share their unique multidisciplinary expertise.

Program Coursework

Summer Course

Three Credits: In person, as part of the four-day Reimagining Education Summer Institute (choose one)

- Reimagining Education for Teaching and Learning in Diverse Schools
- Reimagining Education: Equity, Race, and Pedagogical Practices
- Reimagining Education for Social Change: Public Pedagogy in the Digital Age

Fall Course

Three Credits: Online

- Understanding Race Education: From Racial Hierarchy to Racial Literacy

Spring Course

Three Credits: Online

- Anti-Racist Curriculum, Pedagogy, Leadership and Policy

Summer Course

One Credit: Online or in person

- Capstone Project*

*Upon completion, participants are encouraged to attend and present their work at the Reimagining Education Summer Institute at no cost.

Program Faculty

Faculty

- James H Borland

  Professor of Education

- Lucy M Calkins

  Robinson Professor in Children's Literature

- Limarys Caraballo

  Associate Professor of English Education

- Ezekiel Juma Dixon-Roman

  Professor of Critical Race, Media, and Educational Studies

- Daniel Friedrich

  Professor of Curriculum

- Maria Paula Ghiso

  Professor of Literacy Education

- Grace Tamara Handy

  Assistant Professor of Disability Studies in Education

- Thomas Hatch

  Professor of Education

- Bettina L Love

  William F. Russell Professor

- Mariana V. Souto-Manning

  Professor of Early Childhood Education

- Tran Nguyen Templeton

  Assistant Professor

- Haeny S. Yoon

  Associate Professor of Early Childhood Education

Professors of Teaching

- Cathy Lynne Benedict

  Assistant Professor of Teaching

- Stephanie McCall

  Assistant Professor of Teaching

- Jacqueline Ann Simmons

  Associate Professor of Teaching

Emeriti

- Celia S. Genishi

  Professor Emerita of Education

- Anne Lin Goodwin

  Evenden Professor Emerita of Education

- Michelle Georgia Knight-Manuel

  Professor Emerita of Education

- Nancy Louise Lesko

  Maxine Greene Professor Emerita for Distinguished Contributions to Education

- Celia Oyler

  Professor Emerita of Education

- Susan Recchia

  Professor Emerita of Education

- Marjorie Gail Siegel

  Professor Emerita of Education

- Karen Zumwalt

  Edward Evenden Professor Emerita of Education

Adjunct Faculty

- Chiao-Wei Liu

  Adjunct Professor

- Monica A. White

  Adjunct Assistant Professor

Program Courses

C&T4002 Curriculum Theory & History

This course offers different theoretical lenses to understand the overall educational significance of the curriculum, focusing especially upon interdisciplinary themes as well as the relations among curriculum, the individual, and society, and connects those lenses to the everyday practice of educators.

C&T4005 Principles of teaching and learning

This course engages students in an examination of the principles of teaching, learning, and assessment; the philosophy, history, and politics of the American curriculum; the influence of foundational assumptions about schooling on global patterns in education; and teaching as a profession of social justice inquiry and reflection.

C&T4010 Immigration & Curriculum

C&T4032 Gender, difference, and curriculum

This course offers a multifaceted, interdisciplinary introduction to thinking about school curricula, policies, and practices as gendered. Gender will not be considered in isolation but as interwoven and complicated with cultural, racial, religious, class, and sexual identities, among others. The course materials will move beyond the identification of the problems to examine various efforts to create gender-sensitive curricula and programs.

C&T4052 Designing curriculum and instruction

This course is a critical study of curriculum aims, theories, and frameworks for designing curriculum and instruction that go beyond the mere organization of content and creation of teaching materials. Students design theoretically-grounded curriculum in collaborative groups.

C&T4130 Critical perspectives in elementary education

Critical examination of issues bearing on lived experiences, practices, and purposes of current elementary students. This class is focused on two questions of educational justice: What does a child have a right to, in their education, today, here, now? Where does or can, a child contribute to and be recognized in the classroom? Readings and other media include classroom studies, critical interventions in current events, and foundational texts for democratic, public education. Open to all; required for CUED students.

C&T4145 Critical perspectives in secondary education

A comprehensive examination of adolescent development and learning as they relate to issues of curriculum, teaching, and learning. Open to all; required for CUSD students.

C&T4161 The teacher: Socio-historical, cultural contexts of teaching

Exploration of what it means to be a teacher through analysis of historical studies, teacher autobiographies, proposals for change, and personal reflection. Focus questions are: What is a good teacher? What is a professional teacher?

C&T4502 Master's Project

Students work to complete the required Master's integrative project.

C&T5004 School change

What does it take to improve schools and transform education? This course addresses this question by exploring why conventional models of schooling have been so resistant to change and discussing what can be done to create new schools and innovative approaches to learning, teaching, and education. The course mixes theory, research and practice by introducing students to some of the seminal analyses of school improvement efforts over the last 50 years; encouraging students to reflect on their own educational experiences and visions, and inviting them to apply what they are learning by creating collaborative designs for innovative schools and learning experiences. Many of the course readings focus on educational reform in the US, but explorations of educational reform and innovation around the world are also included in examples, guest lectures, discussions, and projects.

C&T5037 Literacy, Culture and the Teaching of Reading

This course examines the intersection of literacy and culture in creating more equitable educational opportunities. We explore children's and youth's literacies in and out-of-school, critical literacy, inquiry perspectives on reading and writing, and how the curriculum might be re-imagined to honor and build on community knowledge.

C&T5095 Memory, History and Curriculum

This seminar will explore the role that readings of the past have in contemporary life, by historicizing history itself. We will examine issues of collective memory as it relates to the assumption of a collective in the processes of constituting identities, and we will look at schooling as a central location in the production of those identities and the dissemination of particular notions linked to the past and our ability to draw lessons from it.

C&T5503 Abolition Education

Abolition is a personal, spiritual, communal, and intellectual journey. Abolition is found in our freedom dreams and our collective practices of building communities that show us what is possible when love, grace, healing, compassion, and accountability allow transformation in the work of justice. At the same time, we acknowledge that while we are organizing for education liberation and creating systems that are just, we are entangled in the very systems we are fighting against. The work is messy, complex, and sometimes filled with contradictions and harm. The overall goal of the course is to understand how we fumble towards the practices of abolition for liberation inside and outside the classroom. The course will center on love, wellness, healing, and accountability to guide our time together and extend our practice as we journey to become abolitionists.

C&T6100 Theory & Inquiry Cur & Tch I

Required of and limited to first-year Ed.D students in the Department of Curriculum and Teaching; must be taken in the fall semester in conjunction with C&T 6101; C&T 6102 is required for all first-year Ed.D students in the following spring semester. Introduction to and exploration of important problems and issues in curriculum and teaching, methods of formulating questions, and modes of inquiry appropriate to doctoral-level research.

C&T6532 Seminar in reading/language arts and related research

This seminar explores trends and issues in literacy development, instruction, and research through a range of critical orientations. We will engage with texts from a range of disciplines, formats, and methodologies to explore questions arising from the contexts of our literacy research and teaching, with an emphasis on literacy as situated within specific contexts and hierarchies of power. Inquiries include, for example, academic and disciplinary literacies, how different contexts shape literacies in and out-of-school, the intersection of language ideologies and multilingual literacies, and mapping the “turns” of the literacy field and their implication for framing issues in literacy education.

C&T7500 Dissertation seminar in curriculum and teaching

One semester required of all doctoral candidates in the department previous to or concurrent with the proposal hearing. The course focuses on the development of doctoral dissertations and presentation of proposals for approval.

Curriculum and Teaching Professional Certification

Program Description

The Professional Certification Programs in Curriculum and Teaching are designed for teachers, administrators, and other educators who: (1) have received formal professional preparation in preschool through grade twelve teaching at an accredited college or university, and/or; (2) hold or are eligible to receive initial teacher certification before commencing the program.

Students in this program generally wish to remain in the classroom to develop as teacher leaders in their school settings, with their colleagues, and in the field more broadly. Students will have opportunities to study areas such as curriculum design, school change and reform initiatives, action research, and other school-based inquiry strategies, and will gain perspectives on teaching as complex intellectual activity. The overarching intention of the Program is to assist educators who expect to exert leadership in their school settings and with their colleagues.

The Professional Certification Programs in Curriculum and Teaching are designed for teachers, administrators, and other educators who: (1) have received formal professional preparation in preschool through grade twelve teaching at an accredited college or university, and/or; (2) hold or are eligible to receive initial teacher certification before commencing the program.

The Master of Arts degree in Curriculum and Teaching with Professional Certification at the Elementary level (MA-CUED) is designed for teachers, administrators, and other educators who have received formal professional preparation in grade 1-6 teaching.

The Master of Arts degree in Curriculum and Teaching with Professional Certification at the Secondary level (MA-CUSD) is designed for teachers, administrators, and other educators who have received formal professional preparation in their content area.

Students in these programs have already earned Initial Certification and wish to remain in the classroom to develop as teacher leaders in their school settings, with their colleagues, and in the field more broadly. The 32-point program involves the critical analysis of the foundations for schooling, the theory and history of curriculum, assumptions about subject matter, content-specific instructional practices, and beliefs about children as learners. This program is ideal for early teachers who bring imagination, respect for the capacities of all children and young people, and love of teaching and learning to their work.

Any applicant seeking initial teacher certification should apply for the preservice, or initial certification, M.A. degree program in Early Childhood Education or Elementary/ Inclusive Elementary Education.

Program Degrees

Expand the accordion(s) to view the degree requirements:

Curriculum and Teaching: Elementary Education (Peace Corps Fellows)

M.A. | Points/Credits: 32 | Entry Terms: Summer | Certification: NY State Professional: 1-6 (Peace Corps Fellows)

OVERVIEW

The Master of Arts degree in Curriculum and Teaching with Professional Certification at the Elementary level (MA-CUED) is designed for teachers, administrators, and other educators who have received formal professional preparation in grade 1-6 teaching at an accredited college or university. Students in this program have already earned Initial Certification and wish to remain in the classroom to develop as teacher leaders in their school settings, with their colleagues, and in the field more broadly. The 32-point program involves the critical analysis of the foundations for schooling, the theory and history of curriculum, assumptions about subject matter, content-specific instructional practices, and beliefs about children as learners. This program is ideal for early teachers who bring imagination, respect for the capacities of all children and young people, and love of teaching and learning to their work.

CERTIFICATION AND LICENSURE

The MA-CUED program is designed for early career educators currently practicing in, or intending to practice in New York State. Applicants must possess a valid initial license to teach in New York (or a comparable license from another state or jurisdiction), or be eligible for the initial license before beginning coursework. In conjunction with the satisfaction of all other requirements determined by the New York State Department of Education (NYSED), successful completers of the program are eligible for professional certification in New York State in Childhood Education (grades 1 – 6). Graduates will apply for professional certification independently with a recommendation from Teachers College if all program requirements are met. For advice on New York State licensure requirements, consult the Office of Teacher Education (OTE): www.tc.columbia.edu/office-of-teacher-education/.

REQUIRED COURSES

The program is organized around a core of common coursework and a field experience, dealing with principles, history, theories, and skills of curriculum design and pedagogy. Beyond the common core requirements, CUED students select content pedagogy courses across the College that demonstrate a breadth and range of knowledge essential for elementary classroom educators.

CORE COURSES	C&T 4002 Curriculum Theory and History (3 points) C&T 4005 Principles of Teaching and Learning (3 points) C&T 4052 Designing Curriculum and Instruction (3 points) C&T 4130 Critical Perspectives in Elementary Education: K-6 (3 points) C&T 4200 Fieldwork in Curriculum and Teaching (0-1 point) C&T 4502 Master's Project Seminar (0-1 point)

CONTENT PEDAGOGY COURSES

In order to ensure breadth of study, MA-CUED students are required to take 3 points in each of the four "core" elementary subject areas: mathematics, science & technology, social studies, and literacy. Selection is made from a wide array of courses within C&T and other TC departments. Students are encouraged to search and propose preferred options to their advisor. The basic criterion for such courses is that they will extend the student's understanding of the knowledge and skills appropriate to that content area.

The following list contains examples of courses in each content area that will satisfy this requirement. Course availability varies across semesters, therefore the online course schedule should be used for the most current scheduling information.

CONTENT AREAS	MATHEMATICS ◦ MSTM 4019 Mathematics Teaching and Learning ◦ MSTM 5010 Mathematics in the Elementary School ◦ MSTM 5019 Mathematics in Popular Culture and Media ◦ MSTM 5060 Mathematics in Multicultural Education SCIENCE OR TECHNOLOGY ◦ MSTC 4007 Urban and Multicultural Science Education ◦ MSTC 4040 Science in Childhood Education ◦ MSTU 4083 Instructional Design of Educational Technology ◦ MSTU 4088 Introduction to Educational Technology and Learning Science ◦ MSTC 5040 Science Curriculum Improvement in Elementary School SOCIAL STUDIES ◦ C&T 4052 Designing Curriculum and Instruction *This course fulfills both the core requirement and the SS content pedagogy requirement. Refer to the course syllabus for directions regarding the Social Studies track assignments. LITERACY ◦ C&T 4132 Language and Teaching in the Primary Reading/Writing Classroom ◦ C&T 4135 Emergent Bi/Multilingual Learners in Inclusive English-Medium Classrooms ◦ C&T 4136 Methods & Materials for Reading Instruction ◦ C&T 4139 Constructing Critical Readers ◦ C&T 4140 Literature for Younger Children

ELECTIVE COURSES

The MA-CUED requires a minimum of 6 elective points taken within the C&T Department.

SOCIAL CONTEXT REQUIREMENT	At least 1 elective course (2-3 points) must address the social context of education, rather than solely the methods and practice of teaching. This course must be a minimum of 2-points; up to 3 points will count. The following SOCIAL CONTEXT courses or any of the DIVERSITY courses listed below have been pre-approved to satisfy this requirement. There are numerous other possibilities and students may seek advisor approval to use a course not on these lists. C&T 4026 Giftedness and Intelligence C&T 4032 Gender, Difference, and Curriculum C&T 4078 Curriculum and Teaching in Urban Areas C&T 4161 The Teacher: Social-Historical, Cultural Contexts of Teaching C&T 5004 School Change C&T 5050 Education Policy Institute C&T 5199 Abolitionist Teaching for Educational Justice
DIVERSITY REQUIREMENT	At least 1 elective course (2-3 points) must address diversity issues relevant to education. This course must be a minimum of 2-points; up to 3 points will count. The following courses have been pre-approved to satisfy this requirement. There are numerous other possibilities and students may seek advisor approval to use a course not on these lists. C&T 4000 Disability, Exclusion, and Schooling C&T 4001 Differentiating Instruction in Inclusive Classrooms C&T 4010 Immigration and Curriculum C&T 4021 Nature and Needs of Gifted Students C&T 4080 Child Development & Intersectional Identities C&T 4114 Integrated Curriculum: Diversity, Equity, and Technologies C&T 4135 Emergent Bi/Multilingual Learners in Inclusive English-Medium Classrooms C&T 5037 Literacy, Culture, and the Teaching of Reading C&T 5535 Black, Latina, and Transnational Feminisms
SPECIAL EDUCATION COURSE	The DIVERSITY requirement is also used to fulfill the NYSED Special Education requirement. A stand-alone Special Education course aimed at developing “the skills necessary to provide instruction that will promote the participation and progress of students with disabilities in the general education curriculum” is required on your academic record (e.g., undergraduate or graduate transcript) by NYSED.

FIELDWORK

Core courses are strengthened through field experience that allows students to observe and critically reflect on the principles, history, theories, and skills of curriculum design and pedagogy. The field experience expects an alert and critical attention to social, ethical, and professional challenges facing educators, children, and young people in schools. Fieldwork will also prompt deepened thoughts, new insights, curiosities, and interests that will enhance readings and discussion in core courses and often leads to inquiry questions that catalyze the Integrative Project. Program staff work with teacher collaborators in New York City schools to place students in classrooms aligned to their area of licensure. One goal of the placement is to demonstrate a breadth and depth of experience across the spectrum for childhood education certification.

FIELDWORK COURSE	Students gain field experience through a 1-point course, C&T 4200: Fieldwork in Curriculum and Teaching, to be taken over two semesters prior to or concurrent with the master's project seminar. Students are required to register for 1-point in the Fall, and 0-points in the Spring semester. Through the course, students engage in 50-hours of independent observation and reflection on instructional practices, interactions between and among students and teachers, critical issues, curricular enactments, and design activities. These field experiences are not supervised. *Note: The C&T 4200 course is only applicable for students who have not previously taken the 4-credit version of C&T 4005: Principles of Teaching and Learning.

INTEGRATIVE PROJECT

As a culminating activity in the program, MA-CUED students design and conduct a disciplined and substantial inquiry into an issue, problem, and question of particular interest that emerges from fieldwork and classroom practice. The integrative project may take multiple forms, such as practice-based research, curriculum analysis, and design, an arts-based creation, or an academic paper synthesizing and critiquing prior research. Students are encouraged to think creatively and incorporate multimodality in how they design their inquiries and share their new knowledge. In all cases, an end goal is for students to arrive at a well-grounded, articulated perspective and/or a set of recommendations for their own practice and continuing thought. The C&T Programs hold a joint showcase at the end of the academic year in May to share final projects and celebrate inquiry with friends, family, students, and faculty.

INTEGRATIVE PROJECT SEMINAR	The two-semester seminar, C&T 4502: Masters Project, is the primary site for support in conceptualizing, designing, and carrying out the integrative project. Only 1-point is earned for the course, but the work is substantial and spans two consecutive fall and spring semesters. To the extent possible, the seminar sequence is taken towards the end of a student's studies. Full-time students ordinarily take the seminar sequence beginning in their first fall semester. Part-time students who plan to complete the degree in two or more years will ordinarily begin the seminar sequence in their second fall semester.

ADVISING

All students are assigned a faculty advisor prior to commencing studies at Teachers College. Advisor consultation is required for initial course selection and approval before registration. Newly admitted students receive a comprehensive Program Guide with instructions to draft a Program Plan before contacting their assigned faculty advisor.

TIMELINE

The master's degree has a flexible timeline to allow students to determine their schedule for completion. Students work with their advisor to plan a course schedule that maps to their desired graduation timeline. The program can be completed in 16-months with full-time study. A 16-month accelerated timeline opens the opportunity to take courses during the summer. A two-year timeline allows students to deeply engage in coursework and take the time to fully benefit from the rich experiences and community offered by a Teachers College education. The program may also be taken part-time at your own pace. Part-time students have five years to complete the program.

GRADUATION

Degrees are awarded in October, February, and May, but TC holds one commencement ceremony in May. Students will be permitted to attend the May commencement ceremony after the completion of all coursework and the integrative project.

PROGRAM GUIDE

Additional information about all program requirements is available in the MA-CUED Program Guide provided to all enrolled students.

Curriculum and Teaching: Elementary Education

M.A. | Points/Credits: 32 | Entry Terms: Summer, Fall | Certification: NY State Professional: 1-6

OVERVIEW

The Master of Arts degree in Curriculum and Teaching with Professional Certification at the Elementary level (MA-CUED) is designed for teachers, administrators, and other educators who have received formal professional preparation in grade 1-6 teaching at an accredited college or university. Students in this program have already earned Initial Certification and wish to remain in the classroom to develop as teacher leaders in their school settings, with their colleagues, and in the field more broadly. The 32-point program involves the critical analysis of the foundations for schooling, the theory and history of curriculum, assumptions about subject matter, content-specific instructional practices, and beliefs about children as learners. This program is ideal for early teachers who bring imagination, respect for the capacities of all children and young people, and love of teaching and learning to their work.

CERTIFICATION AND LICENSURE

The MA-CUED program is designed for early career educators currently practicing in, or intending to practice in New York State. Applicants must possess a valid initial license to teach in New York (or a comparable license from another state or jurisdiction), or be eligible for the initial license before beginning coursework. In conjunction with the satisfaction of all other requirements determined by the New York State Department of Education (NYSED),

successful completers of the program are eligible for professional certification in New York State in Childhood Education (grades 1 – 6). Graduates will apply for professional certification independently with a recommendation from Teachers College if all program requirements are met. For advice on New York State licensure requirements, consult the Office of Teacher Education (OTE): www.tc.columbia.edu/office-of-teacher-education/.

REQUIRED COURSES

The program is organized around a core of common coursework and a field experience, dealing with principles, history, theories, and skills of curriculum design and pedagogy. Beyond the common core requirements, CUED students select content pedagogy courses across the College that demonstrate a breadth and range of knowledge essential for elementary classroom educators.

CORE COURSES	C&T 4002 Curriculum Theory and History (3 points) C&T 4005 Principles of Teaching and Learning (3 points) C&T 4052 Designing Curriculum and Instruction (3 points) C&T 4502 Master's Project Seminar (Fall - 2 points) C&T 4502 Master's Project Seminar (Spring - 0 points)

CONTENT PEDAGOGY COURSES

In order to ensure breadth of study, MA-CUED students are required to take 3 points in each of the four "core" elementary subject areas: 1) English literacy, 2) mathematics, 3) science & technology, and 4) social studies. Selection is made from a wide array of courses within C&T and other TC departments. Examples of courses that will satisfy this requirement are listed below. Other possible courses across TC may be used to fulfill this requirement; however, selections may vary depending on courses offered each academic year. Students are encouraged to search the course directory and propose options to their advisor. The basic criterion for such courses is that they will extend the student's understanding of both subject matter and pedagogies appropriate to that content area.

Online Course Search: www.tc.columbia.edu/academics/courses

CONTENT AREA COURSES	LITERACY (3 points) ◦ C&T 4132 Language and Teaching in the Primary Reading/Writing Classroom ◦ C&T 4135 Emergent Bi/Multilingual Learners in Inclusive English-Medium Classrooms ◦ C&T 4136 Methods & Materials for Reading Instruction ◦ C&T 4138 Teaching Literacy in the Early Years ◦ C&T 4139 Constructing Critical Readers ◦ C&T 4140 Literature for Younger Children ◦ C&T 5037 Literacy, Culture & the Teaching of Reading MATHEMATICS (3 points) ◦ MSTM 4019 Mathematics Teaching and Learning ◦ MSTM 4026 Teaching Applied Mathematics ◦ MSTM 5010 Mathematics in the Elementary School ◦ MSTM 5019 Mathematics in Popular Culture and Media ◦ MSTM 5060 Mathematics in Multicultural Education ◦ MSTM 5199 Intervention Strategies for Struggling Learners in Mathematics SCIENCE OR TECHNOLOGY (3 points) ◦ MSTC 4007 Urban and Multicultural Science Education ◦ MSTC 4010 Hip hop Cultural Studies Urban Science Education ◦ MSTC 4040 Science in Childhood Education ◦ MSTC 4043 Science in the Environment ◦ MSTC 4044 Biology Methods and Curriculum Laboratory ◦ MSTU 4083 Instructional Design of Educational Technology ◦ MSTU 4088 Introduction to Educational Technology and Learning Science ◦ MSTC 5040 Science Curriculum Improvement in Elementary School SOCIAL STUDIES ◦ C&T 4052 Designing Curriculum and Instruction

	*This course fulfills both the core requirement and the SS content pedagogy requirement. Refer to the course syllabus for directions regarding the Social Studies track assignments.

ELECTIVE COURSES

MA-CUED students work with their advisor to choose elective courses in the C&T Department totaling twelve (12) points across the following categories:

- Critical Perspectives on Learning: At least three (3) points that address critical perspectives about learning and learners.
- Sociopolitical Context of Education: At least nine (9) points address diversity issues and the sociopolitical contexts of education.
- NY State Special Education Requirement: One of these electives must be a special education course if the student does not already have one on their prior undergraduate or graduate transcript.

MASTER'S PROJECT & FIELDWORK

Recommendation for Professional Certification in the area of Childhood Education (Grades 1-6) requires critical observation and reflection on the customs and practices of teaching, learning, curriculum, and assessment. This leads to an alert and critical attention to social, ethical, and professional challenges facing educators, children, and young people in schools. By the end of the program, MA-CURR students design a master's project informed by fieldwork observations of formal and informal education environments. The project will reflect students' understanding of the issues, problems, and questions about curriculum and pedagogy, educational and social values, and the sociopolitical contexts and aims of education as evidenced across their study in core courses. This project will be supported in the *C&T 4502: Master's Project Seminar*.

MASTER'S PROJECT SEMINAR	The master's project will consist of a comprehensive field journal to integrate insights from core courses with field observations of learning environments, instruction, curriculum decisions, and professional contexts of education. Students are encouraged to think creatively and incorporate multimodality in how they design their field journals to share their new knowledge. In all cases, an end goal is for the field journal to reflect a well-grounded, articulated perspective and/or a set of recommendations for their own practice and continuing thought.
FIELDWORK	Students will gain field experience through the 2-credit C&T 4502: Master's Project Seminar. Course instructors will work with students to identify sites for independent observation and critical reflection on instructional practices, interactions among students and teachers, critical issues, curricular enactments, and design activities in a variety of educational spaces. Fieldwork will enhance readings and discussion in core courses and lead to new or deepened thoughts, curiosities, and inquiry questions that catalyze their learning in the program.

TIMELINE

The master's degree program has a flexible timeline to allow students to determine their schedule for completion. Students work with their advisor to plan a course schedule that maps to their desired graduation timeline. The program can be completed in 16-months with full-time study, which allows students to deeply engage in coursework and take the time to fully benefit from the rich experiences and community offered by a Teachers College education. A 12 to 14-month accelerated timeline opens the opportunity to start the program during the summer. The program may also be taken part-time at your own pace. Part-time students have five years to complete the program.

GRADUATION

Degrees are awarded in September, February, and May, but TC holds one commencement ceremony in May. Students will be permitted to attend the May commencement ceremony after the completion of all coursework and the integrative project.

PROGRAM GUIDE

The CUED program is responsive to shifts in teacher education and aims to create opportunities to develop critically engaged educators of the present moment. Therefore, updated additional information about all program requirements is made available yearly in the MA-CUED Program Guide provided to all enrolled students.

Curriculum and Teaching: Secondary Education (Peace Corps Fellows)

M.A. | Points/Credits: 32 | Entry Terms: Summer | Certification: NY State Professional: 7-12 (Peace Corps Fellows)

OVERVIEW

The Master of Arts degree in Curriculum and Teaching with Professional Certification at the Secondary level (MA-CUSD) provides students with courses in the study of pedagogy and curriculum. This involves the critical analysis of disciplinary foundations for secondary-level subject matter and content-specific practices in the area of licensure.

This 32-point program is ideal for early teachers who bring imagination, respect for the capacities of young people, and love of teaching and learning to their work. Students in this program have already earned Initial Certification and wish to remain in the classroom to develop as teacher leaders in their school settings, with their colleagues, and in the field more broadly.

CERTIFICATION AND LICENSURE

This program is designed for early career educators currently practicing in, or intending to practice in New York State. Applicants must possess a valid initial license to teach in New York (or a comparable license from another state or jurisdiction), or be eligible for the initial license before beginning coursework. In conjunction with the satisfaction of all other requirements determined by the New York State Department of Education (NYSED), successful completers of the program are eligible for professional certification in New York State in Secondary Education (grades 7-12; English, Social Studies, Science, Technology, or Mathematics). Graduates will apply for

professional certification independently with a recommendation from Teachers College if all program requirements are met. For advice on New York State licensure requirements, consult the Office of Teacher Education (OTE): www.tc.columbia.edu/office-of-teacher-education/.

REQUIRED COURSES

The program is organized around a core of common coursework and a field experience, dealing with principles, history, theories, and skills of curriculum design and pedagogy. The field experience expects an alert and critical attention to social, ethical, and professional challenges facing educators, children, and young people in schools. Beyond the common core requirements, CUSD students select content pedagogy courses offered across the College and within the Department of Curriculum and Teaching that are appropriate to their area of specialty, licensure requirements, and individual interests.

CORE COURSES	C&T 4002 Curriculum Theory and History (3 points) C&T 4005 Principles of Teaching and Learning (3 points) C&T 4052 Designing Curriculum and Instruction (3 points) C&T 4145 Critical Perspectives in Secondary Education (3 points) C&T 4200 Fieldwork in Curriculum and Teaching (0-1 point) C&T 4502 Master's Project Seminar (0-1 point)

CONTENT PEDAGOGY COURSES

In order to ensure depth of study, MA-CUSD students are required to earn at least 12 points in the content area of their initial certification (four courses) from the appropriate TC programs and departments, e.g., Social Studies Education, Science Education, Mathematics Education, English Education or C&T. The following are examples of suitable courses, yet selections may vary depending on courses offered within C&T or outside the department. Students are encouraged to search the course directory and propose options to their advisor. The basic criterion for such courses is that they will extend the student's understanding of both subject matter and pedagogies appropriate to that content area.

CONTENT AREAS	MATHEMATICS ◦ MSTM 4019 Teaching Mathematics in Diverse Cultures ◦ MSTM 4026 Teaching Applied Mathematics ◦ MSTM 5019 Mathematics in Popular Culture and Media ◦ MSTM 5060 Mathematics in Multicultural Education SCIENCE OR TECHNOLOGY ◦ MSTC 4010 Hip Hop and Cultural Studies of Urban Science Education ◦ MSTC 4043 Science in the Environment ◦ MSTU 4083 Instructional Design of Educational Technology ◦ MSTU 4088 Introduction to Educational Technology and Learning Science SOCIAL STUDIES ◦ A&HW 4032 Teaching World History and Geography ◦ A&HW 4038 Teaching American History and Geography ◦ A&HW 4041 Teaching Economics as if People Matter ◦ A&HW 5050 Global Citizenship Education ENGLISH LITERACY ◦ C&T 4136 Methods & Materials for Reading Instruction ◦ C&T 4139 Constructing Critical Readers ◦ C&T 4141 Literature for Older Readers ◦ C&T 4835 Improving Reading Instruction: Using Theater and Drama ◦ C&T 5520 The Writer's Craft ◦ A&HE 5518 Teaching English In Diverse Social/Cultural Contexts

ELECTIVE COURSES

The MA-CUSD requires a minimum of 6 elective points taken within the C&T Department.

SOCIAL CONTEXT REQUIREMENT	At least 1 elective course (2-3 points) must address the social context of education, rather than solely the methods and practice of teaching. This course must be a minimum of 2-points; up to 3 points will count. The following SOCIAL CONTEXT courses or any of the DIVERSITY courses listed below have been pre-approved to satisfy this requirement. There are numerous other possibilities and students may seek advisor approval to use a course not on these lists. C&T 4026 Giftedness and Intelligence C&T 4032 Gender, Difference, and Curriculum C&T 4078 Curriculum and Teaching in Urban Areas C&T 4161 The Teacher: Social-Historical, Cultural Contexts of Teaching C&T 5004 School Change
DIVERSITY REQUIREMENT	At least 1 elective course (2-3 points) must address diversity issues relevant to education. This course must be a minimum of 2-points; up to 3 points will count. The following courses have been pre-approved to satisfy this requirement. There are numerous other possibilities and students may seek advisor approval to use a course not on these lists. C&T 4000 Disability, Exclusion, and Schooling C&T 4001 Differentiating Instruction in Inclusive Classrooms C&T 4010 Immigration and Curriculum C&T 4021 Nature and Needs of Gifted Students C&T 4114 Integrated Curriculum: Diversity, Equity, and Technologies C&T 5037 Literacy, Culture, and the Teaching of Reading C&T 5535 Black, Latina, and Transnational Feminisms
SPECIAL EDUCATION COURSE	The DIVERSITY requirement is also used to fulfill the NYSED Special Education requirement. A stand-alone Special Education course aimed at developing “the skills necessary to provide instruction that will promote the participation and progress of students with disabilities in the general education curriculum” is required on your academic record (e.g., undergraduate or graduate transcript) by NYSED.

FIELDWORK

Core courses are strengthened through field experience that allows students to observe and critically reflect on the principles, history, theories, and skills of curriculum design and pedagogy. The field experience expects an alert and critical attention to social, ethical, and professional challenges facing educators, children, and young people in schools. Fieldwork will also prompt deepened thoughts, new insights, curiosities, and interests that will enhance readings and discussion in core courses and often leads to inquiry questions that catalyze the Integrative Project.

Recommendation for Professional Certification in Secondary Education (Grades 7-12) requires exposure to a depth of experiences in the area of licensure, such as English, Math, Social Studies, and Sciences (Biology, Chemistry, Earth Sciences, Physics). Program staff work with teacher collaborators in New York City schools to place MA-CUSD students in classrooms aligned to their area of licensure.

FIELDWORK COURSE	Students gain field experience through a 1-point course, C&T 4200: Fieldwork in Curriculum and Teaching, to be taken over two semesters prior to or concurrent with the master's project seminar. Students are required to register for 1-point in the Fall, and 0-point in the Spring semester. Through the course, students engage in 50-hours of independent observation and reflection on instructional practices, interactions between and among students and teachers, critical issues, curricular enactments, and design activities. These field experiences are not supervised. *Note: The C&T 4200 course is only applicable for students who have not previously taken the 4-credit version of C&T 4005: Principles of Teaching and Learning.

INTEGRATIVE PROJECT

As a culminating activity in the program, MA-CUSD students design and conduct a disciplined and substantial inquiry into an issue, problem, and question of particular interest that emerges from fieldwork and classroom practice. The integrative project may take multiple forms, such as practice-based research, curriculum analysis, and design, an arts-based creation, or an academic paper synthesizing and critiquing prior research. Students are encouraged to think creatively and incorporate multimodality in how they design their inquiries and share their new knowledge. In all cases, an end goal is for students to arrive at a well-grounded, articulated perspective and/or a set of recommendations for their own practice and continuing thought. The C&T Programs hold a joint showcase at the end of the academic year in May to share final projects and celebrate inquiry with friends, family, students, and faculty.

INTEGRATIVE PROJECT SEMINAR	The two-semester seminar, C&T 4502: Masters Project, is the primary site for support in conceptualizing, designing, and carrying out the integrative project. Only 1-point is earned for the course, but the work is substantial and spans two consecutive fall and spring semesters. To the extent possible, the seminar sequence is taken towards the end of a student's studies. Full-time students ordinarily take the seminar sequence beginning in their first fall semester. Part-time students who plan to complete the degree in two or more years will ordinarily begin the seminar sequence in their second fall semester.

ADVISING

All students are assigned a faculty advisor prior to commencing studies at Teachers College. Advisor consultation is required for initial course selection and approval before registration. Newly admitted students receive a comprehensive Program Guide with instructions to draft a Program Plan before contacting their assigned faculty advisor.

TIMELINE

The master's degree has a flexible timeline to allow students to determine their schedule for completion. Students work with their advisor to plan a course schedule that maps to their desired graduation timeline. The program can be completed in 16-months with full-time study. A 16-month accelerated timeline opens the opportunity to take courses during the summer. A two-year timeline allows students to deeply engage in coursework and take the time to fully benefit from the rich experiences and community offered by a Teachers College education. The program may also be taken part-time at your own pace. Part-time students have five years to complete the program.

GRADUATION

Degrees are awarded in October, February, and May, but TC holds one commencement ceremony in May. Students will be permitted to attend the May commencement ceremony after the completion of all coursework and the integrative project.

PROGRAM GUIDE

Additional information about all program requirements is available in the MA-CUSD Program Guide provided to all enrolled students.

Curriculum and Teaching: Secondary Education

M.A. | Points/Credits: 32 | Entry Terms: Summer, Fall | Certification: NY State Professional: 7-12

OVERVIEW

The Master of Arts degree in Curriculum and Teaching with Professional Certification at the Secondary level (MA-CUSD) provides students with courses in the study of pedagogy and curriculum. This involves the critical analysis of disciplinary foundations for secondary-level subject matter and content-specific practices in the area of licensure.

This 32-point program is ideal for early teachers who bring imagination, respect for the capacities of young people, and love of teaching and learning to their work. Students in this program have already earned Initial Certification and wish to remain in the classroom to develop as teacher leaders in their school settings, with their colleagues, and in the field more broadly.

CERTIFICATION AND LICENSURE

This program is designed for early career educators currently practicing in, or intending to practice in New York State. Applicants must possess a valid initial license to teach in New York (or a comparable license from another state or jurisdiction), or be eligible for the initial license before beginning coursework. In conjunction with the satisfaction of all other requirements determined by the New York State Department of Education (NYSED),

successful completers of the program are eligible for professional certification in New York State in Secondary Education (grades 7-12; English, Social Studies, Science, Technology, or Mathematics). Graduates will apply for professional certification independently with a recommendation from Teachers College if all program requirements are met. For advice on New York State licensure requirements, consult the Office of Teacher Education (OTE): www.tc.columbia.edu/office-of-teacher-education/.

REQUIRED COURSES

The program is organized around a core of common coursework and a field experience, dealing with principles, history, theories, and skills of curriculum design and pedagogy. Beyond the common core requirements, CUSD students select content pedagogy courses across the College that demonstrate a breadth and range of knowledge essential for elementary classroom educators.

CORE COURSES	C&T 4002 Curriculum Theory and History (3 points) C&T 4005 Principles of Teaching and Learning (3 points) C&T 4052 Designing Curriculum and Instruction (3 points) C&T 4502 Master's Project Seminar (Fall - 2 points) C&T 4502 Master's Project Seminar (Spring - 0 points)

CONTENT PEDAGOGY COURSES

In order to ensure depth of study, MA-CUSD students are required to earn at least 12 points in the content area of their initial certification (four courses) from the appropriate TC programs and departments, e.g. Social Studies Education, Science and Technology, Mathematics Education, English Education, or Curriculum & Teaching. Examples of courses that will satisfy this requirement are listed below. Other possible courses across TC may be used to fulfill this requirement; however, selections may vary depending on courses offered each academic year. Students are encouraged to search the course directory and propose options to their advisor. The basic criterion for such courses is that they will extend the student's understanding of both subject matter and pedagogies appropriate to that content area. Online Course Search: www.tc.columbia.edu/academics/courses.

CONTENT AREA COURSES	MATHEMATICS (12 points) ◦ MSTM 4019 Teaching Mathematics in Diverse Cultures ◦ MSTM 4026 Teaching Applied Mathematics ◦ MSTM 5019 Mathematics in Popular Culture and Media ◦ MSTM 5060 Mathematics in Multicultural Education ◦ MSTM 5199 Intervention Strategies for Struggling Learners in Mathematics SCIENCE OR TECHNOLOGY (12 points) ◦ MSTC 4007 Urban and Multicultural Science Education ◦ MSTC 4010 Hip hop Cultural Studies Urban Science Education ◦ MSTC 4043 Science in the Environment ◦ MSTC 4044 Biology Methods and Curriculum Laboratory ◦ MSTU 4083 Instructional Design of Educational Technology ◦ MSTU 4088 Introduction to Educational Technology and Learning Science SOCIAL STUDIES (12 points) ◦ A&HW 4032 Teaching World History and Geography ◦ A&HW 4038 Teaching American History and Geography ◦ A&HW 4041 Teaching Economics as if People Matter ◦ A&HW 5050 Global Citizenship Education ENGLISH LANGUAGE ARTS | LITERACY (12 points) ◦ C&T 4136 Methods & Materials for Reading Instruction ◦ C&T 4139 Constructing Critical Readers ◦ C&T 4141 Literature for Older Readers ◦ C&T 4835 Improving Reading Instruction: Using Theater and Drama ◦ C&T 5037 Literacy, Culture & the Teaching of Reading ◦ C&T 5520 The Writer's Craft ◦ A&HE 5518 Teaching English In Diverse Social/Cultural Contexts

ELECTIVE COURSES

MA-CUSD students work with their advisor to choose elective courses in the C&T Department totaling nine (9) credits across the following categories:

- Critical Perspectives on Learning: At least three (3) points that address critical perspectives about learning and learners.
- Sociopolitical Context of Education: At least six (6) points address diversity issues and the sociopolitical contexts of education.
- NY State Special Education Requirement: One of these electives must be a special education course if the student does not already have one on their prior undergraduate or graduate transcript.

MASTER'S PROJECT & FIELDWORK

Recommendation for Professional Certification in Secondary Education (Grades 7-12) requires critical observation and reflection on the depth of experiences in the area of licensure, including English, Math, Social Studies, Sciences (Biology, Chemistry, Earth Sciences, Physics) and Technology. This leads to an alert and critical attention to social, ethical, and professional challenges facing educators and youth in schools. By the end of the program, MA-CURR students design a master's project informed by fieldwork observations of formal and informal education environments. The project will reflect students' understanding of the issues, problems, and questions about curriculum and pedagogy, educational and social values, and the sociopolitical contexts and aims of education as evidenced across their study in core courses. This project will be supported in the *C&T 4502: Master's Project Seminar*.

MASTER'S PROJECT SEMINAR	The master's project will consist of a comprehensive field journal to integrate insights from core courses with field observations of learning environments, instruction, curriculum decisions, and professional contexts of education. Students are encouraged to think creatively and incorporate multimodality in how they design their field journals to share their new knowledge. In all cases, an end goal is for the field journal to reflect a well-grounded, articulated perspective and/or a set of recommendations for their own practice and continuing thought.
FIELDWORK	Students will gain field experience through the 2-credit C&T 4502: Master's Project Seminar. Course instructors will work with students to identify sites for independent observation and critical reflection on instructional practices, interactions among students and teachers, critical issues, curricular enactments, and design activities in a variety of educational spaces. Fieldwork will enhance readings and discussion in core courses and lead to new or deepened thoughts, curiosities, and inquiry questions that catalyze their learning in the program.

TIMELINE

The master's degree program has a flexible timeline to allow students to determine their schedule for completion. Students work with their advisor to plan a course schedule that maps to their desired graduation timeline. The program can be completed in 16-months with full-time study, which allows students to deeply engage in coursework and take the time to fully benefit from the rich experiences and community offered by a Teachers

College education. A 12 to 14-month accelerated timeline opens the opportunity to start the program during the summer. The program may also be taken part-time at your own pace. Part-time students have five years to complete the program.

GRADUATION

Degrees are awarded in September, February, and May, but TC holds one commencement ceremony in May. Students will be permitted to attend the May commencement ceremony after the completion of all coursework and the integrative project.

PROGRAM GUIDE

The CUSD program is responsive to shifts in teacher education and aims to create opportunities to develop critically engaged educators of the present moment. Therefore, updated additional information about all program requirements is made available yearly in the MA-CUSD Program Guide provided to all enrolled students.

Program Faculty

Faculty

- James H Borland
  Professor of Education
- Lucy M Calkins
  Robinson Professor in Children's Literature
- Limarys Caraballo
  Associate Professor of English Education
- Daniel Friedrich
  Professor of Curriculum
- Maria Paula Ghiso
  Professor of Literacy Education
- Grace Tamara Handy
  Assistant Professor of Disability Studies in Education
- Thomas Hatch
  Professor of Education
- Mariana V. Souto-Manning
  Professor of Early Childhood Education

- Tran Nguyen Templeton

  Assistant Professor

- Haeny S. Yoon

  Associate Professor of Early Childhood Education

Professors of Teaching

- Cathy Lynne Benedict

  Assistant Professor of Teaching

- Stephanie McCall

  Assistant Professor of Teaching

- Jacqueline Ann Simmons

  Associate Professor of Teaching

Emeriti

- Celia S. Genishi

  Professor Emerita of Education

- Anne Lin Goodwin

  Evenden Professor Emerita of Education

- Michelle Georgia Knight-Manuel

  Professor Emerita of Education

- Nancy Louise Lesko

  Maxine Greene Professor Emerita for Distinguished Contributions to Education

- Celia Oyler

  Professor Emerita of Education

- Susan Recchia

  Professor Emerita of Education

- Marjorie Gail Siegel

  Professor Emerita of Education

- Karen Zumwalt

  Edward Evenden Professor Emerita of Education

Adjunct Faculty

- Chiao-Wei Liu

  Adjunct Professor

Program Courses

C&T4002 Curriculum Theory & History

This course offers different theoretical lenses to understand the overall educational significance of the curriculum, focusing especially upon interdisciplinary themes as well as the relations among curriculum, the individual, and society, and connects those lenses to the everyday practice of educators.

C&T4005 Principles of teaching and learning

This course engages students in an examination of the principles of teaching, learning, and assessment; the philosophy, history, and politics of the American curriculum; the influence of foundational assumptions about schooling on global patterns in education; and teaching as a profession of social justice inquiry and reflection.

C&T4032 Gender, difference, and curriculum

This course offers a multifaceted, interdisciplinary introduction to thinking about school curricula, policies, and practices as gendered. Gender will not be considered in isolation but as interwoven and complicated with cultural, racial, religious, class, and sexual identities, among others. The course materials will move beyond the identification of the problems to examine various efforts to create gender-sensitive curricula and programs.

C&T4052 Designing curriculum and instruction

This course is a critical study of curriculum aims, theories, and frameworks for designing curriculum and instruction that go beyond the mere organization of content and creation of teaching materials. Students design theoretically-grounded curriculum in collaborative groups.

C&T4130 Critical perspectives in elementary education

Critical examination of issues bearing on lived experiences, practices, and purposes of current elementary students. This class is focused on two questions of educational justice: What does a child have a right to, in their education, today, here, now? Where does or can, a child contribute to and be recognized in the classroom? Readings and other media include classroom studies, critical interventions in current events, and foundational texts for democratic, public education. Open to all; required for CUED students.

C&T4145 Critical perspectives in secondary education

A comprehensive examination of adolescent development and learning as they relate to issues of curriculum, teaching, and learning. Open to all; required for CUSD students.

C&T4502 Master's Project

Students work to complete the required Master's integrative project.

C&T5004 School change

What does it take to improve schools and transform education? This course addresses this question by exploring why conventional models of schooling have been so resistant to change and discussing what can be done to create new schools and innovative approaches to learning, teaching, and education. The course mixes theory, research and practice by introducing students to some of the seminal analyses of school improvement efforts over the last 50 years; encouraging students to reflect on their own educational experiences and visions, and inviting them to apply what they are learning by creating collaborative designs for innovative schools and learning experiences. Many of the course readings focus on educational reform in the US, but explorations of educational reform and innovation around the world are also included in examples, guest lectures, discussions, and projects.

Early Childhood Education

Program Description

Master of Arts

There are two degree programs which can lead to initial teacher certification from NYSED in Early Childhood Education:

The course of study for the M.A. degree in Early Childhood Education (ECED-INIT) leads to initial certification in Early Childhood Education (birth-Grade 2). Students must complete at least 36 points in order to obtain the Master of Arts degree and the department's recommendation for initial teacher certification.

The course of study leading to Dual Teacher Certification: Early Childhood Education/Early Childhood/ Special Education (ECSE-DUAL) leads to initial certification as both an Early Childhood Education teacher and a Teacher of Students with Disabilities in Early Childhood (birth-Grade 2).Students must complete at least 42 points in order to obtain this Master of Arts degree and the department's recommendation for initial dual certification.

The Bilingual Extension may be added to the ECED-Initial and ECSE-Dual programs.

There is one degree program which does not lead to teacher certification. The M.A. degree in Early Childhood Education combines curricular, methodological, theoretical, and practical coursework around the field of early childhood in schools, policy, and leadership. Students must complete 32 credits along with a culminating action research project to obtain this Master of Arts degree.

These degree programs prepare future teachers, policymakers, and educational leaders to actively lead in matters of justice related to curriculum-making, pedagogy, and institutional change. Offering degree programs that are eligible to lead to early childhood teacher certification from Birth-Grade 2, we center children's innate capacities to interact with materials, each other, the world, and adults in creative and imaginative ways. Foundational to this idea is understanding childhood from the youngest to the oldest as integral to teaching, learning, and development. Join our network of educational leaders, curriculum designers, teachers, and creatives nationally and internationally.

Doctor of Education (Early Childhood Education)

Ed.D. in Early Childhood Education, Early Childhood Special Education or Early Childhood Policy (90 credits)

Early Childhood Education

At the doctoral level, the specialization in Early Childhood Education prepares candidates for college teaching, research, policy, and other leadership positions in early childhood education. The degree program is highly selective, aiming to identify and train individuals whose prior education and experience, whether or not it has specifically been in the field of early childhood, gives promise of the ability to develop modes of inquiry suitable to the field's complexities.

Early Childhood Policy

The Doctor of Education (Ed.D.) concentration in Early Childhood Policy prepares candidates for leadership positions, college teaching, and research in early childhood policy. The concentration is highly selective, aiming to identify and train individuals whose prior education and experience, whether or not it has specifically been in the field of early childhood, gives promise of the ability to develop modes of inquiry suitable to the field's complexities. Combining rigorous methodological, conceptual, and practical interdisciplinary experiences, the degree program is designed for those interested in shaping the policy agenda for young children and their families. It is predicated on the principle that undergirding all policy work, candidates must have thorough understandings of both substantive content (early childhood practices, pedagogy, and theory) and research skills. While the focus of this program is on U.S. early childhood policy, there will be opportunity for international and comparative work.

Early Childhood Special Education

The Department of Curriculum and Teaching offers a doctoral degree area of focus in Early Childhood Special Education, within the Early Childhood Education specialization. This degree concentration prepares students for careers related to leadership and advocacy in the field, research and scholarship, and higher education and teacher preparation programs. Core courses emphasize theory and foundations in general and special early childhood education and research methods and training. Seminars and advanced practica focus on special topics in the field. Opportunities for involvement in faculty-sponsored research and professional development activities are an integral part of the program area of focus.

Program Degrees

Expand the accordion(s) to view the degree requirements:

Early Childhood Education

Ed.D. | Points/Credits: 75 | Entry Terms: Fall

Early Childhood Education

At the doctoral level, the specialization in Early Childhood Education prepares candidates for college teaching, research, policy, and other leadership positions in early childhood education. The degree program is highly selective, aiming to identify and train individuals whose prior education and experience, whether or not it has specifically been in the field of early childhood, gives promise of the ability to develop modes of inquiry suitable to the field's complexities.

Early Childhood Policy

The Doctor of Education (Ed.D.) degree concentration in Early Childhood Policy prepares candidates for leadership positions, college teaching, and research in early childhood policy. The degree concentration is highly selective, aiming to identify and train individuals whose prior education and experience, whether or not it has specifically been in the field of early childhood, gives promise of the ability to develop modes of inquiry suitable to the field's complexities. Combining rigorous methodological, conceptual, and practical interdisciplinary experiences, the degree program is designed for those interested in shaping the policy agenda for young children and their families. It is predicated on the principle that undergirding all policy work, candidates must have thorough understandings of both substantive content (early childhood practices, pedagogy, and theory) and research skills. While the focus of this program is on U.S. early childhood policy, there will be opportunity for international and comparative work.

Early Childhood Education

M.A. | Points/Credits: 36 | Entry Terms: Fall | Certification: NY State Initial: Birth-2

Practicum

- C&T 4308 Introduction to diverse early childhood classrooms (3)
- C&T 4708 Student teaching in early childhood setting (4)
- C&T 5118 Infant and toddler development and practice (3)

Foundations and Methods Courses

- C&T 4003 Differentiation and inclusion in early childhood classrooms (3)
- C&T 4080 Child development and intersectional identities (3)
- C&T 4083 Home/school/community partnerships (3)
- C&T 4112 Integrated curriculum in early childhood education: curricular inquiry and design (3)
- C&T 4114 Integrated curriculum in early childhood education: diversity, equity, and technologies (3)
- C&T 4131 Play, language, and early childhood curriculum (3)
- C&T 4132 Language and teaching in the primary reading/writing classroom (3) or selected alternative
- A&HM 4022 The artistic Lives of young children (2) or selected alternative
- Out of Department Elective (3)

Breadth Requirement

TC master's degree programs require that students take course work outside of their major programs. This is also known as the Foundations Requirement. All M.A., M.S., and Ed.M. students must complete a minimum of 6 points out of their Academic Program at TC. The advisor and student will determine how the points can be reached.

Culminating Project

Students complete an integrative project over the course of the degree program reflecting their growth as an early childhood teacher.

New York State Education Department (NYSED) mandates teacher certification requirements that are needed for program completion and graduation which are listed in the Office of Teacher section of the catalog.

Early Childhood Education

M.A. | Points/Credits: 39 | Entry Terms: Fall | Certification: NY State Initial: Birth-2, Bilingual Extension

Course requirements for M.A. degree students seeking initial teacher certification as early childhood teachers (birth–Grade 2) with bilingual extension

Practicum

- C&T 4308 Introduction to diverse early childhood classrooms (3)
- C&T 4708 Student teaching in early childhood setting (4)
- C&T 5118 Infant and toddler development and practice (3)

Foundations and Methods Courses

- C&T 4003 Differentiation and inclusion in early childhood classrooms (3)
- C&T 4080 Child development and intersectional identities (3)
- C&T 4083 Home/school/community partnerships (3)
- C&T 4112 Integrated curriculum in early childhood education: curricular inquiry and design (3)
- C&T 4114 Integrated curriculum in early childhood education: diversity, equity, and technologies (3)
- C&T 4131 Play, language, and early childhood curriculum (3)
- C&T 4132 Language and teaching in the primary reading/writing classroom (3) or selected alternative
- A&HM 4022 The artistic Lives of young children (2) or selected alternative
- A&HB 4021 Foundations of bilingual/bicultural education (3)
- Out of Department Elective (3)

Breadth Requirement

TC master's degree programs require that students take course work outside of their major programs. This is also known as the Foundations Requirement. All M.A., M.S., and Ed.M. students must complete a minimum of 6 points out of their Academic Program at TC. The advisor and student will determine how the points can be reached.

Culminating Project:

Students complete an integrative project over the course of the degree program reflecting their growth as an early childhood teacher.

New York State Education Department (NYSED) mandates teacher certification requirements that are needed for program completion and graduation which are listed in the Office of Teacher Education section of the catalog.

Early Childhood Education

M.A. | Points/Credits: 32 | Entry Terms: Fall

Early Childhood Education MA Non-Certification / Degree Requirements

Required Courses in Curriculum (9 Credits)

- C&t 4112: Integrated Curriculum in ECE: Inquiry and Design
- C&T 4114: Integrated Curriculum in ECE: Diversity, Equities and Technologies
- C&T 4131: Play, Language & Early Childhood Curriculum

Required Courses in Child Studies (6 Credits)

- C&T 4080: Childhood Development & Intersectional Identities
- C&T 6513 or 6514: Childhood Studies Seminar

Practical Application Courses (3 credits)

With advisors, students will take one course from one of the following areas

- C&T 4308 or 5118: Field Work
- C&T 4138, 4140, or 5137: Literacy and Culture
- ORLA 4071: School Leadership
- C&T 6199: Research Methods
- C&T 4899 or 5050: Policy

Electives (11 credits)

With advisors, students will select 11 credits of electives, at least 6 credits must be outside of the Curriculum & Teaching Department

Masters Project (3 credits)

C&T 5308: Teacher Action Research

Early Childhood Education: Special Education

M.A. | Points/Credits: 42 | Entry Terms: Fall | Certification: NY State Initial: Birth-2, NY State Initial: Students with Disabilities Birth-2

Course requirements for M.A. degree students seeking initial dual teacher certification as both early childhood teachers and teachers of students with disabilities in early childhood (birth–Grade 2):

Practicum

- C&T 4302 Design and implementation of educational assessment for young children with disabilities (3)
- C&T 4308 Introduction to diverse early childhood classrooms (3)
- C&T 4708 Student teaching in early childhood setting (4)
- C&T 5118 Infant and toddler development and practice (3)

Foundations and Methods Courses

- C&T 4003 Differentiation and inclusion in early childhood classrooms (3)
- C&T 4080 Child development and intersectional identities (3)
- C&T 4083 Home/school/community partnerships (3)
- C&T 4112 Integrated curriculum in early childhood education: curricular inquiry and design (3)
- C&T 4114 Integrated curriculum in early childhood education: diversity, equity, and technologies (3)
- C&T 4131 Play, language, and early childhood curriculum (3)
- C&T 4132 Language and teaching in the primary reading/writing classroom (3) or selected alternative
- A&HM 4022 The artistic Lives of young children (2) or selected alternative
- Out of Department Elective (6)
- Elective (3)
- Elective in special education (3)

Breadth Requirement

TC master's degree programs require that students take course work outside of their major programs. This is also known as the Foundations Requirement. All M.A., M.S., and Ed.M. students must complete a minimum of 6 points out of their Academic Program at TC. The advisor and student will determine how the points can be reached.

Culminating Project:

Students complete an integrative project over the course of the degree program reflecting their growth as an early childhood teacher.

New York State Education Department (NYSED) mandates teacher certification requirements that are needed for program completion and graduation which are listed in the Office of Teacher Education section of the catalog.

Early Childhood Education: Special Education

M.A. | Points/Credits: 45 | Entry Terms: Fall | Certification: NY State Initial: Birth-2, NY State Initial: Students with Disabilities Birth-2, Bilingual Extension

Course requirements for M.A. degree students seeking initial dual certification as both early childhood teachers and teachers of students with disabilities in early childhood (birth–Grade 2).

Practicum

- C&T 4302 Design and implementation of educational assessment for young children with disabilities (3)
- C&T 4308 Introduction to diverse early childhood classrooms (3)
- C&T 4708 Student teaching in early childhood setting (4)
- C&T 5118 Infant and toddler development and practice (3)

Foundations and Methods Courses

- C&T 4003 Differentiation and inclusion in early childhood classrooms (3)
- C&T 4080 Child development and intersectional identities (3)
- C&T 4083 Home/school/community partnerships (3)
- C&T 4112 Integrated curriculum in early childhood education: curricular inquiry and design (3)
- C&T 4114 Integrated curriculum in early childhood education: diversity, equity, and technologies (3)
- C&T 4131 Play, language, and early childhood curriculum (3)
- C&T 4132 Language and teaching in the primary reading/writing classroom (3) or selected alternative
- A&HB 4021 Foundations of Bilingual/Bicultural Education (3)
- A&HM 4022 The artistic Lives of young children (2) or selected alternative
- Out of Department Elective (6)
- Elective (3)
- Elective in special education (3)

Breadth Requirement

TC master's degree programs require that students take course work outside of their major programs. This is also known as the Foundations Requirement. All M.A., M.S., and Ed.M. students must complete a minimum of 6 points out of their Academic Program at TC. The advisor and student will determine how the points can be reached.

Culminating Project:

Students complete an integrative project over the course of the degree program reflecting their growth as an early childhood teacher.

New York State Education Department (NYSED) mandates teacher certification requirements that are needed for program completion and graduation which are listed in the Office of Teacher Education section of the catalog.

Program Faculty

Faculty

- Tran Nguyen Templeton

  Assistant Professor

- Haeny S. Yoon

  Associate Professor of Early Childhood Education

Professors of Teaching

- Amanda Reeves Fellner

  Assistant Professor of Teaching

- Rachel Powers Knight

  Assistant Professor of Teaching

- Lara Steensland Mullarkey

  Assistant Professor of Teaching

Program Courses

C&T4080 Child Development & Intersectional Identities

A first course examining child development, pre-birth through age 8, within a critical childhoods framework. Primary focus is on the social, cultural, and political contexts and factors that impact the well-being of families and children. The confluence of race, class, gender, language, disability will be central to discussions on well-being and resilience. The course reframes notions that children are "at-risk" by addressing inequitable structures and policies that place young children and families at risk.

C&T4083 Home/School/Community Partnerships

This course offers current and historical perspectives on the role of families within historically marginalized communities, including but not limited to families that are multilingual, multiethnic/multiracial, non-traditional, refugees/immigrants, and/or identify as disabled. Students will consider how to facilitate collaborative partnerships between families and professionals that support the developmental and educational capacities of young children across the spectrum of intersection identities.

C&T4112 Integrated Curriculum in Early Childhood Education: Curricular Inquiry and Design

This course focuses on integrated theories and methods in early childhood education and brings together content areas (e.g. social studies, science, math) with developmental skills (e.g. reading, writing, communication) relevant to diverse early childhood contexts. The course interrogates curriculum from historical, sociocultural, and political perspectives while emphasizing the material, interpersonal, and environmental factors that extend knowledge and curriculum-making. Students will construct and design curriculum that centers play and critical inquiry, bearing in mind the range of perspectives, cultures, and learners within classrooms. C&T 4112 and C&T 4114 are recommended as a sequence.

C&T4114 Integrated Curriculum in Early Childhood Education: Diversity, Equity, and Technologies

This course extends curricular design from a play-based, inquiry stance. The course specifically addresses equity and representation in the selection of curricular material, implementation of multimodal teaching and learning through integration of media and low/high technology, and research-based design of classroom environments. Students will learn to construct, adapt, and reimagine curricula that are inclusive of multicultural identities and experiences. Emphasis will be placed on addressing issues of equity related to race, gender, language, disability, class, etc. with young children.

C&T4131 Play, Language, and Early Childhood Curriculum

This course examines multilingualism, language variations, language/literacy theories, and linguistic diversity, with an emphasis on birth-age 5. Encompassing the utilitarian and social purpose of language/literacy use, the course explores the intersection of play and early language development. In examining the nature and scope of language arts, we will attend to the role of the early childhood teacher, specifically how teachers can create meaningful curricular experiences that encompass children's interests and culture through inquiry and observations. Students will facilitate and design literacy experiences, resources, and assessments that build on a sociocultural literacy framework that honors and builds from children's linguistic repertoires (3 credits toward State literacy requirements).

C&T4132

Examines principles of literacy learning in young children and introduces theories, practices, and materials for teaching reading/writing in primary grades in diverse settings.

C&T4302 Design and implementation of educational assessment for young children with exceptionalities

Permission required. The course approaches assessments from a social, historical, and political approach, taking time to consider for whom, how, when, and why tests and evaluations are utilized. Approaching assessments with critical theories, students will interrogate the utility of assessments in addressing the capacities of diverse learners, particularly children who are neurodiverse and/or labeled with disabilities/exceptionalities. With an introduction to formal and informal assessment strategies, students will implement, adapt, and redesign equitable and strengths-based assessments. Analysis of observational and test data will be used to design culturally sustaining educational interventions.

C&T4308 Introduction to Diverse Early Childhood Classrooms

This course is an introductory practicum for students in the Early Childhood initial certification program. Field experiences will relate to work in other courses and be paired with an ongoing seminar designed to respond directly to issues as they arise in classrooms. The course will provide students with observation hours and guided field experiences in a range of PK to Grade 2 early childhood settings, encouraging a critical examination of the underlying assumptions about teaching and learning in each.

C&T4708 Student Teaching in an Early Childhood Setting

Permission required. This intensive student teaching experience includes 4 full-days in an educational setting coupled with a weekly seminar on campus. The course aims to support students' abilities to articulate the theoretical basis for their pedagogical and curricular decisions. Emphasis is on developing and implementing learning experiences that build on children's assets and address the range of learners in the setting. As the semester progresses, students are expected to gradually assume full teaching responsibilities at their site.

C&T5118 Infant and Toddler Development and Practice

This practicum course includes 2 days of hands-on practice in an infant or toddler classroom, alongside a weekly seminar on campus. The course covers topics related to child development, theories of care and early learning, as well as curriculum and environmental design. Classroom discussions connect theory and current research on infants/toddlers/families to hands-on experiences in infant/toddler classrooms. Practicum learning focuses on relational caregiving and environmental design as key components of infant/toddler curriculum.

Elementary Inclusive Education

Program Description

The Preservice Program in Elementary Inclusive Education prepares teachers to teach all children, particularly in urban contexts. The course of study emphasizes curriculum development for heterogeneous classrooms, critical multiculturalism, teaching for equity and social justice, and an inquiry approach to teaching and learning. The program reflects the pluralism at Teachers College; our students study a wide variety of approaches to education rather than a single one. In keeping with this philosophy, the emphasis is on leadership, inquiry, and practice-based and moral decision making. Our stance is that there is no single truth in education. Teachers must be expert "kid-watchers": searching for the best way to teach each child and group of children. Such teaching lacks the safety and predictability of the "tried and true" approach and requires individuals who understand the limitations of fixed formulas and who enjoy reaching out into the unpredictable world created by the diversity and the uniqueness of each child and each group of children. We seek prospective teachers who have a deep commitment to learning from and with children, about their passions and habits, interests, and needs. We prepare teachers to draw upon community and family assets and consciously build a capacity approach to working in low-income neighborhoods. Above all, we wish to prepare educators who put developing relationships with children, their families, and community members well ahead of obtaining high scores on standardized tests.

Elementary Inclusive Education is both a graduate program and a professional course of study. This rigorous academic program is designed primarily for those who have no (or minimal) formal preparation or coursework in education and are beginning their study of teaching. Three of the degree programs (Elementary Inclusive Education only, Elementary Inclusive Education and Teaching Students with Disabilities, and Elementary Inclusive Education with Gifted Extension) lead to an M.A. degree and New York State teacher certifications. Upon completion of the program, graduates can also apply for teacher certification in states other than New York, and many secure teaching positions elsewhere in the U.S. as well as internationally. There are two main components to the program: coursework and fieldwork. The fourth degree program (Elementary Inclusive Education) is a 32-credit non-certification program. All M.A. degree students have a five-year candidacy period in which to complete their degree program.

44-CREDIT PROGRAM—Elementary Education and Teaching Students with Disabilities

This program is designed to prepare student teachers to work with all children particularly those from marginalized communities who experience forms of exclusion in schools. All students in the program will earn an M.A. degree and pursue teacher certifications in both Childhood Education (Grades 1-6) and Teaching Students with Disabilities (All Grades).

56-CREDIT PROGRAM—Elementary Education with Gifted Extension

The Gifted Extension option allows students in the Elementary Inclusive Education Program to receive the New York State extension in gifted education along with dual certifications in Childhood Education (Grades 1-6) and Teaching Students with Disabilities (All Grades) by including 12 credits in gifted education in their course study.

35-CREDIT PROGRAM—Elementary Education

This single certification program is designed to prepare student teachers to effectively support diverse learners, with a strong emphasis on equity and inclusion for students from historically marginalized communities. Students in the program will earn an M.A. degree and pursue New York State certification in Childhood Education (Grades 1-6).

32-CREDIT PROGRAM—Elementary Inclusive Education

The Elementary Inclusive Education program is a pathway that prepares educators for inclusive classrooms but does not lead to certification. While the program considers those who have no (or minimal) formal preparation or coursework in education and are beginning their study of teaching, it is also well suited for inservice educators and other members of the community who are interested in inclusive education. The program leads to an M.A. degree. Upon completion of the program, graduates can secure teaching positions at independent schools in the U.S. as well as internationally. Educator positions that are not school-based (e.g., in non-profit organizations) may also be sought by graduates. All M.A. students have a five-year candidacy period in which to complete their degree program.

Program Degrees

Expand the accordion(s) to view the degree requirements:

Elementary Inclusive Education

M.A. | Points/Credits: 35 | Entry Terms: Spring, Summer, Fall

Students in this Elementary Inclusive Education Program will earn an M.A. degree and pursue New York State certification in Childhood Education (Grades 1-6).

Course Requirements for the 35-Credit Program (MA-ELEM-INIT)

M.A. Elementary Inclusive Education

Student Teaching Semesters - Restricted to Student Teachers

Course #, Course Name, and Credits

- C&T 4123 Student Teaching Methods: Inclusive Teaching Seminar I (Spring) 3
- C&T 4124 Student Teaching Methods: Inclusive Teaching Seminar II (Fall) 3
- C&T 4726 Professional Laboratory Experiences/Student Teaching in Elementary Schools (small groups) 3
- C&T 4729 Professional Laboratory Experiences/Student Teaching in Elementary Schools 3

- C&T 4132 Learning and Teaching in the Primary Reading/Writing Classroom 3
- C&T 4019 Literacy Supports 3

Foundations and Methods Courses

Course #, Course Name, and Credits

- C&T 4000 Disability, Exclusion, and Schooling 3
- C&T 4143 Social Studies for Justice and Inclusion: Elem and Mid Grds 3
- MSTC 4040 Science in Childhood Education 3
- MSTM 5010 Mathematics in the Elementary School 3
- Various Educational Foundations * (Philosophy/Social Science in Education or Child Development) 3
- C&T 4037 Relational Approaches to Challenging Behavior 2

*An appropriate undergraduate course may be substituted for this requirement; please consult with Program Faculty.

Note: For initial teaching certification in New York State, the New York State Education Department (NYSED) requires you to complete three teacher certification workshops:

- Child Abuse Identification & Reporting Workshop
- School Violence Prevention & Intervention Workshop
- Dignity for All Students Act (DASA) Workshop

Please visit the Office of Teacher Education Certification Workshop website to register for the workshops.

New York State Education Department (NYSED) mandates teacher certification requirements that are needed for program completion and graduation which are listed in the Office of Teacher Education section of the catalog.

Elementary Inclusive Education

M.A. | Points/Credits: 44 | Entry Terms: Spring, Summer, Fall | Certification: NY State Initial: 1-6, NY State Initial: Students with Disabilities (All Grades)

Students in this Elementary Inclusive Education Program will earn an M.A. degree and pursue New York State certifications in both Childhood Education (Grades 1-6) and Teaching Students with Disabilities (All Grades).

Course Requirements for the 44-Credit Program (MA-ELEM-DUAL)

M.A. Elementary Inclusive Education and Teaching Students with Disabilities

Student Teaching Semesters - Restricted to Student Teachers

Course #, Course Name, and Credits

- C&T 4123 Student Teaching Methods: Inclusive Teaching Seminar I (Spring) 3
- C&T 4124 Student Teaching Methods: Inclusive Teaching Seminar II (Fall) 3
- C&T 4726 Professional Laboratory Experiences/Student Teaching in Elementary Schools (small groups) 3
- C&T 4729 Professional Laboratory Experiences/Student Teaching in Elementary Schools 3
- C&T 4132 Learning and Teaching in the Primary Reading/Writing Classroom 3
- C&T 4019 Literacy Supports 3

Foundations and Methods Courses

Course #, Course Name, and Credits

- C&T 4000 Disability, Exclusion, and Schooling 3
- C&T 4320 Practicum for Disability, Exclusion, and Schooling 0
- C&T 4143 Social Studies for Justice and Inclusion: Elem and Mid Grds 3
- MSTC 4040 Science in Childhood Education 3
- MSTM 5010 Mathematics in the Elementary School 3
- Various Educational Foundations * (Philosophy/Social Science in Education or Child Development) 3
- C&T 4037 Relational Approaches to Challenging Behavior 2
- C&T 4060 Instruction for Students with Complex Support Needs 3
- C&T 4321 Practicum for Instruction for Students with Complex Support Needs 3
- C&T 4301 Educational Assessment of Students with Disabilities (All Grades) 3

*An appropriate undergraduate course may be substituted for this requirement; please consult with Program Faculty.

Note: For initial teaching certification in New York State, the New York State Education Department (NYSED) requires you to complete three teacher certification workshops:

- Child Abuse Identification & Reporting Workshop
- School Violence Prevention & Intervention Workshop
- Dignity for All Students Act (DASA) Workshop

Please visit the Office of Teacher Education Certification Workshop website to register for the workshops.

New York State Education Department (NYSED) mandates teacher certification requirements that are needed for program completion and graduation which are listed on the Office of Teacher Education website at www.tc.edu/ote.

Elementary Inclusive Education

M.A. | Points/Credits: 56 | Entry Terms: Spring, Summer, Fall | Certification: NY State Initial: 1-6, NY State Initial: Students with Disabilities (All Grades), NY State Gifted Ed. Extension

The Gifted Extension option allows students in the Elementary Inclusive Education Program to pursue the New York State extension in Gifted Education along with dual certification in Childhood Education (Grades 1-6) and Teaching Students with Disabilities (All Grades) by including 12 credits in gifted education in their course study. Students who choose this option complete an additional semester of student teaching (3 credits) in a gifted education setting along with three courses in gifted education.

Course Requirements for the 56-Credit Program (MA-GFEX-DUAL)

M.A. Elementary Inclusive Education and Teaching Students with Disabilities with Gifted Extension

Student Teaching Semesters - Restricted to Student Teachers

Course #, Course Name, and Credits

- C&T 4123 Student Teaching Methods: Inclusive Teaching Seminar (Spring) 3
- C&T 4124 Student Teaching Methods: Inclusive Teaching Seminar II (Fall) 3
- C&T 4726 Professional Laboratory Experiences/Student Teaching in Elementary Schools (small groups) 3
- C&T 4729 Professional Laboratory Experiences/Student Teaching in Elementary Schools 3
- C&T 4132 Learning and Teaching in the Primary Reading/Writing Classroom 3
- C&T 4019 Literacy Supports 3

Foundations and Methods Courses

Course #, Course Name, and Credits

- C&T 4000 Disability, Exclusion, and Schooling 3
- C&T 4320 Practicum for Disability, Exclusion, and Schooling 0
- C&T 4143 Social Studies for Justice and Inclusion: Elem and Mid Grds 3
- MSTC 4040 Science in Childhood Education 3
- MSTM 5010 Mathematics in the Elementary School 3
- Various Educational Foundations * (Philosophy/Social Science in Education or Child Development) 3
- C&T 4037 Relational Approaches to Challenging Behavior 2
- C&T 4060 Literacy for Students with Significant Disabilities 3
- C&T 4321 Practicum for Literacy for Students with Significant Disabilities 3
- C&T 4301 Educational Assessment of Students with Disabilities (All Grades) 3

Gifted Education Extension

Possibilities include, but not limited to:

Course #, Course Name, and Credits

- C&T 4021 Nature and Needs of Gifted Students 3
- C&T 4022 Instructional Models in the Education of Gifted Students 3
- C&T 4025 Nurturing Talents & Gifts during the Early Childhood Years 2-3
- C&T 4702 Student Teaching: Gifted 3
- C&T 5024 Planning and Implementing Programs for Gifted Students 3
- C&T 5506 Seminar in Gifted 3

*An appropriate undergraduate course may be substituted for this requirement; please consult with Program Faculty.

Note: For initial teaching certification in New York State, the New York State Education Department (NYSED) requires you to complete three teacher certification workshops:

- Child Abuse Identification & Reporting Workshop
- School Violence Prevention & Intervention Workshop
- Dignity for All Students Act (DASA) Workshop

Please visit the Office of Teacher Education Certification Workshop website to register for the workshops.

New York State Education Department (NYSED) mandates teacher certification requirements that are needed for program completion and graduation which are listed in on the OTE website at www.tc.edu/ote.

Elementary Inclusive Education

M.A. | Points/Credits: 32 | Entry Terms: Spring, Summer, Fall

Students in this Elementary Inclusive Education Program will earn an M.A. degree.

Course Requirements for the 32-Credit Program (MA-ELEM)

M.A. Elementary Inclusive Education

Foundations and Methods Courses

Course #, Course Name, and Credits

- C&T 4000 Disability, Exclusion, and Schooling 3
- C&T 4143 Social Studies for Justice and Inclusion: Elem and Mid Grds 3

- C&T 4502 Master's Project (Year-long) 2
- C&T 4124 Student Teaching Methods: Inclusive Teaching Seminar II 3
- C&T 4301 Educational Assessment of Students with Disabilities 3
- C&T 4037 Relational Approaches to Challenging Behavior 3
- Educational Foundations course*: Various (Philosophy/Social Science in Education or Child Development) 3

Suggested Course Groupings

Disability/Inclusion Emphasis

- C&T 4001 Differentiating Instruction in Inclusive Classrooms 3
- C&T 4060 Instructional Approaches for Students with Complex Support Needs 3
- C&T 4019 Literacy Supports 3
- Elective (Various) 3

Pedagogical Emphasis

- MSTC 4040 Science in Childhood Education 3
- MSTM 5010 Mathematics in the Elementary School 3
- C&T 4135 Emergent Bi/Multilingual Learners in Incl Eng-Medium Clssrms 3
- C&T 4132: Language and Teaching in the Primary Reading/Writing Classroom 3 or
- C&T 4019 Literacy Supports 3

Optional Elective

- C&T 4200: Fieldwork in Curriculum and Teaching 3

*An appropriate undergraduate course may be substituted for this requirement; please consult with Program Faculty.

Program Faculty

Faculty

- Grace Tamara Handy

  Assistant Professor of Disability Studies in Education

- Srikala Naraian

  Professor of Education

Professors of Teaching

- Britt Kjerstin Hamre

  Assistant Professor of Teaching

- Kara G. Hollins

  Assistant Professor of Teaching

- Jean YiChin Wong

  Assistant Professor of Teaching

Program Courses

C&T4000 Disability, Exclusion, and Schooling

This course explores the cultural and historical foundations of ableism in the U.S., with a particular emphasis on how it operates within K–12 educational settings. We will examine current legal and bureaucratic structures, discourses, and practices, while also learning about the pedagogical supports necessary to provide students access to equitable education. We will also consider the ways in which disability status intersects with other facets of identity – such as one's race, ethnicity, class, language background, gender, sexuality, religious [non]affiliation, etc. – to understand how intersections work in tandem in the sociocultural processes of exclusion in schools. The course is open to all; it is designed to address issues relevant to educators, administrators, and policymakers who work with students with disabilities.

C&T4019 Literacy Supports

The course explores the teaching and assessment of literacy for developing readers with an emphasis on providing multiple pathways for students to access and interact with texts in meaningful ways. Throughout the course, we investigate teaching practices that build students' knowledge and flexible use of key dimensions of reading. The framing and content of this course draw on disability studies in education (DSE) (Collins & Ferri, 2016) as a way to frame and understand the teaching of elementary students to read. That is, the course takes up the idea that literacy exists on a continuum and develops across an individual's lifetime (Koppenhaver et al., 1995) and rejects the notion of a literate/nonliterate dichotomy (Biklen, 2007; Keefe and Copeland, 2011). As such, the course is designed to teach preservice educators to presume competence (Biklen & Burke, 2006) and engage in asset-based, relational approaches with students.

C&T4037 Relational Approaches to Challenging Behavior

This course explores the possibilities for building strong classroom communities when students' behavior is understood as communication rather than defiance and when supports are understood as relational rather than punitive. Course content critiques punishment and reward systems for disciplining and managing students. Punishment systems, behavior modification, positive behavior support approaches, and functional behavior analysis programs are typically implemented for students with disabilities and youth of color and are exclusionary, oppressive, ableist, and carceral. We'll examine approaches that focus on compliance and zero-tolerance policies, which are a gateway to funneling youth into the school-to-prison pipeline. This course emphasizes approaches that build trusting relationships with families and colleagues, are culturally sustaining, and inclusive. We will focus on healing practices, restorative justice, conscious discipline, and collaborative and proactive solutions. We will also illuminate how these practices intersect with disability studies, anti-oppressive, and abolitionist principles and pedagogies.

C&T4060 Instructional Approaches for Students with Complex Support Needs

This course offers an in-depth understanding of pedagogic strategies to support the instruction of students with complex support needs. Students will critically examine conceptions of literacy development and models of skill instruction for students labeled "significantly disabled." Students will explore literacy as a complex set of social practices that include the use of multiple modalities for learning. Particular attention is paid to older emergent readers, assessment, and integration of a wide range of assistive technologies (AT), including the use of augmentative and alternative communication systems, within curriculum and instruction.

C&T4123 Curriculum and Instruction in Elementary Inclusive Education

Curriculum and Instruction in Elementary Inclusive Education is an introduction to teaching, learning, curriculum, and child inquiry in elementary classrooms. In keeping with the conceptual framework that undergirds teacher education at Teachers College, the course emphasizes inquiry about children and classrooms, planning instruction, and preparing to be inclusive, social justice-oriented educators. The four major frames, which will be interwoven throughout the semester, include: 1) To explore the complex intersections among ableism, racism, classism, heteronormativity, linguicism and other forms of ideological oppression in students' experiences of marginalization and exclusion in schooling; 2) To engage in critical reflection on one's own beliefs and practices, as well as in critical reflection on the structures, practices, and discourses of inclusive education; 3) Presuming competence in children and their families: developing a capacity (rather than deficit) perspective and focusing on student learning (rather than achievement); 4) Taking an inquiry approach to learning to teach which includes abolitionist teaching, cultivating genius, classroom discourse and social change as it intersects with inclusive teaching.

C&T4124 Curriculum and Instruction in Elementary Inclusive Education

Core is an introduction to teaching, learning, and curriculum in elementary classrooms. In keeping with the conceptual framework that undergirds teacher education at Teachers College, the course emphasizes inquiry about children and classrooms, planning curriculum and instruction, and preparing to be social justice-oriented educators. This course is designed to support student teachers to become curriculum designers and evaluators, with children at the center of this planning. We undertake this work with a commitment to inclusivity and social justice, and an inquiry-based approach. This course invites course participants to take up the challenge of sustaining these commitments as they navigate the complex terrain of schooling and its fixed requirements for adequate performance. Through the understanding of curriculum development and a UbD and UDL framework, it offers beginning teachers opportunities to approach teaching as an intellectual and moral endeavor that requires thoughtful decision-making and purposeful collaboration. Additionally, collaborative teaching as a key tenet of inclusive teaching is explored.

C&T4132

Examines principles of literacy learning in young children and introduces theories, practices, and materials for teaching reading/writing in primary grades in diverse settings.

C&T4135 Emergent Bi/Multilingual Learners in Incl Eng-Medium Clssrms

This course is an introduction to the education of emergent multilinguals. It is designed to prepare educators to teach students who are identified as English Language Learners in classrooms that are not designated as bilingual settings, and it is particularly relevant for monolingual, English-speaking teachers. We will learn about second language acquisition and engage with pedagogical approaches that build on students' knowledge from asset-based frameworks (e,g., UDL and translanguaging). We will examine historical, legal, cultural, linguistic facets of education relevant to emergent bilinguals and consider the responsibilities of teachers in navigating these areas. We will explore current issues and tensions among research, policies and practices in educating multilingual learners, with particular attention to the forms of intersectional marginalization disabled, multilingual learners experience both institutionally and interpersonally. This course is open to students across the College.

C&T4143 Social Studies for Justice and Inclusion: Elementary and Middle Grades

Are you committed to teaching the truth about complex history? This course is grounded in a critical antiracist, anti-oppressive perspective. Students will expand their content knowledge of United States history and learn methodological practices for teaching Social Studies with a focus on justice and inclusion. In developing and analyzing social studies curriculum, one must be enriched by a multiplicity of perspectives and likewise critical of cultural and social exclusion. In this course, students will engage in work that recognizes divergent viewpoints on curriculum; the deconstruction of archetypes and stereotypes; critiques of power, politics, and media; controversial subjects; the arts; social action; and future visions for social studies teaching and learning. Assignments and course materials are inquiry-based and multimodal. You'll have the opportunity to engage in self-directed research, field trip planning, and book clubs, all of which demand creativity, innovation, art, and critical thinking.

C&T4301 Educational Assessment of Students with Disabilities PK-12

This course is designed to acquaint educators with a range of formal and informal tests and assessments used to identify and support students with disabilities in PK-12 settings. The purpose of this course is to engage educators in critically evaluating how assessments are designed and conducted and what these practices and processes mean in terms of equity in inclusion for students with disabilities. This course is not just about examining assessments and how to use them, but pays attention to the ways in which assessments can both help and harm students with disabilities. This course is designed within a larger framework of critical disability studies and disability justice, paying attention to the ways in which we can address persistent inequities in the field of special and inclusive education, and elevate and enrich how we teach and support students in our classrooms.

C&T4320 Practicum for Disability, Exclusion, and Schooling

This practicum supports students' understanding of course concepts introduced in C&T 4000: Disability, Exclusion, and Schooling. It provides a field-based experience that connects theory to practice as students examine the cultural, historical, and ideological constructions of disability in schools. The practicum focuses on special education systems and practices within the New York City Department of Education. Students gain experience working with PK–12 students across diverse urban school settings and are required to spend one day per week engaged in fieldwork.

C&T4321 Practicum for Instructor Students with Complex Support Need

This practicum is designed to support students' learning of pedagogical strategies for working with students with complex needs (Grades PK–12) and to deepen understanding of course concepts introduced in C&T 4060: Instruction for Students with Complex Support Needs. The field component integrates theory with practice as students examine the structural frameworks and instructional models that shape the education of students with complex needs. Students work directly with learners in small-group and individualized settings, engaging in observation, participation, and leadership of classroom activities. Students are required to spend a minimum of two days each week engaged in the practicum.

C&T4726 Prof Lab Exp-Stu Tchg:Elm Schl

As part of this course, you will participate in a student teaching field placement for the equivalent of 3.5 days a week in a New York City public school classroom (Grades 1-6). This immersive and intensive field placement is supported by the mentorship of a classroom teacher. The cooperating teacher and Teachers College staff members share in coaching and supervision, including formal and informal observations. This hands-on experience will provide you with invaluable opportunities to refine your lesson planning and teaching practice with students in one-on-one, small-group, and whole-class settings. Students complete daily and weekly reflection logs, lesson plans, and specific teacher practices to support their learning. This course also includes a seminar with program faculty designed to foster a supportive learning

community for emerging educators, with an emphasis on developing inclusive lesson plans, supporting emergent bilinguals, collaboration, and communication. We will explore strategies for navigating both the instructional and relational aspects of your field placements.

C&T4729 Prof Lab Exp-Stu Tch: Elem Ed

This seminar is intended for students in the Elementary Inclusive Education Program during the second semester of student teaching. It includes an intensive field placement in grades 1–6. Placements are situated in diverse New York City Department of Education classrooms, offering rich opportunities to apply theory to practice. Alongside their fieldwork, students will participate in a weekly seminar that serves as a space to connect practice with scholarship. Students will document their reflections through journal writing and peer sharing, using their insights to explore issues central to inclusive and equitable education. Seminar sessions will incorporate focused study on educational topics that emerge from students' reflections. Students will work in inquiry teams to investigate areas of professional interest, thereby contributing to a shared community of professional knowledge and practice.

Gifted Education

Program Description

The Program in Gifted Education at Teachers College, Columbia University, takes a critical approach to the education of students typically identified as gifted. Although students leave the program well-grounded in the traditional theories and practices of the field to the point where they are qualified to teach in programs for gifted students in the public and independent schools, our program positions gifted education in the nexus of race, ethnicity, social class, gender, and other sociopolitical factors that have influenced and continue to influence the field in profound ways.

Program Degrees

Expand the accordion(s) to view the degree requirements:

Gifted Education

M.A. | Points/Credits: 32 | Entry Terms: Spring, Summer, Fall

Program is not accepting applications for the 2027 year.

The Nature of Giftedness (7-12)

Required Courses:

- C&T 4021 Nature and needs of gifted students (2-3)
- C&T 4026 Exceptionality and intelligence (2-3)
- C&T 5506 Seminar in gifted education (3)

Elective Course:

- C&T 4025 Educating young potentially gifted children (2-3)

Teaching Gifted Students (6-8)

Required Courses:

- C&T 4023 Differentiated curriculum for gifted students (2-3)
- C&T 4022 Instructional models in the education of gifted students (1-2)
- C&T 4024 Planning and implementing programs for gifted students (3)

Out-of-Program Requirements (6 credits minimum)

Additional Teachers College Courses to be determined in consultation with your advisor.

Field Placement (3)

- C&T 4702 Student teaching-giftedness (3)
- C&T 5302 Advanced practicum-giftedness (3)

Culminating Project (0)

A culminating project is arranged in consultation with the student's advisor that demonstrates ability to integrate theoretical knowledge with practical problems and issues in gifted education.

Gifted Education

M.A. | Points/Credits: 32 | Entry Terms: Spring, Summer, Fall | Certification: NY State Gifted Ed. Extension

Program is not accepting applications for the 2027 year.

The Nature of Giftedness (7-12)

Required Courses:

- C&T 4021 Nature and needs of gifted students (2-3)
- C&T 4026 Exceptionality and intelligence (2-3)
- C&T 5506 Seminar in gifted education (3)

Elective Course:

- C&T 4025 Educating young potentially gifted children (2-3)

Teaching Gifted Students (6-8)

Required Courses:

- C&T 4023 Differentiated curriculum for gifted students (2-3)
- C&T 4022 Instructional models in the education of gifted students (1-2)
- C&T 4024 Planning and implementing programs for gifted students (3)

Out-of-Program Requirements (6 credits minimum)

Additional courses to be determined in consultation with your advisor.

Field Placement (3)

- C&T 4702 Student teaching-giftedness (3)
- C&T 5302 Advanced practicum-giftedness (3)

Culminating Project (0)

A culminating project, arranged in consultation with your advisor, that demonstrates your ability to integrate your theoretical knowledge with practical problems and issues in gifted education.

New York State Education Department (NYSED) has teacher certification requirements that are needed for program completion and graduation which are listed in the Office of Teacher Education section of the catalog.

Program Faculty

Faculty

- James H Borland

  Professor of Education

Program Courses

C&T4021 Nature and needs of gifted students

This introductory course in gifted education explores a number of issues related to the psychology and education of gifted students, including conceptions of giftedness, educational provisions for gifted students, creativity, and economically disadvantaged gifted students. Issues of race, class, gender, and disability status as they interact with the construct of giftedness are examined.

C&T4022 Instructional models in the education of gifted students

What should gifted students learn? How can we differentiate the curriculum for gifted learners in order to meet their special needs more effectively? These and other questions will be addressed in this course devoted to the discussion, analysis, and evaluation of instructional models designed or adapted for gifted students. Emphasis will be placed on the principles of curricular differentiation and on providing an overview of a range of models designed to modify content, enhance the development of thinking skills, and enhance creativity. Issues of defining giftedness and of defensible differentiated curriculum will also be explored.

C&T4023 Differentiated curriculum for gifted students

This course examines the characteristics of appropriate and defensible curriculum for gifted children and youth. Particular emphasis is placed on instructional strategies, curriculum theories, flexible grouping techniques, and meeting the needs of gifted learning in the regular classroom.

C&T4025 Nurturing Gifts and Talents in the Early Childhood Years

The theme of this course centers on the potential and promise of all young children ages three through eight. Through workshop style sessions, visits to our early childhood lab school on campus, and guests talks from practitioners, we will grapple with how best to support each child's interests, passions, and over all development. We will take a critical stance as we examine the "deficit" perspective that disregards each child's full and unique profile. In our time together we will sample a variety of topics and ponder the best ways to support and celebrate the development of the full potential of our youngest learners.

C&T4026 Giftedness and Intelligence

In this course, we explore theories of intelligence, which have served as a theoretical basis for the field of gifted education from its beginning. Starting with the work of Francis Galton in the 19th century and following through to the present day, we will critically examine and problematize such constructs as intelligence, creativity, and giftedness as well as such related topics as mental measurements.

C&T4027 Differentiated instruction of gifted students in the heterogeneous classroom

Gifted students are present in almost every elementary, middle school, and high school classroom. The educational needs of these students can and must be met within this context. This workshop will provide an overview of curricular and instructional strategies designed to enhance the optimal development of gifted learners (and all learners) in the regular classroom. Topics will include general curricular modifications, management techniques, instructional strategies, individual learning opportunities, and outcomes and assessments. Special consideration will be given to those methods of differentiation that can be integrated readily into the learning environment of mixed-ability classrooms.

C&T4029 Creativity: Its nature and nurture

An examination and critical appraisal of theories of creativity, test development to measure creativity, and methods designed to enhance the creativity of children and adults.

C&T5024 Planning and Implementing Gifted Programs

In this course, we examine factors affecting the planning and implementation of programs for students identified as gifted, components of gifted programs, and a systems approach to program planning. Students develop written program plans for specific settings. Issues of race, class, gender, and disability status as they affect the planning of gifted programs are examined. No prior experience with or knowledge of gifted education is required.

C&T5302 Advanced practicum-giftedness

Permission required. Guided experiences for advanced students in Giftedness. Supervised group field visits. Initial internships arranged. Students submit reports analyzing experiences.

C&T5506 Seminar in gifted education

This is a topical seminar that examines current issues in the field of gifted education. Leading thinkers in the field join us via Zoom to discuss papers they have written and we have read. Among the topics we focus on are instructional differentiation. twice-exceptional students, creativity, underserved populations of gifted students, talent development, and equity and gifted education.

C&T5902 Independent study--giftedness

Permission required. Qualified students work under guidance on practical research problems. Proposed work must be outlined prior to registration; final written report required.

Literacy Specialist

Program Description

The Literacy Specialist Program offers the M.A. degree in literacy education–a 32-point program leading to New York State teacher certification as a Literacy Specialist. This Program is designed to immerse the literacy educator in an intense study of practice, theory, and research. The eventual goal is to equip each participant to assume a leadership role in literacy education.

The Program regards the teaching of reading and writing as complex undertakings, and strives to equip its students to teach well. Students investigate individual literacy learning, group literacy learning, teacher development, community partnerships, institutional change and other contemporary and political issues facing literacy education. The Program assumes that teachers' own literacy work will be a source of knowledge and inspiration in their teaching. Students write creatively as well as professionally, participate in their own reading clubs, and keep portfolios of their own reading and writing development.

The TC faculty in literacy has a long history of social action with areas of special interest that include content area literacies, curriculum development in reading and writing, children's literature, school reform, ethnographic studies of literacy, teacher development, process approaches to reading and writing, and the impact of class, race, and gender on literacy learning. Students participate in challenging courses, engage in readings, learn from mentorships, and conduct their own action-research projects in which they demonstrate their abilities to synthesize theory and practice and to weave the two throughout their individual work.

Candidates who wish to research and improve their own literacy teaching or serve in leadership positions to help others do the same are encouraged to apply, as are those who intend to engage in scholarly work and continue their education through the doctoral level.

Program Degrees

Expand the accordion(s) to view the degree requirements:

Literacy Specialist MA

M.A. | Points/Credits: 32 | Entry Terms: Spring, Summer, Fall | Certification: NY State Initial: Literacy All Grades

Students may enroll in this degree program full-time or part-time. The basic curriculum for M.A. degree students includes:

Core: Required of all students

- C&T 4138 Teaching literacy in the early years (2-3)
- C&T 4139 Constructing critical readers (2-3)
- C&T 4151 Teaching of writing (2-3), or C&T 5520 Advanced Teaching of Writing (2-3 points)
- C&T 4200 Fieldwork in curriculum and teaching (6) 2 semesters for 3 credits each
- HBSK 4072 Theory and techniques of reading assessment and intervention (3)
- C&T 4140 Literature for younger children (2-3) or
- C&T 4141 Literature for older children (2-3)
- C&T 5037 Literacy, culture, and the teaching of reading (2-3)

Master's Action Research Project: Required of all students (1 point)

- C&T 4502 Master's project (1)

Completion of Master's Action Research Project

Out of Program electives: Required of all students (6 points). To satisfy the college breadth requirement, students must complete 3 points in addition to HBSK 4072 (3), which is part of the core. (A course for this purpose is defined as one in which a minimum of 2 points is earned outside the program).

Within-Department electives: Required of all students (4 points) Students must select 4-6 credits of literacy electives offered within the department, including two courses from the following list:

- IC&T 4140 Literature for younger children (2-3)
- C&T 4141 Literature for older children (2-3)
- C&T 4835: Improving Reading Instruction (1-2 points)
- C&T 4137 Literacy and learning in the content areas (2-3)

New York State Education Department (NYSED) mandates teacher certification requirements that are needed for program completion and graduation which are listed in the Office of Teacher Education section of the catalog.

Program Faculty

Faculty

- Lucy M Calkins

  Robinson Professor in Children's Literature

- Maria Paula Ghiso

  Professor of Literacy Education

Professors of Teaching

- Rachel Powers Knight

  Assistant Professor of Teaching

Emeriti

- Marjorie Gail Siegel

  Professor Emerita of Education

Adjunct Faculty

- Carmela B. Gustafson

  Adjunct Professor

Program Courses

C&T4137 Content Area Literacies

This course will introduce students to a toolkit of theories and practices to aid them in rethinking and redesigning literacy practices used in teaching mathematics, science, social studies, and other content areas.

C&T4138 Teaching literacy in the early years

This course examines theory, research, and practice of literacy learning and teaching in the early years. The course emphasizes early literacy development from preK to the primary grades, the sources of support and difficulty provided by books and other texts, methods of teaching early literacy (including approaches to assessing and teaching decoding, spelling, fluency, text use, and comprehension), and how to infuse children's multilingual resources, experiences, and interests in the curriculum.

C&T4139 Constructing critical readers

This course bridges research-to-practice. Students learn to construct and adapt curriculum so as to support oral language, knowledge generation, comprehension strategies, writing about reading and executive functioning. Students will draw on the active view of reading, Next Generation Standards, and formative assessments, k-6.

C&T4140 Literature for younger children

This course helps teachers develop a deep knowledge of PK-grade 2 literature. Course participants will come to understand the sources of difficulty and support that particular books provide learners, and ways in which informed instructors can use books as co-teachers. Participants will study how particular texts can provide special supports for certain reading behavior. They will study texts that teachers might use for reading aloud, shared reading, thematic studies, direct instruction of specific skills, and independent reading. Course participants will learn about various genres of literature for young children with emphasis upon criteria for selecting and interpreting quality material. This course will also engage students in exploring critical literacy.

C&T4141 Literature for Older Children

This course aims to help participants come to know the series books, mysteries, historical fiction, fantasy, and realistic fiction that commonly fill the shelves of upper grade and middle school classrooms. Students will consider children's developmental issues, theories of reading, and emphasis on literary qualities—such as genre, author's style, theme, and character—to create meaningful, literature-based curricula.

C&T4151 Teaching of writing

This course integrates theory and practice for teachers. Topics include writing development, reading-writing connections, and classroom methods for teaching the writing process in elementary classrooms.

C&T4200 Fieldwork-Curriculum & Teachng

Students will observe and critically reflect on curriculum, instruction, assessment, learners, and professional development in a variety of educational contexts. Classroom placements can be arranged for students who need to fulfill the 50-hour practicum requirement for professional certification in elementary and secondary classrooms.

C&T4502 Master's Project

Students work to complete the required Master's integrative project.

C&T4835 Improving Reading Instruction: Drama and Theatre

Improving Reading Instruction (1 point): This seminar explores how to infuse drama and performance approaches with the read-aloud experience, to enhance students' engagement with reading and comprehension of texts.

C&T5037 Literacy, Culture and the Teaching of Reading

This course examines the intersection of literacy and culture in creating more equitable educational opportunities. We explore children's and youth's literacies in and out-of-school, critical literacy, inquiry perspectives on reading and writing, and how the curriculum might be re-imagined to honor and build on community knowledge.

C&T5520 The Writer's Craft

This course integrated theory and practice in teaching writing. The emphasis will be on developing methods of teaching writing to become skilled at conferring, assessing, teaching minilessons, leading small group instruction, making reading writing connections, and designing curriculum.

Teachers College
COLUMBIA UNIVERSITY

Academic Catalog 2026-2027

Education Policy & Social Analysis

46 pages

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Education Policy and Social Analysis

Department Mission

The mission of The Department of Education Policy and Social Analysis is to engage in cutting-edge research and teaching to address critical problems affecting education and to contribute to informed analysis and action to promote educational achievement and equity.

EPSA starts out with a broad and inclusive view of the kinds of issues that its faculty and students might consider important to address. Explicitly, we are interested in both formal institutions of schooling and the political, bureaucratic, organizational, economic, and social factors that profoundly affect both schools and the broader educational enterprise. We are interested in the role that families, communities, and civil society can play in promoting education outside the school building walls. We have a special interest and capability in addressing issues from pre-K through higher education, in identifying ways in which laws and institutions affect education, and in understanding the growing role of private for-profit and nonprofit organizations in delivering education technologies and services. Issues relating to racial and socioeconomic equity are central to the research and teaching interests of many of our faculty members and students.

Students in this Department will develop general skills of policy research and analysis, along with general perspectives on policy development and implementation that are widely applicable to other domains of public policy. We do hope to link education policy with other social issues and domains such as health policy. Social analysis grounded in disciplinary studies in sociology, political science, and economics should inform applied policy studies and vice versa.

History and Education

Program Description

The Program in History and Education is one of the oldest at Teachers College, as the history of education was one of the first focal areas in the university study of education. Many of the earliest doctoral dissertations at Teachers College examined historical subjects, even whenstudents aspired to careers in curriculum, guidance, and administration. Today, students and faculty in the Program research the historic development and impact of a range of topics important to the life of schools and communities today, including school finance, discipline policy, school governance, curriculum, teacher education, higher education access, and parent and student activism for educational justice.

The Program addresses important educational questions first, by examining the ideas, individuals, communities, and institutions of the past to understand their influence on their own times and second, by bringing historical knowledge and perspective to bear on current educational issues. Course topics include the educational history of the United States, of US cities, of education policy, and more. Students take courses in historical research methods and refine their skills through supervised research projects focused on their areas of interest. In line with faculty strengths and interests, most students focus on topics in the history of education in the United States, but some work independently and with faculty in other areas of Teachers College and beyond to take up comparative or international historical research.

Graduates of the program work as research scholars in non-profit organizations, institutes, government agencies, and in many other spaces where a deep understanding of education in historical perspective is essential. Some continue in the K-12 classroom, where their practice and advocacy can be informed by their historical understanding. At the doctoral level, the Program prepares people to teach in graduate schools of education, undergraduate departments of education or education studies, departments of history, theological seminaries, or other academic institutions.

The Program is open to students of broad and diverse backgrounds who can give evidence of academic competence (particularly as careful readers and clear writers) and a deep interest in historical inquiry in education Each student in the Program is expected to take courses in the history of education, as well as in the broader fields of social, political, and cultural history. Students can also take courses in areas of education, including policy, curriculum, and more - that complement and support their specialized areas of interest within the history of education.

Students in the Program are encouraged, with their advisor's guidance, to make full use of resources offered by other programs at Teachers College, Columbia University, the Jewish Theological Seminary, and Union Theological Seminary, and through the InterUniversity Doctoral Consortium.

For more information, contact the Program Manager for the Program in History and Education. For information about applications and degree requirements, and for profiles of program faculty, students, and alumni, visit https://www.tc.columbia.edu/education-policy-and-social-analysis/history-and-education/.

Note: The Program in History and Education does not offer degree programs leading to public school teacher certification. For students interested in becoming certified public school teachers, please see the relevant teacher education programs, such as the Program in the Teaching of Social Studies in the Department of Arts and Humanities.

Program Degrees

Expand the accordion(s) to view the degree requirements:

History and Education

Ed.M. | Points/Credits: 60 | Entry Terms: Fall

The Master of Education requires 60 points, at least 30 of which must be completed under the auspices of Teachers College. Students must complete a formal master's essay under the supervision of their academic advisor.

History and Education

M.A. | Points/Credits: 30/32 (dep. on course selection) | Entry Terms: Fall

The Master of Arts degree program offers two approaches:

1. 30 points and a formal master's essay, or
2. 32 points and a special project.

Topics and preparation of the essay or the special project are to be determined in consultation with the student's advisor.

At least 15 of the points taken for the degree must be in the field of history and education.

History and Education
Ph.D. | Points/Credits: 75 | Entry Terms: Fall

The Doctor of Philosophy degree requires 75 points, of which 45 must be in history coursework, a certification examination, and the completion of a doctoral dissertation. Students must complete a one-year quantitative analysis course sequence and demonstrate reading proficiency in one language other than English.

Program Faculty

Faculty

- Ansley T. Erickson

  Associate Professor of History and Education Policy

Visiting Professors

- Michael Charles Johanek

  Visiting Assistant Professor of Teaching

Emeriti

- Thomas James

  Professor Emeritus of History and Education

Adjunct Faculty

- Deidre Bennett Flowers

  Adjunct Asst Prof

- Rachel Klepper

  Adjunct Asst Professor

- Ajua Paule-Andree Kouadio

  Adjunct Asst Professor

Program Courses

EDP5063 US Education Policy in Historical Perspective

This course takes a historically-informed approach to examining educational policy in the U.S. and will mix some limited presentations with seminar-style discussions. The course invites your sustained exploration of current educational policy through various historical perspectives. The course sessions break out thematically into three parts. First, we'll look to frame ed policy in a wider educational landscape, via a comprehensive view of education, exploring what it

means, what it includes, and the purposes it serves. We'll then shift to some underlying dilemmas embedded in our history, primarily relating to civil religion, markets, law, place, ideology, and community. Finally, we'll focus in on a handful of topic areas that reflect a messy mix of those dilemmas – homeschooling, school finance, community schooling, and social media. Your own experiences, expertise, and inquiries will add immeasurably to the content of the course, and your active participation will be invited. In all of this, there will be some special attention to Chicago as a context for our explorations. This should allow us to attend to the reality – and challenge -- of how distinct policy topics or dilemmas play out in intertwined ways on the ground across time.

EDP7501 Dissertation Seminar

Faculty. Permission by instructor required. Required of doctoral students in the semester following successful completion of certification examinations.

EDPH4060 History of Education in NYC

An examination of the city's educational institutions from the perspective of the different school populations who attended them over the course of the 19th and 20th centuries.

EDPH4070 History of Education in the US

Considers the development of American education in the context of American social and intellectual history.

EDPH4076 History of Urban Education

Understanding the development of schooling in US cities, with an emphasis on social, economic, and spatial changes in the metropolitan environment and their interactions with schools.

EDPH4901 Research and Independent Study: History and Education

Permission of instructor required.

EDPH5070 History and Theory of Higher Education

What is the purpose of higher education, and how has its purpose changed over time? In this course, we will investigate this fundamental question by contextualizing how religious, cultural, political, and international dynamics have contoured American higher education since the origins of the first colonial colleges to its present-day policies and issues.

EDPH5076 History of African-American Education

This course introduces students to African American education history in the United States from the mid-nineteenth century through the twentieth century. The students and professor will explore African American education before and after emancipation, the growth of segregated education institutions following Reconstruction, and African Americans' efforts to desegregate schools during the twentieth century. Education development for descendants of Africans enslaved in the United States began in the slave quarter community. It was carried on informally despite efforts to contain their ability to gain an education. Our study of this history starts near the end of legalized slavery in the United States and seeks answers to the following questions. · What type of education did enslaved persons receive before emancipation? · How did education for African Americans develop and change over time? · What forces shaped the curricula of schools educating African American Students? · How did racial ideology affect the education provided to African Americans? · Was desegregation a good thing? · Has desegregation or efforts towards achieving education equity been achieved? Assignments allow students to connect this historical knowledge to the work they will engage in as they pursue their professional careers. It is also intended to broaden students' understanding of what James

Anderson, in The Education of Blacks in the South, 1860 -1935, calls “schooling for both democratic citizenship and schooling for second-class citizenship” and notes that both types of schooling “have been basic traditions in American Education.” (Anderson, 1)

EDPH5190 Old and New Histories of Higher Education Institutions

This research seminar, open to students from any program, supports research on the history of Teachers College as an academic institution. The last history of TC was published in 1954. New histories are vitally needed now. Fresh evidence, more recently published scholarship, and alternative perspectives make this endeavor an excellent opportunity for students to engage in historical research.

EDPH5670 Colloquium in History & Educ

Discussion of research and teaching topics in history and education. Permission of instructor required.

EDPH6041 Historical Method

Methods, principles, and problems of historical research and interpretation. Designed for students throughout the College undertaking systematic inquiries on historical topics.

EDPH6901 Rsch Indp Study:History & Educ

Permission of instructor required.

EDPH8901 Diss Advsmnt:History & Educatn

Faculty. Individual advisement on doctoral dissertations. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration for Ed.D./Ph.D. degrees.

Economics and Education

Program Description

Why Economics & Education?

Economic concepts and analytic methods are increasingly influential in education policy and administration, and graduates who can combine quantitative skills with substantive expertise are in high demand. Our program prepares students to apply the economic approach, as well as its methodological tools, to contemporary education policy issues both domestically and globally.

Why Teachers College, Columbia University?

If you want examples of how economic concepts and methods can be applied to real-world education research and policy, check out some of the work highlighted in our faculty profiles. Our faculty includes renowned scholars studying higher education, K-12 educational institutions, educational markets and privatization, and international education and economic development, among other areas. Our scholars play prominent roles in their respective areas of specialization and their work is featured regularly not only in academic publications but also in policy conversations around the world.

Our program is situated in a dynamic intellectual environment: a world-class institution in a world-class city. Students in the Economics & Education program benefit from the rich, multidisciplinary environment within TC's Department of Education Policy and Social Analysis (EPSA), which also includes academic programs in Education Policy, History and Education, Politics and Education, and Sociology and Education. Students and faculty across the five Programs interact around shared research and policy interests, and students in the Economics and Education Program are encouraged to take advantage of the broader resources in EPSA. These broader resources include not just relevant course offerings, but also policy events, seminars, student-led "pop-up" conversations on current topics, job networking events, and social gatherings. And of course, the infinite social, cultural, and intellectual opportunities of New York City are all right outside your doorstep.

What will I do in the program?

Students in our M.A., Ed.M. and Ph.D. degree programs take courses in core areas including applied microeconomics, the economics of education, education and economic development, econometrics, statistical analysis, and benefit-cost analysis. Beyond required coursework, students in each degree program can choose from a range of elective courses to individualize their experience and satisfy their unique interests and career objectives. With the help of an academic advisor, students select courses from those offered within the program of economics and education and supplement these with courses outside the department, including courses offered in other schools of Columbia University.

What do graduates do with their degrees?

Our M.A. and Ed.M. graduates have gone on to work in policy, administration, and data analysis roles within government agencies, schools, education research and advocacy organizations, foundations, and educational technology companies, as well as to pursue further study in related fields.

Our Ph.D. graduates have gone on to research, leadership, and academic teaching positions in a range of settings. Recent Ph.D. graduates are currently employed as tenure-track faculty members at both domestic and international postsecondary institutions, as research associates at leading policy research organizations, and as institutional researchers for large urban school districts and colleges and universities.

Program Degrees

Expand the accordion(s) to view the degree requirements:

Economics and Education

Ed.M. | Points/Credits: 60 | Entry Terms: Fall

This 60-point degree program is intended for individuals who already have a graduate degree in a related field, and who would like to build upon that foundation with additional training in Economics and Education. Required coursework mirrors the requirements for the M.A. degree but gives students room to take more advanced courses in the economics and education concentration and related degree Programs (including the other Programs in EPSA as well as relevant courses in other Departments/Programs).

The curriculum of the program aims to build students' technical competence in the basic tools of educational management and policy making; provide the academic and professional environment for students to apply these skills; and educate students about the global educational landscape, including current thinking on educational reform and the financing of education. Please click on the course planning worksheet link below for specific course options and requirements. https://www.tc.columbia.edu/education-policy-and-social-analysis/economics-and-education/degrees--requirements/economics-and-education-edm/

In addition to completing required coursework, all Ed.M. students must complete an Integrative Project (I.P.) on a topic of their choice, under the guidance of a faculty advisor. The I.P. may take the form of original research and data analysis on a topic of interest or may entail a review and synthesis of the theory and evidence around a specific education-policy question. The goal of the I.P. is for the student to apply concepts and methodologies from the Economics and Education curriculum to a real-world issue in education.

All applications to enter the degree program are evaluated on an individual and holistic basis. However, the curriculum of the program assumes that students have some previous coursework (at least at the undergraduate level) in economics and basic statistics, possess intellectual maturity, and demonstrate an interest in education policy and practice. Compelling applications for admission demonstrate the applicant's capacity for success and also clearly explain how the Economics and Education curriculum fits with the applicant's past experiences and future goals.

Economics and Education

M.A. | Points/Credits: 33 | Entry Terms: Fall

The objective of the 33-point M.A. Program in Economics and Education is to equip education professionals and policy-makers with the skills required to interpret and synthesize education-related research, to design and implement effective educational policy, and to assess the consequences of education policy, both domestically and in international settings.

The degree program begins in the Fall term and can be completed within one calendar year with enrollment during the summer and careful course planning, although many students choose to take longer (for example, by taking the summer to work in a related area and returning to complete coursework in the subsequent fall term). Some students are able to work full-time while pursuing their degree, although this requires a flexible schedule since many courses are only held in the afternoon.

The curriculum of the program aims to build students' technical competence in the basic tools of educational management and policy making; provide the academic and professional environment for students to apply these skills; and educate students about the global educational landscape, including current thinking on educational reform and the financing of education. Please click on the course planning worksheet link below for specific course offerings and requirements. https://www.tc.columbia.edu/education-policy-and-social-analysis/economics-and-education/degrees--requirements/economics-and-education-ma/

In addition to completing required coursework, all M.A. students must complete an Integrative Project (I.P.) on a topic of their choice, under the guidance of a faculty advisor. The I.P. may take the form of original research and data analysis on a topic of interest or may entail a review and synthesis of the theory and evidence around a specific education-policy question. The goal of the I.P. is for the student to apply concepts and methodologies from the Economics and Education curriculum to a real-world issue in education.

All applications to enter the program are evaluated on an individual and holistic basis. However, the curriculum of the program assumes that students have some previous coursework (at least at the undergraduate level) in economics and basic statistics, possess intellectual maturity, and demonstrate an interest in education policy and practice. Compelling applications for admission demonstrate the applicant's capacity for success and also clearly explain how the Economics and Education curriculum fits with the applicant's past experiences and future goals.

Economics and Education

Ph.D. | Points/Credits: 75 | Entry Terms: Fall

This 75-point degree program is intended for individuals who want to acquire advanced training in the theory, methods, and practices in the economics of education. It is a highly selective program to prepare individuals for leadership roles in teaching, research, or administrative settings.

The coursework for this program consists of three parts: core courses, courses in research methods, and courses in a specialized area of study, such as higher education, early childhood education, field experimentation, or a regional focus. Students work on their dissertation under the guidance of faculty advisors within the program. All

degrees are conferred by Columbia University. Admission to the Ph.D. program is highly selective. All applications to enter the program are evaluated on an individual and holistic basis. However, the curriculum of the degree program assumes that students have some previous coursework in economics and statistics, possess intellectual maturity, and demonstrate an interest in education policy and practice. Compelling applications for admission demonstrate the applicant's capacity for success and also clearly explain how the Economics and Education curriculum fits with the applicant's past experiences and future goals.

Program Faculty

Faculty

- Thomas R Bailey

  President; George and Abby O'Neill Professor of Economics and Education

- Carolina Concha-Arriagada

  Assistant Professor of Economics & Education

- Alexander James Eble

  Associate Professor of Economics and Education

- Kirsten Slungaard Mumma

  Assistant Professor in Economics and Education

- Judith Scott-Clayton

  Professor of Economics and Education

Professors of Teaching

- Aparna Anand

  Assistant Professor of Teaching

Emeriti

- Henry M. Levin

  William Heard Kilpatrick Professor Emeritus of Economics and Education

Adjunct Faculty

- Henan Cheng

  Deputy Director of the Center on Chinese Education

- Brittany Jean Kenyon

  Adjunct Asst Professor

- Joydeep Roy

  Adjunct Professor

- Weipeng Zhang

  Adjunct Asst Professor

Program Courses

EDPE4050 Economics of Education

Teaches the basic economic concepts and methods to be used for further study and analysis of educational finance, education and inequality, education and economic growth, the impact of educational policies on education; and outcomes, school reform, and school choice. Offered annually in the fall.

EDPE4051 Economics of Education in Low and Middle Income Countries

This course teaches students key perspectives on development and economic growth; the theoretical and empirical arguments linking education to economic growth; the main economic issues behind persistently low education levels in the developing world; the progress in raising these education levels being made through deliberate intervention and market responses; how students can become professionally involved in this progress; and a core set of empirical and theoretical skills useful in parsing these topics. Offered annually in the spring.

EDPE4055 Cost-Effectiveness & Benefit-Cost Analysis in Education

Methods of economic evaluation are a critical component of evidence for policymaking. Economic evaluations, mainly cost-effectiveness and benefit-cost analysis, contribute information about costs relative to impacts. Rigorous evidence on effects, and the resources used to produce them, aids in selecting between policy alternatives. This course is designed to provide a strong foundation to prepare researchers to apply the “ingredients method,” a method of evaluating the costs of educational programs. Students will also become familiar with statistical approaches to educational resource use and the use of cost-effectiveness and cost-benefit techniques in education.

EDPE4056 Microeconomic Theory Applications to Education

The purpose of the course is to provide students with the main theoretical tools and concepts for microeconomic analysis in the field of education and elsewhere, and to make students conversant in their application to real world issues and in the debates surrounding their strengths and weaknesses. These are powerful, yet controversial, tools, and are at the heart of much of today’s education and social policy debate. Topics covered include supply, demand, consumer optimization, expected value, uncertainty, insurance, producer optimization, equilibrium, perfect competition, monopoly, imperfect competition, externalities, and public goods. Offered annually in the Fall.

EDPE4058 Economics of Higher Education

This course uses theoretical and empirical economic analysis to analyze the behavior of higher education students and institutions and to study private and public policy related to post-secondary education. Offered regularly, typically in the fall.

EDPE4097 International and Comparative Studies in Educational Finance

This course introduces students to key concepts and methodological tools in international comparative analysis of education finance. It examines fundamental and diverse perspectives in global school finance, focusing on the theory and policies of how nations in different parts of the world mobilize and allocate resources for education, and use these

resources to address pressing issues in educational attainment and equity. Intended for both U.S. and international graduate students in education who may subsequently work as policy makers, education administrators and academic researchers in a variety of educational organizations and institutions, nationally and internationally.

EDPE4155 School Choice

This course explores the topic of K-12 school choice in the United States through the lens of the economics of education. Using economic theory, empirical research using economic methods, and perspectives from related fields, we will delve into the theory, practice, and implications of K-12 school choice programs and policies such as charter schools, voucher programs, and inter-district choice systems. In the first half of this course, we will review the theoretical roots, historical development, and contemporary state of school choice initiatives in the U.S. In the second half of the course, we will review the empirical literature on important issues in school choice, such as whether students who enroll in charter schools do better than students in traditional public schools and whether school choice contributes to segregation. This course was designed with students in the Economics of Education M.A., Ed.M., and Ph.D. programs in mind. Students from other programs are welcome in the course, space permitting and with priority given to other students within the department of Education Policy and Social Analysis. The course material assumes students have prior exposure to microeconomics (e.g. at the level of undergraduate microeconomics) as well as prior exposure to econometrics/program evaluation. Students with questions about their preparation after the first day of class are encouraged to contact me

EDPE4500 Research, Writing and Professional Seminar in Economics of Education

This seminar is intended to develop students' research and writing skills as applied to an in-depth independent project in the Economics of Education, to develop professional skills, and to promote a supportive scholarly and professional community among Econ & Ed students. The course will examine the stages of research development and provide structured guidance to students as they develop an independent project and prepare for their careers after graduation. Since the course will be run as a seminar, students are expected to contribute to class discussions as well as to provide critical and thoughtful feedback on their classmates' work in progress. Priority will be given to master's students in Economics & Education, but the course is open to EPSA students as well. Offered annually.

EDPE5430 Internship in Economics and Education

Permission of advisor required. Supervised training in diverse settings designed to gain work experience and/or research skills related to economics of education.

EDPE5550 Workshop in Economics and Education

For doctoral students and others with research projects or potential research projects in the field. Participation required for doctoral students writing their dissertation. Students who are beginning to think about their dissertation topic or working on proposals are also encouraged to participate. Faculty members may also be invited from within or outside the department to present their work. Offered annually.

EDPE6000 Advanced Analysis in Economics of Education

The course focuses on the evaluation of state-of-the art research papers in the economics of education. The purpose is to provide critical readings and reviews of articles and papers across many different methods. Offered occasionally.

EDPE6023 Advanced Causal Methods: Use and Interpretation

This doctoral course covers the design, implementation, and interpretation of econometric methods used for evaluating causal relationships in education research, reading and discussing applied methodological texts as well as journal articles using advanced causal methods. The course covers randomized experiments, natural experiments, differences-in-differences, instrumental variables, regression discontinuity, and propensity score matching. Offered occasionally.

EDPE6025 Conducting Field Experiments: Design and Implementation

The purpose of this course is to introduce students familiar with causal methods to the design and implementation of field experiments in economics and education. In the first part of the course, students will study experimental design. In the second part of the course, students will focus on the practical aspects of running an experiment. The course assignments will lead up to a completed proposal outlining the theory, design, and implementation of a field experiment. In addition, students will complete an IRB application for human-subjects approval and present their proposals. Offered occasionally.

EDPE6050 Education and Economic Development: Advanced Topics

This course provides an advanced discussion of the links between education and economic development, including both theoretical frameworks and a review of frontier empirical research, with a focus on how such studies are conceived and executed. Offered occasionally.

EDPE6052 Labor Economics

This course covers important concepts in labor economics, with a focus on how those concepts can be applied and tested in practice. The course will provide an overview of labor market topics such as the returns to education and training, non-monetary forms of compensation, models of labor migration, and models of imperfect or asymmetric information about skills. For each topic, we will examine influential papers and the empirical methods they use. The course is intended for doctoral students and will count towards the Labor Economics requirement for the Economics of Education Ph.D. program. Offered occasionally.

EDPE6151 Advanced Microeconomics with Applications to Education

A doctoral-level survey of microeconomic theory with applications of relevance to the economics of education. Includes the theory of the firm and its implications regarding factor demands, educational production functions, and the demand for education. Consumer theory and the theory of labor supply, human capital externalities, inter-temporal decision-making, public finance and local public goods will also be covered. Offered every other year.

EDPE6590 Doctoral Research Seminar on Economics of Education

Through presentation and discussion of their research studies, students learn research skills and improve their understanding of various issues in the research process from the initial stage to dissemination.

EDPE8900 Dissertation Advisement in Economics and Education

Individual advisement on doctoral dissertations. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration for Ed.D./ Ph.D. degrees.

Education Policy

Program Description

The Education Policy Program at Teachers College aims to prepare policy experts whose substantive grounding in a range of educational issues is matched by their broad understanding of the policy process and their skills using the tools of policy analysis and research. We focus largely on education policy in the United States.

What is the field of education policy?

Governmental policies at federal, state, and local levels have growing influence over how education is organized in the United States and what happens with teachers and students inside schools. Policies are wide-ranging in focus. For elementary and secondary education, they cover matters such as how school systems are funded; whether charter schools can be established in a community and whether families and students can choose their schools; teacher workforce development and standards for licensing, evaluation, compensation, and tenure; instructional frameworks guiding what and how students will be taught; testing and accountability requirements for monitoring student and school performance; whether schools will offer wraparound services for students; desegregation and integration by academic achievement, race/ethnicity, and social class in schools and classrooms; how students are disciplined; how students with special needs are served; and more. Many other policies govern the provision of early childhood education as well as post-secondary and higher education.

Policies are supposedly intended to help make the educational system excellent, equitable, and efficient. But stakeholders do not always agree on what constitutes excellence, equity, and efficiency. Therefore, it is often unclear whether, and how, policies advance or impede progress toward these objectives in different contexts. For example, some view particular education policies as meritocratic and fair, while others see them as preserving privilege and the status quo for powerful constituents while denying opportunity to others.

Moreover, education policy in the United States is developed and enacted through fragmented systems that are both centralized and decentralized. Policies often are framed and adopted by one set of actors, implemented by others, and then have their impact on still others. None of this happens in a simple or straightforward manner. Thus, education policy is a complex and often contested domain.

The academic field of education policy is devoted to the scholarly study of the history and current status of federal, state, and local education policy; the processes by which policies are developed and enacted, and their intended and unintended outcomes and impact on individuals, communities, and society as a whole. The field encompasses policies related to education from early childhood through higher education and links this focus to other domains of public policy such as housing, employment, social welfare, and criminal justice. The field is interdisciplinary, drawing on the traditions, perspectives,

concepts, and methods of sociology, political science, history, economics, and legal studies to develop theoretical analyses and empirical evidence that advance our understanding of how education policy works, and how it can be improved.

Why study education policy?

People decide to study education policy for many different reasons. Teachers and school leaders often want to understand more fully the origins and intentions of the policies that govern much of their professional work, and they want to be able to intervene to help make policies more sensible and impactful. Some educators find themselves ready to leave school settings and want to influence the education system by working in policy development and implementation at the district, state, or federal level. Others seek to have an impact by evaluating and reporting the effects of policy, through work as policy analysts with foundations, think tanks, school districts, or other government agencies. Still others want to become policy advocates, helping interest groups or community-based organizations effectively press for policies they believe will advance equity and excellence. And some want to develop their capacities and build careers as policy faculty and researchers in academic settings.

Education policy at Teachers College

Teachers College has a remarkable history of impact on many aspects of education policy, both in the United States and around the world. TC professors have been pioneers in researching and promoting policies regarding state funding of education, education for the disadvantaged and marginalized, gifted and talented education, policies around choice and the privatization of education, and more. Professors who are currently affiliated with the Education Policy Program are leading researchers and advocates in areas such as comprehensive educational opportunity, school effects on student cognitive development, international early childhood development, education finance and resource allocation, teacher workforce policies, the impact of pedagogical and curricular reforms, civil rights legislation and educational equity, higher education effectiveness, school choice, school desegregation, and organizational effectiveness in education.

The Program develops students' ability to engage in the political, economic, social, and legal analysis of education policy issues, drawing on important conceptual frameworks to develop insights that can inform further policy activity. Students learn to gather and analyze empirical evidence about policies and their impact, using field research methods for interviews and observations and statistical techniques that can be applied to administrative data, nationally representative federal datasets, and other sources of quantitative data. Coursework includes courses on the policy process, courses in the social science disciplines that inform policy studies, and research methods courses. Master's degree students select a substantive specialization tied to their professional and academic goals; options include specializations in Data Analysis and Research Methods, Early Childhood Education Policy, K-12 Education Policy, Higher Education Policy, and Law and Education Policy. Doctoral students complete the master's-level core courses, a two-part advancement to candidacy process, and a research dissertation.

Our graduates join a lively community of practice in the field of education policy. They are prepared to serve in such positions as policy analyst, policy advocate, education researcher, and faculty member. The knowledge and skills they acquire through our program enhance their effectiveness as teachers and leaders at the school level, and as program directors and evaluators at the school district level.

For more information, contact the Program Manager for the Education Policy program. For information about applications and degree requirements, and for profiles of program faculty, students, and alumni, visit https://www.tc.columbia.edu/education-policy-and-social-analysis/education-policy/.

Program Degrees

Expand the accordion(s) to view the degree requirements:

Education Policy

Ed.M. | Points/Credits: 60 | Entry Terms: Fall

The 60-point Ed.M. degree is intended for educators and non-educators seeking careers in education policy in either the private or public sector. This advanced master's degree program is appropriate for students who have already earned an M.A. with at least some coursework related to education policy. The program of study builds on the basic M.A. course sequence and draws on interdisciplinary policy studies, the social science disciplines of economics, history, law, politics, and sociology, courses with substantive content regarding policies and practice in early childhood education, K-12, higher education, law and education, and courses in research design and data analysis methods. Students consult with their advisors to select additional courses in a policy area relevant to their interests. Up to 30 points of eligible coursework from another graduate institution or program may be applied to the Ed.M. degree.

Culminating Requirement:

Students will write a reflective essay on what they have learned through their Education Policy Ed.M. degree program. The reflective essay represents an opportunity for students to consolidate what they have done in separate classes and present a comprehensive and critical assessment of the core ideas and skills they have encountered; the intellectual, professional, and personal changes they have experienced; and their ideas and plans for the future. The reflective essay will be assessed as Pass or Fail by the student's advisor, and students may be asked to revise the essay until it is acceptable. Criteria for the assessment will be: evidence of substantive engagement with program content and efforts to synthesize important ideas; evidence of describing and reflecting on specific experiences and insights from the degree program in the essay (rather than simply describing general impressions or ideas); evidence of a thoughtful comparison of current thinking with perspectives held at the beginning of the degree program; and evidence of careful attention to academic writing quality.

Education Policy

M.A. | Points/Credits: 33 | Entry Terms: Fall

The 33-credit Master of Arts (M.A.) degree offered by the Education Policy Program is focused on the preparation of policy analysts, policy advocates, and education researchers. The degree program develops students' knowledge and skills by drawing on interdisciplinary policy studies, the social science disciplines of economics, history, law, politics, and sociology, and substantive content on policies and practice in early childhood education, K-12 education, higher education, law and education, and data analysis and research methods. The M.A. degree program is commonly accepted as preparation for entry-level positions in the education policy field.

Culminating Requirement:

Students will write a reflective essay on what they have learned through their Education Policy M.A. degree program. The reflective essay represents an opportunity for students to consolidate what they have done in separate classes and present a comprehensive and critical assessment of the core ideas and skills they have encountered; the intellectual, professional, and personal changes they have experienced; and their ideas and plans for the future. The reflective essay will be assessed as Pass or Fail by the student's advisor, and students may be asked to revise the essay until it is acceptable. Criteria for the assessment will be: evidence of substantive engagement with program content and efforts to synthesize important ideas; evidence of describing and reflecting on specific experiences and insights from the degree program in the essay (rather than simply describing general impressions or ideas); evidence of a thoughtful comparison of current thinking with perspectives held at the beginning of the degree program; and evidence of careful attention to writing quality.

Education Policy

Ph.D. | Points/Credits: 75 | Entry Terms: Fall

In the rapidly changing and increasingly complex world of education, a crucial need exists for better knowledge about how policies can support early childhood education, elementary and secondary education, and higher education while advancing the goals of efficiency, excellence, and equity. The Ph.D. degree in Education Policy responds to these knowledge demands by focusing on the scholarly study of education policy. This degree program provides the opportunity to develop expertise in many interconnected subject areas as preparation for careers in academic research and teaching or in applied policy development and research.

The degree program may be completed in a minimum of 75 points. Up to 30 points of eligible coursework may be transferred from another accredited graduate institution. In addition to study in education policy, the degree program requires extensive preparation in quantitative and qualitative research methods and in one or more of the social science disciplines, including economics, history, law, political science, and sociology. Students must complete a doctoral certification process and a research dissertation.

Program Faculty

Faculty

- Thomas Wayne Brock

  Director, Community College Research Center

- Jonathan Collins

  Assistant Professor

- Luis A Huerta

  Professor of Education and Public Policy

- Sharon L Kagan

  Virginia and Leonard Marx Professor of Early Childhood and Family Policy and Co-Director of the National Center for Children and Families

Emeriti

- Douglas David Ready

  Professor Emeritus of Education and Public Policy

- Michael A. Rebell

  Professor Emeritus of Law and Educational Practice

Adjunct Faculty

- G. Kennedy Greene

  Adjunct Associate Professor

- Jonathan Gyurko

  Adjunct Assistant Professor

- Dennis David Parker

  Adjunct Professor

- Eric Y Shieh

  Asst Adjunct Professor

- Elana W. Sigall

  Adjunct Assoc Professor

Program Courses

EDPA4002 Data Analysis for Policy and Decision Making I

This is an introductory course in quantitative research methods that focus on non-experimental designs and the analysis of large-scale longitudinal datasets, especially those related to education policy. Students become familiar with the logic of inferential statistics and the application of basic analytic techniques. No prior knowledge of statistics or quantitative methods is required.

EDPA4013 Education Policy and the Management of Instruction

This course uses a backward-mapping approach to examine how federal, state, and local education policies affect the learning environments of schools and classrooms, teacher quality and pedagogy, and ultimately student learning in schools. We review important milestones in instructional policy in the United States and consider their impact on educational equity. The course is intended to help students develop and articulate ambitious theories of action for school improvement and the management of instruction that can be useful in their work as education policy makers or analysts, academic researchers, and practitioners in schools and districts.

EDPA4017 Higher Education and the Law

This multidisciplinary survey course explores significant recent developments in public and private higher-education law, policy, and practice. Designed for practicing and aspiring higher-education administrators, policy analysts, advocates, and researchers, it covers many issues that are now the subject of spirited, polarized national debates in the U.S., including access to higher education; student and faculty free speech and academic freedom; DACA, immigration and English learners; using race, ethnicity and gender to promote diversity; HBCUs and single-sex education; and harassment, cyber-bullying, and discrimination based on race, national origin, religion, gender, sexual orientation, gender identity, and disability. Other topics include aspects of safety and order: institutional authority to regulate on- and off-campus student and staff misconduct; tort liability (for suicide, hazing, drug and alcohol abuse); search and seizure; and due process. Current administrators at Columbia and other universities are welcome.

EDPA4025 Higher Education Policy

This course provides an introduction to major policy enactments in higher education both in the United States. The policies reviewed include provision of different types of colleges including community colleges and private higher education, tuition and student financial aid, affirmative action, Title IX, and quality assurance and performance accountability. The course examines the goals, origins, implementation, and impacts of these policies. The aim is to help students develop a broad and deep understanding of the main directions of – but also limitations to – higher educational policy making in the United States. The course is taught in a seminar format and each student will be expected to give an oral presentation and write a policy analysis.

EDPA4033 Comprehensive Educational Opportunity

The course will provide students an overview of the concept of comprehensive educational opportunity, which seeks to provide meaningful educational opportunities for children from poverty backgrounds and will analyze the feasibility of its implementation. Topics will include the impact of poverty on children's opportunities to succeed in school, the role of early childhood learning, out-of-school time, health factors, and family and community support on school success; the history of past attempts to overcome socioeconomic disadvantages; the current attempts of large-scale "collective impact" initiatives to deal with these issues, and the economic, political, administrative, educational, and legal issues that must be considered to advance this concept on a large scale.

EDPA4046 School Finance: Policy and Practice

Examination of the judicial and legislative involvement in school finance reform, taxation, and the equity and efficiency of local, state, and federal finance policies and systems.

EDPA4047 Politics and Public Policy

What are the various stages of the policy process, from the recognition of certain problems as public issues to the adoption of policies to address those problems and the implementation and evaluation of those policies? This course touches on all these stages but focuses on policy origins: problem recognition and agenda setting, consideration of possible policy solutions, and policy adoption. The course examines policy origins through the lenses of various theoretical perspectives drawn from political science, sociology, economics, and law, including policy entrepreneurship theory, the advocacy coalition framework, punctuated equilibrium theory, diffusion theory, institutional theory, and the theory of the state. These perspectives are grounded by looking at the origins of particular policies concerning early childhood, K-12, and higher education.

EDPA4048 Education Policy Analysis and Implementation

Explores the issues of policy (or reform) implementation in schools and districts by focusing on the political reactions and organizational buffers to policy change and the ways that policies become adapted and changed to fit locally defined problems. Distinctions between implementation issues in bottom-up and top-down policy change are explored.

EDPA4050 Logic & Design of Research

This course is an introduction to understanding, designing, and writing about empirical research in education. We will explore the philosophical foundations of the positivist, interpretive, and critical knowledge paradigms for research and the relationship between theory and evidence in research. Students will learn about different genres of research and will explore strategies for sampling, data collection, and analysis in quantitative, qualitative, and mixed methods research. The final project will be a literature review of research on a topic of interest to the student. The course will help students make choices for the kind of research they want to pursue; it will also help students be able to synthesize and write about published bodies of research.

EDPA4086 Education & the Law: Speech, Religion, Regulation

This multidisciplinary survey course explores significant recent developments in K-12 public and private education law, policy, and practice. It covers many issues that are now the focus of polarized national debates. The class will include students from Teachers College, Columbia Law School, and other Columbia University graduate schools. public- and private-school practitioners, current and aspiring, are welcome, as are policy analysts, researchers, and policy makers. Topics include limits on public regulation and funding of private schools; charter schools and voucher programs; religious conflicts in public schools over public funding, prayer, and curriculum; and free-speech rights of students and teachers. The course will also focus on school safety: bullying and cyberbullying; child abuse; the schools' authority to make and enforce rules governing on- and off-campus student and staff misconduct, including drug/alcohol abuse, hazing, and sexual misconduct; tort liability; and educational malpractice; search & seizure/drug testing; racially disproportionate school discipline; the school-to-prison pipeline; and due process rights of students and staff. The course will be multidisciplinary, drawing on sources in law, social science, policy, and education practice. We will consider how to avoid unnecessary litigation and, equally important, how to use the law to advance important educational values and objectives.

EDPA4503 Schools, Courts, and Civic Participation

Although historically, America's public school system was established primarily to prepare young people to become citizens capable of maintaining a democratic society, in recent decades, most schools have done a poor job of preparing students for effective civic participation. This course will consider the reasons for the decline in the schools' traditional

civic preparation role, and how schools can prepare students to be effective civic participants in the 21st century. Based on the instructor's belief that civic preparation will not actually become a priority of American schools unless the courts declare that students have a constitutional right to an adequate education for capable citizenship, the course will also will examine the legal and policy justifications for the courts' role in reforming public education institutions, briefly consider the history of judicial intervention in other areas of educational policy like desegregation, bilingual education and fiscal equity reform and then closely analyze Cook v. Raimondo, a pending federal case that seeks to establish such a federal right, and in which the instructor is lead counsel for the plaintiffs.

EDPA4899 Federal Policy Institute

The purpose of the Federal Policy Institute is to examine three themes: the enduring values of American education, contemporary issues in national school reform efforts, and the role of the federal government. During a week-long program in Washington, students will have the opportunity to identify a policy issue of personal interest and to explore that issue with the nation's senior policymakers. Introductory and concluding sessions meet at the College.

EDPA4900 EDPA 4900: Research and Independent Study in Education Policy

For master's students wishing to pursue independent study and/or research on topics not covered in regular courses. Requires faculty member's approval of a study plan, reading list, and final paper or other products or projects. Permission required from individual faculty.

EDPA5002 Data Analysis for Policy and Decision Making II

This is an intermediate‐level course in non‐experimental quantitative research methods, especially those related to education policy. The class examines such topics as residual analysis, modeling non‐linear relationships and interactions using regression, logistic regression, missing data analyses, multilevel models, and principal components analysis. Prerequisite: Students should enter the course comfortable with basic statistical procedures such as t-tests, chi-squares, correlation, ANOVA, and OLS regression and applying these statistical approaches to large-scale longitudinal datasets using Stata. Successful completion of EDPA 4002 fulfills these criteria. Students who are not sure whether their present skills match these qualifications are encouraged to speak with Prof. Anand.

EDPA5016 Education & the Law: Equity Issues

This course will explore the role of the courts in dealing with issues of equity and education beginning with Brown v. Board of Education. Topics will include school desegregation, gender equity, fiscal equity and educational adequacy, rights of English Learners and of students with disabilities, testing, and school discipline. The course will consider the role of the courts in educational policy-making and the impact of judicial intervention on school culture and educational practices. We will also analyze the meaning of "equal educational opportunity," and "equity" in the contemporary context and confront such questions as: how deeply rooted are racism and inequity in school systems, to what extent can racism and inequities be eliminated or ameliorated in school systems if they persist in society at large, and to what extent can anti-racist curricula make a difference within systems that are structurally inequitable??

EDPA5023 Policymaking for Effective High School to College Transition

The course examines policymaking efforts by the federal and state governments to facilitate the movement of students from high school to college and their effective preparation to meet college requirements. The policies reviewed include student financial aid, student outreach programs such as GEAR UP, state Common Core curriculum standards, and guided student pathways through college. The course examines the content of these policies, their political origins and implementation, and their impacts. The aim is to help students develop a broad and deep understanding of the main directions of – but also limitations to – national and state policymaking with respect to high school to college transition.

EDPA5645 Craft of Policy Analysis

The purpose of this course is to help students learn more about the techniques of policy analysis --identifying a public problem, researching solutions to the problem, weighing costs and benefits of various alternatives, and developing a policy recommendation aimed at addressing the problem. The emphasis is on how policy analysts think and do, rather than the study of the policy process in general. The course is organized to help students understand and become more informed about the nature of education policy in the United States.

EDPA6002 Quantitative Methods for Evaluating Education Policies and Programs

This advanced master's course addresses a key issue in evaluating education programs and policies: determining whether a policy causes an impact on student trajectories that would not have occurred in absence of the policy. The course will cover experimental and quasi-experimental techniques used to attribute causal relationships between educational programs and student outcomes. Students will become sophisticated consumers of quantitative educational research and will practice statistical techniques in problems sets. There will be an exam and a final project. Prerequisites: Successful completion of 4002 and 5002 or equivalent and familiarity with the Stata statistical software package. No prior exposure to causal inference methods is expected.

EDPA6027 International Perspectives on Early Childhood Policy

This course examines early childhood education policy through an international lens, addressing often neglected—but highly salient—policy questions, including: What are the implications of the Sustainable Development Goals for young children and families? How have global inequities, resource constraints, gender, and the needs of diverse populations/cultures shaped early childhood policy in various countries? What are the unique policy and contextual properties that must be considered when developing policies for young children and their families? To what extent do the policy contexts of nations differ, and how do these differences shape early childhood policies directly? What global and local conditions impact the policies that nations choose to adopt, and to what extent can lessons learned in one context be faithfully transported across national boundaries? Based on readings and discussions of these issues, students will demonstrate their understanding of the role of policy in shaping early childhood education in a given country of their choice through the final paper, a situation analysis. Building on sequenced assignments, this paper will provide the platform for students to use policy tools and make recommendations for concrete early childhood policy improvements.

EDPA6030 Institutional Theory: Sociological Perspectives on Institutional Change in Education

An introduction to organizational theory as it applies to a variety of institutions with particular attention to the potential of educational activities as a force in formal organizations.

EDPA6542 Education Policy Foundations Seminar

(Required for all Education Policy program students and restricted to Education Policy students) This course is the introductory seminar for all students enrolled in degree programs in Education Policy. It provides an overview of the education policy system and history of landmark education policies in the United States, an introduction to the tools and approaches of policy research and analysis, an introduction to the intellectual disciplines that contribute foundational perspectives for policy research (especially sociology, economics, history, politics, and legal studies), and exploration of selected current topics in education policy, especially those pertaining to opportunity and equity.

EDPA6900 Research and Independent Study in Education Policy

For doctoral students wishing to pursue independent study or original research as they prepare for their doctoral certification examination and/or dissertation proposal. Permission required from individual faculty.

EDPA8900 Dissertation Advisement in Education Policy

Individual advisement on the doctoral dissertation, via ongoing consultation between the student and dissertation sponsor. Ph.D. students who have passed the certification exam and are not enrolled in other courses must register for dissertation advisement each term until they finish their dissertation. The fee equals three points at the current tuition rate for each term. Permission required from individual faculty.

Politics and Education

Program Description

The Politics and Education Program serves students who wish to study how governance institutions, political ideologies, and competing interests (both within and outside of the education community) influence the content, form, and functioning of schooling. Schools represent a powerful instrument for shaping the development of future generations of citizens and workers as well as an important source of jobs, investment, social ties, and cultural transmission in many communities. How do societies handle conflicting visions of what schools should and should not be doing, how has this changed over time, and what are the specific changes in political and governance processes that might facilitate better decision-making and policy implementation?

The politics of education are negotiated in the context of, and in connection with, historical and present-day inequalities by race, wealth and income, gender, sexuality, nationality, language, ability, and more. Students will study the ways power and politics have affected and have been affected in venues of education policy including reform and innovation, centralization and decentralization within systems of educational governance, privatization and school choice, professionalization and bureaucratization, and testing and accountability.

Faculty contributing to the Program are drawn from throughout the College and possess research and teaching interests in urban, suburban, state, and federal levels of school governance, as well as in cross-national and other comparative settings, in both historical and contemporary context. The balance of control and cooperation, coalition building and competition, resistance and bargaining in each of these settings, as well as the central roles of power and agency in the political science discipline, inform the perspectives of faculty and students in this Program.

In addition to courses listed within the Politics and Education Program, the Department of Education Policy and Social Analysis, Teachers College and the Department of Political Science and the School of International and Public Affairs at Columbia University are all resources available to students as they develop their programs of study. Ph.D. students are expected to master the discipline of political science in addition to the specialty of politics in education. Depending on their interests, students with a master's degree in Politics and Education conduct research in think-tanks and education policy shops; teach politics, history, or civics in secondary school; or hold public office or other leadership positions in educational settings as diverse as private and public schools, corporations, citizen groups, and foundations. Doctoral graduates of the Politics and Education Program teach in colleges and universities, conduct research in think-tanks and research centers, and advise public officials. Although students from all of the degree programs in politics and education are prepared to assume positions in educational institutions, the Program does not offer teacher certification. Degree programs leading to

teacher certification are available in other Departments at Teachers College. For profiles of some recent alumni please visit our website htttps:// www.tc.columbia.edu/education-policy-and-social-analysis/politics-and-education/about/alumni /.

Program Degrees

Expand the accordion(s) to view the degree requirements:

Politics and Education

Ed.M. | Points/Credits: 60 | Entry Terms: Fall

Students follow a core program of coursework and other learning experiences developed by the Politics & Education Program faculty and individually adjusted in consultation with an assigned advisor. Up to 30 points of transfer credits are accepted towards an Ed.M. degree but only upon approval of an assigned faculty advisor after the student is admitted. Most students in the program enroll in the M.A., but the Ed.M. sometimes is appropriate for applicants who already have a relevant graduate degree.

For further information on specific program requirements, consult the program website at https://www.tc.columbia.edu/education-policy-and-social-analysis/politics-and-education/.

Newly admitted students are asked to participate in a set of core political science and general foundation courses in education and public policy. Each student will also complete methodological requirements including but not limited to statistics, qualitative, and quantitative methods. After completing the core courses, each student is expected to focus his or her studies on a set of policy debates in education or a particular political arena.

Politics and Education

M.A. | Points/Credits: 33 | Entry Terms: Fall

Students follow a core program of coursework and other learning experiences developed by the Politics & Education program faculty and individually adjusted in consultation with an assigned advisor. Under College policy, no transfer credits are accepted for M.A. students. Most students in the program enroll in the M.A., but the Ed.M. sometimes is appropriate for applicants who already have a relevant graduate degree.

For further information on specific program requirements, consult the program website at https://www.tc.columbia.edu/education-policy-and-social-analysis/politics-and-education/.

Newly admitted students are asked to participate in a set of core political science and general foundation courses in education and public policy. Each student will also complete methodological requirements including but not limited to statistics, qualitative, and quantitative methods. After completing the core, each student is expected to focus his or her studies on a set of policy debates in education or a particular political arena.

Politics and Education

Ph.D. | Points/Credits: 75 | Entry Terms: Fall

Students are asked to participate in a set of core political science and general foundation courses in education policy. These are selected with the approval of the faculty advisor in order to best meet each individual student's interests and professional goals. Students may be required to take as many as 12 points of coursework at Columbia University in the Political Science Department.

Ph.D. students must demonstrate command of two research tools, selected from the following list: 1) a reading knowledge of a foreign language, 2) a reading knowledge of a second foreign language, 3) an approved two-course sequence in quantitative analysis,* 4) an approved two-course sequence in formal modeling or advanced multivariate statistics, 5) a comparable level of proficiency in a research tool approved by the College. Using a foreign language to satisfy the research tool is appropriate only if the student's dissertation or future research will be enhanced by developing such knowledge.

For further information on specific program requirements consult the program website at https://www.tc.columbia.edu/education-policy-and-social-analysis/politics-and-education/ and The Ph.D. Requirements Bulletin is available for download via the Office of Doctoral Students' website.

* Satisfied by meeting 6-point statistics requirement.

Program Faculty

Faculty

- Jonathan Collins

  Assistant Professor

- Ansley T. Erickson

  Associate Professor of History and Education Policy

- Luis A Huerta

  Professor of Education and Public Policy

- Aaron M Pallas

  Arthur I. Gates Professor of Sociology and Education

Emeriti

- Kevin J. Dougherty

  Professor Emeritus of Higher Education and Education Policy

- Jeffrey Henig

  Professor Emeritus of Political Science and Education

- Douglas David Ready

  Professor Emeritus of Education and Public Policy

- Michael A. Rebell

  Professor Emeritus of Law and Educational Practice

- Amy Stuart Wells

  Professor Emerita of Sociology and Education

Adjunct Faculty

- Jonathan Gyurko

  Adjunct Assistant Professor

Instructors

- Abrehet Gebremedhin

  PT Instructor: EDPP 4042_Comparative Politics and Education

Program Courses

EDPP4040 American Politics and Education

Introduction to the basic analytical categories of political science as they apply to the politics of education, including the influence of federal, state, and local governments in school policy-making, decentralization, school finance, and desegregation.

EDPP4500 Democracy and Education

We consider education to be a crucial component to democracy. Yet rarely do we explore the full depths of that relationship. What does democracy mean to a quality education system and vice versa? This course fills that gap by guiding students through an extended probe into what makes institutions democratic. Meanwhile, we explore the various entry-points into a democracy for an education system. We do this with an eye towards democratic innovation and educational equity and justice. This is a course for learning and applying big ideas of democratic theory from the field of political science. We look at democracy within a global context and develop bold ideas for local education reform. Week-by-week, we do the work of reimagining and redesigning better, more equitable communities and school systems. This course is recommended for master's degree level graduate students and 1st and 2nd year doctoral students across Teacher's College and Columbia University. This course should be particularly useful for graduate students with an interest in politics, education, or improving the society at the systems level.

EDPP4900 Research & Independent Study: Politics & Education

For masters students who wish to pursue an independent study or original research with a specific research focus (the topic of the study must be approved by the academic advisor for the student's program of studies.) Instructor's permission is required.

EDPP5041 Pltcs of Cntrlztn & Decntrlztn

Analyzes the political underpinnings and consequences of centralization versus decentralization at various levels of governance with special but not exclusive attention to educational decision-making.

EDPP5042 Urban Politics and Education

Politics in the nation's largest cities with a particular focus on educational politics and policy.

EDPP5045 Race, Ethnicity, and U.S. Educational Policy

Examination of the impact of race and ethnicity on the formation and implementation of policies such as desegregation, affirmative action, bilingual education, and choice.

EDPP5500 Educational Activism in New York City Since the 1930s

What have New Yorkers wanted from their schools, and how have they sought to achieve these goals? How have different communities – from Black mothers to Puerto Rican activists to queer youth to interracial coalitions of leftist teachers and many others – sought to make change in New York City schools? How did they understand the nature and operation of the city school system, and what can we learn from their perspectives? This course explores the forces that shaped inequality in the New York City public schools by focusing on the experiences, knowledges, and visions of those who criticized the system and sought to remake it to better serve their schools and their community's needs.

EDPP6540 Seminar in Politics of Education

Selected topics in the politics of education.

EDPP6900 Research and Independent Study in Politics and Education

For doctoral students wishing to pursue independent study or original research as they prepare for their doctoral certification examination and/or dissertation proposal. Permission required.

EDPP8900 Dissertation Advisement in Politics and Education

Individual advisement on doctoral dissertations. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration for Ed.D./Ph.D. degrees.

Sociology and Education

Program Description

The sociological examination of education has a long tradition at Teachers College, a graduate and professional school with a strong commitment to social justice. Our Sociology and Education program, one of the oldest and most revered such programs in the nation, provides a curriculum that supports students in developing and fostering their "sociological imagination" – or an understanding of the relationship between micro-level day-to-day experiences and the larger, macro-level structures in which we all live, between our biographies and the arc of history. Many students come to our program after having experienced first-hand the impact of inequality in their lives and/or the lives of students they teach. They seek answers to their questions about the larger educational system, the policies that perpetuate inequality, and the disparate impact on students across place, race, ethnicity, gender identity, immigration status, and socioeconomic status. They want to know how things came to be the way they are today, and to learn about promising avenues for reducing inequality. Through this micro-macro lens, our Program enables students to understand educational and social inequality through the careful analysis of evidence. Our coursework and research opportunities prepare our graduates to be change agents challenging inequalities within our schools through a deep understanding of their social, political and economic causes.

Our curriculum features a set of Core Requirements in Foundational Coursework in the Social Analysis of Education, Education and Social Inequality, Education and Social Organization, and Education and Social Change. The program also requires students to learn both quantitative, qualitative, and advanced research methods for all of our degree programs. Our Master's degree students choose between taking a Comprehensive Exam or completing an Integrative Project, akin to a master's thesis, as their Culminating Experience. Doctoral students will complete a Certification Exam and research and write a dissertation.

The curriculum emphasizes the social context of schools in both cities and suburbs; the organization and structure of schooling; and the intersection of race, ethnicity, social class and gender with educational policies and practices.. Hands-on research opportunities are available on a wide range of projects, including those examining racial segregation, students' experiences in institutions of higher education, resources in New York City schools, the development and implementation of ethnic studies curricula, and school organization.

The program faculty for the Sociology and Education Program include sociologists from several other programs at the College, and we draw on the expertise of faculty in the Sociology department and School of Social Work at Columbia University. Faculty strengths are in sociology of education generally, but also in organizational studies, stratification, the sociology of higher education, the sociology of

knowledge, and sociological research methods. The program faculty are actively engaged in the analysis and evaluation of educational policies and programs designed to serve students historically excluded from educational opportunities.

The Program in Sociology and Education also offers an optional Policy Concentration that overlaps with many of our degree requirements. For more information on this concentration, which is open to students throughout Teachers College, please contact Professor Aaron Pallas.

Degree Programs

The Program in Sociology and Education offers three degree programs: the M.A., the Ed.M.,

and the Ph.D. Each degree program is designed to meet the needs of students with a particular combination of prior experience and career objectives. The M.A. and Ed.M. degree programs may be completed on a part-time basis, and most of our classes are offered in the evening hours. The Ph.D. degree program requires full-time study. Although students from all of the degree programs in Sociology and Education are prepared to assume positions in education institutions, the program does not offer professional certification for teaching or school/district leadership. Degree programs leading to teacher/leader certification are available in other Departments at Teachers College.

Master of Arts

The Master of Arts degree program in Sociology and Education provides an introduction to the application of sociological perspectives to contemporary education issues. The program provides coverage of the core principles and methods of sociology as they are applied to the study of education. Students completing this program are prepared to assume positions as administrators, analysts, and advocates in a variety of organizations devoted to applied educational research, policy making, consulting, and direct educational service.

Master of Education

The Master of Education degree program in Sociology and Education is an advanced master's degree typically pursued by students who already possess a master's degree in a substantive area of education, or by students without a prior master's degree who want an opportunity to combine study in sociology and education with another area in education. The program involves study of sociological perspectives and methods in the context of contemporary education issues. Current substantive areas that may be combined with study in sociology and policy include evaluation and institutional analysis, human development, technology, curriculum, administration, and foundations. Students completing this degree program are prepared to assume positions as specialists in a variety of organizations devoted to applied educational research, policy making, advocacy, consulting, and management of educational activities.

Doctor of Philosophy

The Doctor of Philosophy in Education (Ph.D.) degree program in Sociology and Education is designed for students with a strong background and interest in sociology or a related social science discipline and its application to education. The Ph.D. is a highly specialized degree that requires full-time study

and substantial coursework to be done at Teachers College, the Graduate School of Arts and Sciences at Columbia University, or through the Inter-University Doctoral Consortium, which provides for cross-registration among member institutions, including NYU, CUNY Graduate Center, Rutgers University, and Princeton University. Students completing this degree program are prepared to assume positions in college and university programs or applied research centers and institutes focused on education research and policy.

Program Degrees

Expand the accordion(s) to view the degree requirements:

Sociology and Education

Ed.M. | Points/Credits: 60 | Entry Terms: Summer, Fall

Ed.M. Degree in the Program in Sociology and Education – minimum of 60 points

Requirements for the Ed.M. program without the education policy option:

I. Core Courses (Minimum of 15 points)

A. Foundational Coursework in Social Analysis of Education (minimum 6 points)

- EDPS 4021 Sociology of Education (3)
- EDPS 4620 Introductory Colloquium in Sociology and Education (3)
- EDPS 5503 Classical Social Theory (3)
- EDPS 5504 Contemporary Social Theory (3)

B. Education and Social Inequality (minimum 3 points)

- EDPS 4022 Sociology of Urban Education (3)
- EDPP 5045 Race, Ethnicity and US Educational Policy (3)
- EDPS 4024 Social Stratification and Education (3)
- C&T 4000 Disability, Exclusion, and Schooling (3)
- C&T 4032 Gender, Difference and Curriculum (3)
- EDPS 5053 Race, Gender, and Education (3)
- ITSF 4060 Latinos in Urban Schools (3)
- GU4330 Education and Inequality (3)
- EDPS 5501 Sociology and Higher Education (3) can be used only once in a category/rubric on the program worksheet.

C. Education and Social Organization (minimum 3 points)

- EDPS 4029 Sociology of Schools (3)

- EDPS 4030 Sociology of Organizations (3)
- EDPS 5022 Sociology of Education Systems (3)
- EDPS 4034 Organizing Schools for Diversity (3)
- EDPA 6030 Institutional Theory: Sociological Perspectives on Institutional Change in Education (3)
- EDPS 5005 Sociology of Teaching and Learning in Education (3)
- EDPS 5501 Sociology and Higher Education (3) can be used only once in a category/rubric on the program worksheet.
- ITSF 5026 Family and Television (3)
- ITSF 5120 Education in Community Settings (3)
- ITSF 5035 Social Analysis of International Large-Scale Assessments (3)
- HUDK 4031 Sociology of Evaluation (3)
- C&T 5004: School Change (3)

D. Education and Social Change (minimum 3 points)

- EDP 5063 US Education Policy in Historical Perspective (3)
- EDPS 4000 Education and Public Policy (3)
- EDPS 4028 Sociology of the Life Course (3)
- EDPS 5050 Sociology of Knowledge (3)
- EDPS 5501 Sociology and Higher Education (3) can be used only once in a category/rubric on the program worksheet.
- EDPS 5199 Utopian Methodologies and Social Design Based Research
- HUDK 4011 Sociology of Online Learning (3)
- HUDK 5621 Technology and Society (3)
- ITSF 5031 Education and Sustainable Development (3)

II. Research Methods (12 points)

A. Quantitative Research Methods (6 points)

- EDPA 4002 Data Analysis for Policy & Decision Making I (3)
- HUDM 4122 Probability and Statistical Inference (3)
- EDPA 5002 Data Analysis for Policy & Decision Making II (3)
- HUDM 5122 Applied Regression Analysis (3)

B. Qualitative Research Methods (3 points)

- EDPS 5057 Qualitative Methods for Education Policy and Social Analysis (3)

- ITSF 5000 Methods of Inquiry: Ethnography and Participant Observation (3)
- C&T 5502 Introduction to Qualitative Research in Curriculum and Teaching (3)
- C&T 6021 Qualitative Inquiry: Data Analysis (3)
- ITSF 4092 Qualitative Research and Evaluation in International Education (3)

C. Advanced Research Methods (3 points)

- EDPA 4050 Logic & Design of Research in Educational Policy & Social Analysis (3)
- EDPH 6041 History & Education Historical Methods (3)
- EDPS 5199 Utopian Methodologies and Social Design Based Research
- EDPS 5199 Advanced Qualitative Methods
- EDPS 5023 Multi and Mixed Methods Research in Education (3)
- EDPS 5646 Evaluation of Educational and Social Programs (3)
- ORL 5522 Evaluation Methods I (3)
- HBSS 6100 Program Evaluation (3)
- EDPE 6022 Econometric Methods for Policy Research and Program Evaluation (3)
- EDPA 6002 Quantitative Methods for Evaluating Education Policies and Programs (3)
- CUSSW T6416 Program Evaluation in Social Services (at Columbia School of Social Work) (3)
- EDPS 5020 Survey Research Methods (3)
- ITSF 5001 Ethnography and Participant Observation (3)
- ITSF 5009 Social Network Analysis (3)

III. Electives/Concentration (30-33 points)

IV. Culminating Integrative Experience (0-3 points)

- Master's comprehensive examination (0), or
- Master's integrative project and EDPS 6021 Master's Integrative Project in Sociology and Education (1 point in the fall and 2 points in the spring, for a total of 3 points)

Additional requirements for the Ed.M. program with the policy concentration:

Choose one course from each of the following four categories:

I. Foundational Studies in Education Policy

- EDPS 4000 Education and Public Policy (3)
- EDP 5063 Seminar: U.S. Education Policy in Historical Perspective (3)

II. Policy Analysis

- EDPA 5645 Craft of Policy Analysis (3)

- EDPA 4047 Politics and Public Policy (3)
- EDPA 4048 Education Policy Analysis & Implementation (3)
- EDPE 4050 Economics of Education (3)

III. Program Evaluation

- ITSF 4038 Monitoring and Evaluation (3)
- EDPS 5646 Evaluation of Educational and Social Programs (3)
- ORL 5522 Evaluation Methods I (3)
- HBSS 6100 Program Evaluation (3)
- CUSSW T6416 Program Evaluation in Social Services (at Columbia School of Social Work) (3)
- EDPE 6022 Econometric Methods for Policy Research and Program Evaluation (3)
- EPDA 6002 Quantitative Methods for Evaluating Policies and Programs (3)

IV. Topics in Education and Social Policy

- EDP 4036 Anti-Racist Curriculum, Pedagogy and Leadership Practices (3)
- EDPA 4013 Education Policy and the Management of Instruction (3)
- EDPA 4017 Topics in Higher Education Law (3)
- EDPA 4025 Higher Education Policy (3)
- EDPA 4033 Comprehensive Educational Opportunity (3)
- EDPA 4046 School Finance Policy and Practice (3)
- EDPA 4086 Law and Education: Regulation, Religion, Free Speech and Safety (3)
- EDPA 4899 Federal Policy Institute (3)
- EDPA 5016 Educational Equality: The Rule of Law (3)
- EDPA 5023 Policymaking for Effective High School to College Transition (3)
- EDPA 5086 Educational Policymaking and the Courts (3)
- EDPA 6013 Early Childhood Development and Education (3)
- EDPA 6027 International Perspectives on Early Childhood Policy (3)
- EDPA 4503 Schools, Courts, and Civic Participation (3)
- EDPE 4055 Resource Allocation in Education (3)
- EDPE 4058 Economics of Higher Education (3)
- EDPE 4155 Evaluating Educational Privatization and School Choice (3)
- EDPE 4051 Education and Economic Development (3)
- EDPE 4199 Education Development Policies in China (3)

- EDPP 5041 Politics of Centralization and Decentralization (3)
- EDPP 5045 Race, Ethnicity and US Educational Policy (3)
- C&T 4615 Young Children, Families and Social Policy (3)
- C&T 5050 Education Policy: Prologue to the Future (3)
- C&T 5074 Curriculum and Teaching Policy (3)
- HBSS 4112 Social Policy and Prevention (3)
- ITSF 4060 Latinos in Urban Schools (3)
- ITSF 4160 Human Rights Education in Africa: Politics, Policies and Pedagogies (3)
- ITSF 5006 International Education Policy Studies (3)
- ITSF 5031 Education and Sustainable Development (3)
- ITSF 5035 Social Analysis of International Large-Scale Assessments (3)

*Please note that all master's students must complete a culminating experience (IV above).

Sociology and Education

M.A. | Points/Credits: 33 | Entry Terms: Summer, Fall

Master of Arts Degree in the Program in Sociology and Education – minimum of 33 points

Requirements for the M.A. program without the education policy option:

I. Core Courses (minimum 15 points)

A. Foundational Coursework in Social Analysis of Education (6 points)

- EDPS 4021 Sociology of Education (3)
- EDPS 4620 Introductory Colloquium in Sociology and Education (3)
- EDPS 5503 Classical Social Theory (3)
- EDPS 5504 Contemporary Social Theory (3)

E. Education and Social Inequality (minimum 3 points)

- EDPS 4022 Sociology of Urban Education (3)
- EDPP 5045 Race, Ethnicity and US Educational Policy (3)
- EDPS 4024 Social Stratification and Education (3)
- C&T 4000 Disability, Exclusion, and Schooling (3)
- C&T 4032 Gender, Difference and Curriculum (3)

- EDPS 5053 Race, Gender and Education (3)
- ITSF 4060 Latinos in Urban Schools (3)
- GU4330 Education and Inequality (3)
- EDPS 5501 Sociology and Higher Education (3) can be used only once in a category/rubric on the program worksheet.

J. Education and Social Organization (minimum 3 points)

- EDPS 4029 Sociology of Schools (3)
- EDPS 4030 Sociology of Organizations (3)
- EDPS 5022 Sociology of Education Systems3)
- EDPS 4034 Organizing Schools for Diversity (3)
- EDPA 6030 Institutional Theory: Sociological Perspectives on Institutional Change in Education (3)
- EDPS 5005 Sociology of Teaching and Learning in Education (3)
- EDPS 5501 Sociology and Higher Education (3) can be used only once in a category/rubric on the program worksheet.
- ITSF 5026 Family and Television (3)
- ITSF 5120 Education in Community Settings (3)
- ITSF 5035 Social Analysis of International Large-Scale Assessments (3)
- HUDK 4031 Sociology of Evaluation (3)
- C&T 5004: School Change (3)

M. Education and Social Change (minimum 3 points)

- EDP 5063 US Education Policy in Historical Perspective (3)
- EDPS 4000 Education and Public Policy (3)
- EDPS 4028 Sociology of the Life Course (3)
- EDPS 5050 Ideology, Racial Politics, and Public Policy: Sociology of Knowledge (3)
- EDPS 5501 Sociology and Higher Education (3) can be used only once in a category/rubric on the program worksheet.
- EDPS 5199 Utopian Methodologies and Social Design Based Research
- HUDK 4011 Sociology of Online Learning (3)
- HUDK 5621 Technology and Society (3)
- ITSF 5031 Education and Sustainable Development (3)

II. Research Methods (9 points)

- Quantitative Research Methods (3 points)
  - EDPA 4002 Data Analysis for Policy & Decision Making I (3)
  - HUDM 4122 Probability and Statistical Inference (3)
- Qualitative Research Methods (3 points)
  - EDPS 5057 Qualitative Methods for Education Policy and Social Analysis (3)
  - ITSF 5000 Methods of Inquiry: Ethnography and Participant Observation (3)
  - C&T 5502 Introduction to Qualitative Research in Curriculum and Teaching (3)
  - C&T 6021 Qualitative Inquiry: Data Analysis (3)
  - ITSF 4092 Qualitative Research and Evaluation in International Education (3)
- Advanced Research Methods (3 points)
  - EDPA 5002 Data Analysis for Policy & Decision Making II (3)
  - HUDM 5122 Applied Regression Analysis (3)
  - EDPA 4050 Logic & Design of Research in Educational Policy & Social Analysis (3)
  - EDPH 6041 History & Education Historical Methods (3)
  - EDPS 5646 Evaluation of Educational and Social Programs (3)
  - ORL 5522 Evaluation Methods I (3)
  - HBSS 6100 Program Evaluation (3)
  - CUSSW T6416 Program Evaluation in Social Services (at Columbia School of Social Work) (3)
  - EDPS 5020 Survey Research Methods (3)
  - EDPS 5023 Multi and Mixed Methods Research in Education
  - EDPS 5199 Utopian Methodologies and Social Design Based Research
  - EDPE 6022 Econometric Methods for Policy Research and Program Evaluation (3)
  - EDPA 6002 Quantitative Methods for Evaluating Education Policies and Programs (3)
  - A&HL 4014 Discourse Analysis (3)
  - ITSF 5040 Mixed Methods for Disciplined Inquiry (3)
  - ITSF 5001 Ethnography and Participant Observation (3)
  - ITSF 5009 Social Network Analysis (3)

II. Electives/Concentration (6-9 points)

III. Culminating Integrative Experience (0-3 points)

- Master's comprehensive examination (0), or
- Master's integrative project and EDPS 6021 Master's Integrative Project in Sociology and Education (1 point in the fall and 2 points in the spring, for a total of 3 points)

Additional requirements for the M.A. program with the policy concentration:

Choose one course from each of the following four categories:

I. Foundational Studies in Education Policy

- EDPS 4000 Education and Public Policy (3)
- EDP 5063 Seminar: U.S. Education Policy in Historical Perspective (3)

III. Policy Analysis

- EDPA 5645 Craft of Policy Analysis (3)
- EDPA 4047 Politics and Public Policy (3)
- EDPA 4048 Education Policy Analysis & Implementation (3)
- EDPE 4050 Economics of Education (3)

V. Program Evaluation

- ITSF 4038 Monitoring and Evaluation (3)
- EDPS 5646 Evaluation of Educational and Social Programs (3)
- ORL 5522 Evaluation Methods I (3)
- HBSS 6100 Program Evaluation (3)
- CUSSW T6416 Program Evaluation in Social Services (at Columbia School of Social Work) (3)
- EDPE 6022 Econometric Methods for Policy Research and Program Evaluation (3)
- EDPA 6002 Quantitative Methods for Evaluating Education Policies and Programs (3)

VIII. Topics in Education and Social Policy

- EDP 4036 Anti-Racist Curriculum, Pedagogy and Leadership Practices (3)
- EDPA 4013 Education Policy and the Management of Instruction (3)
- EDPA 4017 Topics in Higher Education Law (3)
- EDPA 4025 Higher Education Policy (3)
- EDPA 4033 Comprehensive Educational Opportunity (3)
- EDPA 4046 School Finance Policy and Practice (3)

- EDPA 4086 Law and Education: Regulation, Religion, Free Speech and Safety (3)
- EDPA 4899 Federal Policy Institute (3)
- EDPA 5016 Educational Equality: The Rule of Law (3)
- EDPA 5023 Policymaking for Effective High School to College Transition (3)
- EDPA 5086 Educational Policymaking and the Courts (3)
- EDPA 6013 Early Childhood Development and Education (3)
- EDPA 6027 International Perspectives on Early Childhood Policy (3)
- EDPA 4503 Schools, Courts, and Civic Participation (3)
- EDPE 4055 Resource Allocation in Education (3)
- EDPE 4058 Economics of Higher Education (3)
- EDPE 4155 Evaluating Educational Privatization and School Choice (3)
- EDPE 4051 Education and Economic Development (3)
- EDPE 4199 Education Development Policies in China (3)
- EDPP 5041 Politics of Centralization and Decentralization (3)
- EDPP 5045 Race, Ethnicity and US Educational Policy (3)
- C&T 4615 Young Children, Families and Social Policy (3)
- C&T 5050 Education Policy: Prologue to the Future (3)
- C&T 5074 Curriculum and Teaching Policy (3)
- HBSS 4112 Social Policy and Prevention (3)
- ITSF 4060 Latinos in Urban Schools (3)
- ITSF 4160 Human Rights Education in Africa: Politics, Policies and Pedagogies (3)
- ITSF 5006 International Education Policy Studies (3)
- ITSF 5035 Social Analysis of International Large-Scale Assessments (3)
- ITSF 5031 Education and Sustainable Development

*Please note that all master's students must complete a culminating experience (See IV above).

Sociology and Education

Ph.D. | Points/Credits: 75 | Entry Terms: Fall

The coursework for the Ph.D., which totals a minimum of 75 points, has seven components: social theory, basic social research design and methods, advanced social research design and methods, foundational coursework in sociology, core coursework in the sociology of education, seminars and colloquia, and elective courses. The required coursework is offered at Teachers College and in the Sociology Department in Columbia University's Graduate School of Arts and Sciences. With advisor permission, students may pursue courses in other professional schools at the University or through the Inter-University Doctoral Consortium.

(Please refer to the Inter-University Doctoral Consortium section of this bulletin for participating schools.)

Social theory (6 points) includes coursework in classical and contemporary sociological theory.

Basic social research design and methods (12 points) involves coursework in research design, probability and statistics, applied regression analysis, and qualitative research methods. Courses in advanced social research design and methods (minimum 6 points) build on these basic courses in the quantitative and/or qualitative domains. Students also are able to enroll in at least one 3-point course offered by the Graduate School of Arts and Sciences at Columbia or a Consortium institution in each of the areas of social stratification/inequality, social organization, and social change.

Ph.D. students also pursue a minimum of 12 points in core classes in the sociology of education and 6 points in seminars and colloquia designed to prepare students for dissertation research. The balance of the 75-point minimum is earned through elective courses selected in collaboration with the student's advisor.

Policy Studies Concentration in the Sociology and Education Program is available.

Program Faculty

Faculty

- Alexandra Cooperstock

  Assistant/Associate Professor in Sociology and Education

- Na Lor

  Assistant Professor, Education Policy & Social Analysis

- Aaron M Pallas

  Arthur I. Gates Professor of Sociology and Education

Professors of Teaching

- Eleni Natsiopoulou

  Assistant Professor of Teaching

Adjunct Faculty

- Pavithra Venkataraman Nagarajan

  Adjunct Asst Prof

- Joseph Derrick Nelson

  Adjunct Assoc Professor

- Basil Anthony Smikle

  Adjunct Assistant Professor

- Joan Kass Stamler

  Adjunct Asst Professor

- Jose Luis Vilson

  Asst Adjunct Professor

Instructors

- Pascale Mevs Fitzgerald

  PT Instructor

- Sophia Vazquez

  PT Instructor

Program Courses

EDPS4000 Education and Public Policy

Education and Public Policy is an introductory graduate course designed to provide students with a broad overview of the most important public policies, political trends, and reform movements that have shaped the K-12 public education system in the United States. The focus of this class is the complex relationship between the “macro” context of schools – e.g. national trends, policies and reforms -- and the “micro” worlds of schools, educators, students and families from a sociological lens. The U.S. educational system historically has been one of the most decentralized systems in the world, making these macro-micro relationships complicated and uneven.

EDPS4021 Sociology of Education

The question of education and schooling has always been the object of extensive debates: What type of individuals do schools produce? For how long do students need to be schooled? Does education contribute to social (in)equality? Toward which ends are schools supposed to work to be effective? How are schools affected in their work by institutions such as the legal system, or the markets? How do social class, gender, or ethnicity affect educational outcomes? These questions, to mention just a few points of concern, constitute focal points of political and academic discussions alike.

EDPS4022 Sociology of Urban Education

The two central objectives of the Sociology of Urban Education are to encourage students to: think carefully about the social, economic, political and historical context of urban education and explore and analyze the spatial dimensions of inequality – e.g. how are resources distributed across space, place, and time? How does where you live matter in terms of your access to opportunities? In what ways are the value of places – in terms of the cost of the property, desirability and reputation -- constructed? The guiding questions for the semester are: How do we make meaning of the term "urban"? How do these changes affect public education?

EDPS4024 Social Stratification and Education

An examination of the link between education and social inequality in Western societies, questioning whether schools are a mechanism of social mobility, enabling poor and disadvantaged children to get ahead in life, or whether schools perpetuate the hardships faced by poor and minority populations. Topics include the importance of quantity and quality of schooling for adult success; the ways in which race/ethnicity, sex, and social class background structure students educational experiences; the role of tracking and ability grouping within schools; and the link between schooling and the economy.

EDPS4027 Sociology of Classrooms

An examination of sociological research on the structure and operation of classrooms. Particular attention to the processes of stratification, socialization, legitimation, and social organization.

EDPS4028 Sociology of the Life Course

This course provides an introduction to the sociological study of lives. Life course studies are interdisciplinary, and a sociological approach is complemented by life span developmental psychology, history, anthropology, and other disciplinary orientations. Nevertheless, there are several themes that are emphasized in the sociology of the life course. The central themes we will consider are: (a) lives are embedded in historical and cultural contexts; (b) individuals as producers of their own life course in a structure of opportunities and constraints; (c) lives are linked via kinship relations within and across generations; and (d) continuity and change in individual lives over time. We will also examine the life history method as a tool to understand the life course, with students conducting and analyzing a life history interview.

EDPS4029 Sociology of Schools

This course addresses the sociology of schools. It complements the sociological study of classrooms and of educational systems, treating the school as the fundamental unit of analysis. Topics include: (a) how students are matched with schools; (b) variations in how schools are organized, and their consequences for students and teachers; (c) the distribution of valuable resources across schools; and (d) why school reform rarely has the desired dramatic effects either on what goes on in school or on student achievement.

EDPS4030 Sociology of Organizations

Introduction to concepts, theories, and research in the sociology of organizations and the related interdisciplinary field of organization studies, as they apply to schools and other organizational settings in education. Topics covered will include internal organizational dynamics, organizations and their environments, organizations as contexts for human identity and agency, and organizational learning and improvement.

EDPS4034 Organizing Schools for Diversity

This course provides a basic introduction to the sociology of organizations and then places organization theory in conversation with the sociological literature on race, diversity, and equity to address the question of how schools can be organized to be humane, effective, equitable, and just contexts for adults (teachers, administrators, etc.) and students

who are diverse, and often marginalized, along characteristics such as race/ethnicity, social class, gender identity and sexual orientation, culture and religion, language, indigenous or immigration status, residential mobility and homelessness, and dis/ability.

EDPS4620 Introductory Colloquium in Sociology of Education

This course serves as an introduction to the Sociology and Education program for MA, EdM, and PhD students. Over the course of 6 weeks, students will be presented with a brief history of the Sociology of Education along with key terms, concepts, ideas, and scholars that have shaped the field. We will cover foundational topics including but not limited to: social reproduction, cultural assimilation, oppositional culture, status attainment, achievement gaps, opportunity gaps, stratification and inequality, and cultural sidelining. As a class, students will learn to review and critique scholarly research in Sociology and Education, gaining important skills that will serve them in their degree program and beyond, such as: (i) how to identify scholarly sources using TC and Columbia library databases, (ii) how to manage academic sources and citations, (iii) how to craft an annotated bibliography, and (iv) how to synthesize complementary or contradictory study findings toward (a) theory development/advancement or (b) evidence based education policy/practice. As a final project, students will submit a brief "Literature Review" that aims to identify the gaps in the existing body of literature, with emphasis on future directions for research. ---Accordingly, this class is designed to introduce students to the Sociology of Education as well as to provide MA, EdM, and PhD students with the tools, knowledges, and skills to begin developing a topic of interest or line of inquiry to be taken up as part of degree milestones (e.g., Culminating Experience, Integrated Masters Project, Comps Exam, Certification Exam, Dissertation Proposal, etc.).

EDPS4903 Research and Independent Study

Permission required.

EDPS5005 Sociology of Teaching and Learning in Education

This course applies sociological perspectives to understand teaching and learning in schools and classrooms. The emphasis is on K-12 teaching and learning, but many of the ideas and texts we examine will also apply to postsecondary education. The course explores teaching as an occupation, teachers' roles and responsibilities, and the social organization of teaching in schools, both in the U.S. and around the world. It also develops an understanding of classroom learning as a social phenomenon, and forges links between what is learned in school and the cognitive demands of work and citizenship.

EDPS5020 Survey Research Methods

Relationship between research problem and study design, choice of population, sampling methods, instrument construction, interviewing, data processing, and analysis.

EDPS5022 Sociology of Education Systems

Analysis of local and national education systems through application of sociological perspectives and organization theory, with special attention to problems of equity, effectiveness, and the embeddedness of education systems in their larger contexts.

EDPS5023 Multi and Mixed Methods Rsch

As interest in multi-method and mixed methods research continues to mushroom in the field of education, this 3-credit advanced methods course enables students with a foundation in both quantitative and qualitative methods to design and evaluate mixed methods studies. Moving beyond the traditional paradigms of quantitative versus qualitative approaches, we will dive into current advancements, issues, and debates surrounding mixed methods as an emergent third research community.

EDPS5050 Sociology of Knowledge: Between Social Structures and Cultural Worlds in Which Individuals Live

This course explores how we know what we know as influenced by surrounding social conditions, systems, and structures. Specifically, we will examine the sociology of knowledge in the context of education institutions as sites of social reproduction. In doing so, we will explore the following as a class: How do we know what we know to be true? From where is knowledge derived and originated? Whose knowledge counts and whose knowledge gets left out? How is knowledge produced, reproduced, and/or disrupted? Lastly, what conceptual, analytical, or practical implications does the sociology of knowledge hold in reimagining schooling and society?

EDPS5053 Race, Gender and Education

This course examines how racial discrimination in American education intersects with gender norms and stereotypes in ways that shape everyday school life, particularly how educational policies at the school, district, and federal level either perpetuate or transform these dynamic intersections. After exploring personal histories of race, gender, and schooling through memoir, the course begins with a theoretical and conceptual overview of race, gender, and sex, and the history of race and patriarchy in the U.S. context. Popular culture and discourse, as well as key issues and debates in the field are taken up thereafter, with a focus on race and gender equality/access in urban school settings, and gender dynamics in relation to racial bias, class privilege, and sexuality (e.g., LGBTQIA issues). The goal of the course is to reconsider what constitutes effective schooling for all students across social and cultural contexts.

EDPS5057 Introduction to Qualitative Methods for Education Policy and Social Analysis

This 3-credit course is designed to introduce students to qualitative inquiry and data analysis. As a class we will aim to better understand the following: When is a qualitative methodology approach appropriate? What types of qualitative methods are out there and under what conditions is one analytic approach optimal over another? What are effective strategies for interview data collection? How do researchers code, analyze, and interpret qualitative data? What ethical dilemmas emerge in qualitative research? How do we know if qualitative research findings are valid, trustworthy, and reliable? Students will be guided to participate in the qualitative research process, encompassing: identification of a research question, development of an interview protocol and participant consent forms, (mock) approval of the Institutional Review Board, interview practice (e.g., conducting interviews and recording the interviews), interview data transcriptions, generation of qualitative codes and themes, synthesis of qualitative research findings, clarification of study significance and contribution to policy, practice, and/or theory.

EDPS5199 Issues: Sociology and Higher Education

EDPS5430 Internship

EDPS5501 Sociology and Higher Education

This 3-credit course explores current issues, debates, and challenges in higher education from a sociological perspective. As a class, we will examine questions such as: What is the role of higher education in American society? From where is the mission and vision of higher education derived? What social forces have shaped the landscape of higher education? How did society come to construct the so-called ivory towers and gatekeepers? How do institutions of higher education shape and influence society? And how do we, in turn, shape higher education?

EDPS5503 Classical Social Theory

This class is an introduction to classical sociological theory. The epistemological foundations of sociological inquiry as well as its core concepts and methods will be examined. Problems and concepts to be covered will include alienation, class, legitimation, power, anomie, exploitation, culture, ideology, development, and individuation. The texts to be examined will be mainly from the three 'founders' of sociology: Karl Marx, Emile Durkheim and Max Weber. In addition, theorists who worked within the classical sociological tradition and who have played a significant role in shaping contemporary social theory will also be studied; such theorists may include: Friedrich Engels, Marcel Mauss, George Simmel, Sigmund Freud, and Norbert Elias.

EDPS5504 Contemporary Social Theory

This class will examine how the classical works of Weber, Durkheim and Marx have been augmented and revised by contemporary social thinkers. The readings will cover the American traditions of functionalism, pragmatism, and behaviorism as well as competing traditions such as neo-Marxism, structuralism, and discourse analysis. The readings will also address substantive issues such as globalization, digitization, consumerism, suburbanization, identity politics, racial formation theory and social control. The class will give students a broad overview of contemporary social theory as well as an understanding of how theory has addressed current social problems.

EDPS5646 Evaluation of Educational and Social Programs

This course is part of a sequence of courses that comprise a concentration in education policy at Teachers College. The course is intended for students who desire to learn more about the evaluation of social and educational programs. Program evaluation and educational policy are intertwined in fundamental ways. Evaluation findings that a particular program "works" or "doesn't work" are often used to justify particular policy actions. Of course, a great deal hinges on the quality of the tools and reasoning used to arrive at a conclusion about a program's success or failure, and much of the course is devoted to cultivating the use of widely recognized evaluation designs. There is also increasing recognition that it is important to understand not just whether or not a program works, but to also understand how it works and for whom it works and under what conditions. And it is also important to understand how research is used in policy and practice and what might increase its usage in constructive ways.

EDPS6021 Master's Integrative Project in Sociology and Education

Students wishing to complete a master's integrative project instead of taking the master's exam will design a study, provide a relevant literature review of theory and research, collect and analyze data, and write a comprehensive report of their work.

EDPS6903 Research and Independent Study

Permission required.

EDPS8903 Dissertation Advisement: Sociology & Education

Individual advisement on doctoral dissertations. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Registration for Ed.D./Ph.D. degrees.

Teachers College
COLUMBIA UNIVERSITY

Academic Catalog 2026-2027

Health Studies & Applied Educational Psychology

87 pages

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Health Studies and Applied Educational Psychology

Department Mission

The mission of the Department of Health Studies & Applied Educational Psychology is to improve health, learning, and social well-being throughout the lifespan. This mission is achieved by:

- Generating applied research on the behavioral and social determinants of health, learning, and social-emotional well-being that provides the evidence base to inform the design, implementation, and evaluation of interventions in schools and other settings to improve health and mitigate academic, social-emotional, and other challenges faced by individuals, families, and communities.
- Preparing practitioners, scholars, and leaders who can help people to realize their full potential, make informed decisions, and attain the best possible quality of life.

Thus, the department is committed to the professional preparation of those who will serve high-needs populations by conducting socially consequential and policy-relevant research and fostering interdisciplinary collaboration in practice to address problems in society that no single disciplinary approach can achieve.

Students in teacher education programs:

If you plan to work in a state other than New York, we recommend that you review the state's licensing board or teacher certification website for that state's qualifications. The Office of Teacher Education will complete any necessary forms and/or letters for out-of-state certification on the completion of your approved teacher preparation program.

Applied Behavior Analysis

Program Description

Our programs (M.A., Ph.D., and Certificate) are recognized for their excellence in preparing behavior analysts, teachers, teacher trainers, and clinicians to use scientific tools and effective instructional practices to accelerate all children's educational progress, including measurable increases in enjoying learning and schooling, academic literacy, problem solving, and self-management.

We believe that education should be first driven by the needs of students and families in terms of their contribution and access to habilitative lifestyles through the application of the basic and applied sciences of behavior.

Program Degrees

Expand the accordion(s) to view the degree requirements:

Applied Behavior Analysis

Advanced Certificate | Points/Credits: 23 | Entry Terms: Spring, Summer, Fall

Advanced Certificate in Applied Behavior Analysis

This certificate program will satisfy the coursework requirements for licensure in New York State as a Behavior Analyst (LBA) as well as the requirements for certification as a Board Certified Behavior Analyst (BCBA). Both the NYS licensure and BCBA requirements include a graduate degree in education or psychology, specified coursework in behavior analysis, supervised experience, and exam(s). We offer the practicum experience in conjunction with the coursework, for a more comprehensive, integrated program.

The 23-credit program can be completed in as little as one calendar year and students may begin the program at any point during the academic year (Fall, Spring, or Summer). During the semester when students are enrolled in practicum, a minimum of 2 days per week (10-15 hours per week for a minimum of 150 hours over the 15-week semester) in an approved practicum site is required. Outside of that, students can continue to gain the necessary 2000 supervised experience hours in approved settings under the supervision of appropriately qualified individuals (e.g., LBA/BCBAs). Such training opportunities will depend upon availability in university-approved settings, as well as commitment on the part of the student to adhere to all policies and expectations of the training site. Students will be responsible for keeping accurate and ongoing records of their experience hours, including supervision hours, as per LBA and BCBA requirements.

Required Courses

HBSE 4015 ABA I: Concepts and Principles in Pedagogy, Curriculum, and Management (3 credits)

HBSE 4016 ABA II: Foundational Concepts and Epistemology of Basic and Applied Behavior Analysis (3 credits)

HBSE 4044 Methods 1: Research Methods in Pedagogy, Curriculum, and Management (3 credits)

HBSE 4045 Methods 2: Curricular and Pedagogical Operations for Teaching the Foundations of Functional Academic Literacy (3 credits)

HBSE 4047 Record-Keeping in Applied Behavior Analysis (2 credits)

HBSE 4048 Working with Families of Children with ASD (3 credits)

HBSE 4049 Professional and Ethical Issues in Teaching as Applied Behavior Analysis (3 credits)

HBSE 4304* Practicum in Applied Behavior Analysis (3 credits)

OR

HBSE 4704 Student Teaching Practicum (for students enrolled in the ABA MA program only) (3 credits)

*Students must take HBSE 4304 for 3 credits in the semester during which it is offered as a class; they may continue to register for sections of HBSE 4304 for 0 credits for subsequent semesters to indicate that they are completing experience hours, if necessary.

OR—FOR SCHOOL PSYCHOLOGY EdM STUDENTS ONLY:

HBSE 4304** Practicum in Applied Behavior Analysis (1 credit in the first semester, 0 credits for all semesters after that).

AND

HBSK 5050 Cognitive and Behavioral Interventions (3 credits)

Students are encouraged to review all requirements and regulations for both the LBA (https://www.op.nysed.gov/licensed-behavior-analysts) and BCBA (https://www.bacb.com/bcba/), particularly as they relate to the necessary supervised experience.

Applied Behavior Analysis

M.A. | Points/Credits: 47 | Entry Terms: Fall | Certification: Dual Certification: NY State Initial: Students with Disabilities Birth-2, Students with Disabilities 1-6, Early Childhood Birth-Grade 2/Childhood 1-6

The Masters degree program accreditation is awarded by the Association for Behavior Analysis International Accreditation Board.

Our program is recognized for its excellence in training teachers in using scientific tools to bridge the educational gap and accelerate learning for all children (Greer, 2007). It is also internationally recognized for training teachers, researchers, and leaders in early educational and language developmental interventions for children with autism spectrum disorders (ages 2-5) and effective inclusion practices. The objective of our MA program is to prepare

teachers, teacher trainers, and clinicians to use measurably effective instructional practices to accelerate all children's educational progress, including measurable increases in enjoying learning and schooling, academic literacy, problem solving, and self-management. A key to doing this is the acceleration of children's language development. Recent research findings provide exciting new ways to do this. In order to meet our educational objectives, we provide instructional experiences to teach our graduate students the following aspects of effective teaching:

- Utilize research-based procedures for all aspects and subject areas of teaching preschool and elementary-age children.
- Manage classrooms and schools such that children are well behaved and motivated to learn, using positive and non-coercive practices.
- Master the existing science of learning and teaching as it is applied to the varied needs of children.
- Master protocols to identify and induce missing language developmental cusps and capabilities that result in children learning to learn material they could not learn before and how to learn in new ways (e.g., by observation and incidental experiences).
- Master how to use key educational standards and how to match existing tested curricula and tested teaching practices to categories of students and individual students in order to ensure that the standards are achieved.
- Master how to continuously and directly measure all students' progress in achieving standards and new developmental stages and use that measurement to drive instructional practice, including the selection of alternative scientific practices when initial best practices are not successful with children.
- Master how to scientifically analyze the source of student learning problems and inadequate teaching.
- Learn to draw on evidence from cognitive learning,developmental research, and reading/writing literacy research implemented through procedures from teaching as applied behavior analysis.
- Master how to teach children to be self-learners.

The Teaching as Applied Behavior Analysis Program is an approach to behavior analysis and teacher training in which all instruction used by behavior analysts/teachers is based on scientific evidence and the use of scientific procedures to fit the appropriate science-based practices to individual students' varied learning and language developmental needs.

Students may also apply for certification in other states according to state-specific processes and requirements, and inter-state reciprocal agreements. The program is accredited by the Association for Behavior Analysis, International, which allows our students to meet the coursework requirements for the Board Certified Behavior Analyst (BCBA) credential. Earning one's BCBA is also part of a pathway to becoming a Licensed Behavior Analyst in New York (LBA-NY). In addition to coursework, both BCBA and LBA requirements include completion of supervised fieldwork hours, many or all of which can be gained while in the program. The last step in becoming a BCBA includes passing the BCBA exam.

During the two-year MA program, students complete student teaching requirements during internships in schools and classrooms that practice teaching as applied behavior analysis, under the mentorship of supervisors who are BCBAs and certified teachers (and often graduates of our training model). Students need to work at internship sites for 20-40 hours per week and during two semesters students have to work full time in order to meet teacher certification requirements. These experiences include supervision from appropriately credentialed BCBAs/LBAs.

All of the training is done in an approved practicum/internship site in educational settings. We partner with sites that provide paid opportunities. Students are trained in internship positions, under the supervision of experienced scientist-practitioners in school placements and attend classes in the evening. What is done with the children in the classrooms is the content of our core graduate courses--scientific findings and teaching procedures. What is taught in the core courses and the related courses is placed into practice daily. All of the work in the classroom and school settings is tied to our core courses in the MA program that are devoted to classroom management, curriculum design, effective pedagogical practices, and the advancement of a science of teaching. The other classes in the program are devoted to various scientific approaches to instruction, learning, and development. MA students rotate placements across different types of students and ages until they achieve minimal mastery of the relevant scientifically based teaching repertoires.

Research is an important component of the MA program. Several courses require research tied to improving the educational attainment of children our students work with. This work culminates in an Integrative Project that functions as a thesis.

Successful applicants will present evidence of excellent undergraduate academic performance in liberal arts degrees or degrees with strong liberal arts requirements, strong recommendations, and a passion for working with children whose future prognosis depends on highly effective instructional interventions. The program is academically rigorous, and the applied component is demanding. Graduates of the program are highly sought after by public schools and graduate programs. Between 15 and 20 applicants are accepted annually.

Specialization Requirements, Applied Behavior Analysis:

- HBSE 4015 ABA I: Concepts and Principles in Pedagogy, Curriculum, and Management
- HBSE 4016 ABA II: Foundational Concepts and Epistemology of Basic and Applied Behavior Analysis
- HBSE 4017 ABA III: Verbal Development, Curriculum, and Pedagogy
- HBSE 4044 Methods 1: Research Methods in Pedagogy, Curriculum, and Management
- HBSE 4045 Methods 2: Curricular and Pedagogical Operations for Teaching the Foundations of Functional Academic Literacy
- HBSE 4046 Methods 3: Curricular and Pedagogical Operations for Teaching Advanced Functional Academic Literacy
- HBSE 4048 Working with Families of Children with Autism
- HBSE 4049 Professional and ethical issues in behavior analysis
- HBSE 4704 Observation and student teaching in special education: Applied behavioral analysis and behavioral disorders (4 terms)

- IND 4000 Master's Candidate (Integrative Project, i.e., thesis) (2 credits)

Breadth Requirement and Reading/Math Requirement:

For the list of required cognate courses that provide breadth scholarship and practice, contact the program coordinator or the special education secretary. In order to broaden the student's background in education, two Teachers College courses outside the Teachers College major program must be completed. Independent of this, students are required to complete two reading courses and one mathematics course. This means two math/reading courses have to come from outside the program and one course can come from within the program, or outside the program. Examples of acceptable courses (faculty approval required for alternative courses):

- HBSK 4072: Theory and Techniques of Assessment and Intervention in Reading
- MSTM 5010, Mathematics in the Elementary School
- HUDK 4027: Development of Mathematical Thinking
- HBSK 4074: Reading and Comprehension Strategies and Study Skills

(Alternatively, students may take HBSK 5099: Writing Interventions Theory and Practice in lieu of one of the reading courses if scheduling conflicts exist.)

The New York State Education Department (NYSED) mandates teacher certification requirements that are needed for program completion and graduation which are listed in the Office of Teacher Education section of the catalog.

Special Education: Applied Behavior Analysis

Ph.D. | Points/Credits: 75 | Entry Terms: Summer, Fall

Research and Evaluation Emphasis:

Students with excellent potential as researchers and theoreticians who are interested in scholarly careers in special education, education, and related social sciences may apply for the Ph.D. degree program, which represents the highest level of achievement in the Arts and Sciences. This degree program is administered jointly by Teachers College and the graduate faculty of Columbia University.

Prospective students may obtain information on program offerings by contacting the program office.

Ph.D. in Special Education: Applied Behavior Analysis

The Ph.D. in Special Education: Applied Behavior Analysis degree program accreditation is awarded by the Association for Behavior Analysis International Accreditation Board.

The Teaching as Applied Behavior Analysis M.A. and Ph.D. programs incorporate an approach to behavior analyst and teacher training in which all instruction used by behavior analysts and teachers is based on scientific evidence and the use of scientific procedures to fit the appropriate science-based practices to individual students' varied learning and language developmental needs. Students accepted into the program are placed in paid teacher

assistant positions (M.A. students and Ph.D. students taking the M.A. core) or paid teacher positions (Ph.D. students who have completed at least 3 semesters of the M.A. core) in schools and classrooms that practice teaching as applied behavior analysis. The training of behavior analysts and teachers is also based on scientifically tested procedures. Teacher trainees are taught until they master the science and its application with all children from 2 years through grade 6.

Research is a central component of the training—both the applications of research using science-based tactics and measurement and the generation of new research. Ph.D. students engage in research throughout their program, building on their research training in the M.A. program and culminating in a dissertation that identifies and investigates a topic related to our mission. Dissertations must make contributions to both applied and basic science. The faculty and the students generate a substantial body of research leading to publications and presentations at international scientific conferences each year, and this is a key component of the Ph.D. training. Programmatic research is conducted in the following areas: effective classroom practices, language/verbal development interventions that result in children learning to learn in different ways, observational learning, and systems-wide scientific approaches to education, to name some of the areas.

Students who already hold M.A. degrees from other institutions must take the ten M.A. core courses, because the core prepares them with the means to be successful in completing milestone Ph.D. requirements. Ph.D. students also need to be dually certified in New York State for teaching children from birth to grade 2 and grades 1-6. The teaching placement is a critical part of the program, because it provides the opportunities to train M.A. students and to be involved in cutting-edge research. In that role Ph.D. students are critical instructors for the first- and second year M.A. students, an experience that prepares the doctoral candidate to teach and mentor graduate-level students. Our Ph.D. candidates play a significant role in our record of providing measurably superior instruction and bridging the educational gap.

Program objectives:

- Use single-subject and group-design research to evaluate all aspects of an educational system, including educational interventions for children, staff and parent training, and teacher training.
- Train and supervise classrooms and schools such that children are well-behaved and motivated to learn, using positive and non-coercive practices.
- Master the existing science of learning as applied to the varied needs of children, master teaching others to implement the science of learning independently, and empirically evaluate the effects of such training.
- Master protocols to identify and induce missing language developmental cusps and capabilities, and master teaching of others to implement these protocols and empirically evaluate the effects of protocols and a child's development.
- Master how to use key educational standards and how to match existing tested curricula and tested teaching practices to categories of students and individual students, and master how to teach others to implement these competencies and empirically evaluate the effects of such training.
- Teach others how to measure all students' progress continuously and directly in achieving standards and new developmental stages and empirically evaluate such training.
- Empirically evaluate teaching practices when initial best practices are not successful with children.

- Teach others to scientifically analyze the source of student learning problems and empirically evaluate such training.
- Draw on evidence from behavior analysis, cognitive learning, developmental research, special education research, reading/writing literacy research and implement procedures in accordance with Applied Behavior Analysis and teaching as a science.
- Teach others to teach children to be self-learners and empirically evaluate such interventions.
- Design functional curricula building on the theory and science of verbal behavior, radical behaviorism, and the foundations of pragmatism. Teach others to design functional curricula and empirically examine the effectiveness of functional curricula.

Department Courses Required for All Student Majors in Degree Program Core Requirements for all Ph.D. Majors in the Applied Sciences of Learning and Special Education Cluster

- HBSE 5010 Study of the philosophic foundations of special education
- HBSE 6001 Research in special education: Research/experimental design
- HBSE 6010 Advanced study of problems and issues in special education
- HBSE 6031 Research in special education: Single-case design
- HBSE 7500 Dissertation seminar in special education
- HBSE 8900-8910 Dissertation advisement in special education

Non-Department Courses Required for All Student Majors in Degree Program

- HUDM 4122 Probability and statistical inference
- HUDM 5122 Applied regression analysis

Specialization Requirements, Applied Behavior Analysis:

- HBSE 5304 Advanced practica in special education: Behavioral disorders
- HBSE 6404 Advanced internship: Behavior disorders
- HBSE 5904 Problems in special education: Behavioral disorders (supervision)
- HBSE 6008 Behaviorism
- HBSE 6015 The verbal behavior model: Individual educational programming
- HBSE 6504 Advanced seminar in special education: Applied behavior analysis and behavioral disorders

Program Faculty

Faculty

- Daniel Fienup

  Professor of Psychology and Education

- Maithri Sivaraman

  Assistant Professor of Psychology and Education

Professors of Teaching

- Jo Ann Pereira Delgado

  Assistant Professor of Teaching

Emeriti

- R Douglas Greer

  Professor Emeritus of Psychology and Education

Adjunct Faculty

- Christopher Ralph Colasurdo

  Adjunct Assistant Professor

- Amy Davies Lackey

  Adjunct Assistant Professor

- Vanessa Laurent

  Adjunct Assistant Professor

- Victoria Rose Verdun

  Adjunct Assistant Professor

- Joanna Wilczewski

  Adjunct Assistant Professor

Program Courses

HBS4000 Integrative Project

Nutrition students may take HBS 4000 (0 credits) if they have already completed HBSV 5350 Culturally Sensitive Nutrition Care & Global Foods Lab and still need to fulfill ACEND Food Science competencies. This course can be taken for 0 Credits and has a $175 fee for lab and food-related costs.

HBSE4015 ABA I: Concepts and Principles in Pedagogy, Curriculum, and Management

Basic applications for learners without reading or writing repertoires. Strategic applications of the science of behavior to instruction, management, curriculum-based assessment, isolation of locus of learning/behavior problems, and measurably effective instructional practices.

HBSE4016 ABA II: Foundational Concepts and Epistemology of Basic and Applied Behavior Analysis

Prerequisite: HBSE 4015. Advanced applications to learners with writing, reading, and self-editing repertoires. Teaching operations and curricula designed to teach academic literacy, self-management, and problem solving. Data-based applications required.

HBSE4017 ABA III: Verbal Development, Curriculum, and Pedagogy

Applications of behavior analysis to the schooling system that incorporates educating and working with families, providing classroom and school leadership, coordinating support personnel efforts across the school and home, and the development of learner independence through advanced scientifically based pedagogy and functional curriculum design, including computer-based instruction.

HBSE4044 Methods 1: Research Methods in Pedagogy, Curriculum, and Management

Pedagogical and curricular design repertoires for realizing state educational objectives for children from pre-listener to early reader skills (NYSED Standards, English Excellence in Education Standards, and CABAS® Standards Preschool through Kindergarten).

HBSE4045 Methods 2: Curricular and Pedagogical Operations for Teaching the Foundations of Functional Academic Literacy

Pedagogical and curricular repertoires for realizing state educational objectives for children with early to advanced self-editing and self-management repertoires (grades 1 through 3).

HBSE4046 Methods 3: Curricular and Pedagogical Operations for Teaching Advanced Functional Academic Literacy

Pedagogical and curricular repertoires for realizing state educational objectives for children with early to advanced self-editing and self-management repertoires (grades 4 through middle school).

HBSE4048 Wrk w Fam of Chldrn w ASD

The purpose of this course is to provide an overview of the components related to successful partnerships between parents and professionals as realized through increasing positive and effective parenting skills within families of children with autism.

HBSE4049 Professional and Ethical Issues in Teaching as Applied Behavior Analysis

This course will focus on the ethical, professional, and legal issues impacting those who apply the science of behavior to vulnerable populations (e.g., young children or children with disabilities), including those who work in clinical, home, and school settings.

HBSE4304 Practicum in ABA

This course fulfills the 150 (minimum) practicum hours working with children with autism required for licensure as a Behavior Analyst in NYS and may also satisfy supervised experience hours required by the Behavior Analyst Certification Board. This course also carries 3 credits (45 credit hours) worth of content; thus, students will be responsible for completing coursework and attending class at the university on a weekly basis.

HBSE4704 Observation and student teaching in special education: Applied behavioral analysis and behavioral disorders

Permission required. Course requires 3-5 days a week for participation in community, school, and agency programs and a weekly seminar on campus.

HBSE5010 Study of the philosophic foundations of special education

Permission required. Required of all doctoral students in the Applied Sciences of Learning and Special Education programs in the Department of Health and Behavior Studies. Overview of major theoretical and methodological orientation within social sciences and special education.

HBSE5904 Problems in special education: Applied behavioral analysis and behavioral disorders

Qualified students work individually or in small groups under guidance on practical research problems. Proposed work must be outlined prior to registration; final written report required.

HBSE6001 Research in special education

Permission required. Prerequisites: HUDM 4122 and HUDM 5122. Instruction in the development, conduct, and reporting of research. Student research studies. Required of all doctoral students in Applied Sciences of Learning and Special Education programs in the department of Health and Behavior Studies.

HBSE6008 Behaviorism and the science of behavior

Permission required (for Ph.D. students in Applied Behavior Analysis and Behavior Disorders). A survey comparing and contrasting the various behaviorisms including: methodological behaviorism, paradigmatic behaviorism, interbehaviorism, social behaviorism, radical behaviorism, behavior selection, and the relationship of these to pragmatism, natural selection, positivism, and their historical roots of behavior selection and natural selection in the Scottish enlightenment.

HBSE6010 Adv Study-Problms/Issues-Sp Ed

Permission required. Required of all doctoral students in Special Education and programs in the department of Health Studies and Applied Educational Psychology. Instruction in the current practices and policies in the education of exceptional children with emphases on language and literacy development.

HBSE6015 The verbal behavior model: Individual educational programming

Prerequisites: HBSE 4015 and HBSE 4043. Students will master Skinner's model of communicative behavior, the associated literature, and major theoretical papers. Research and data-based schooling applications of the model will be made to pedagogy and curriculum.

HBSE6031 Research methods in special education: single-subject design II

Permission required. Course covers inter-subject and intrasubject designs, repeated measurement, generality, direct and systematic replication, and selection of group or single-case designs.

HBSE6404 Advanced internships in special education: Behavioral disorders

Permission required. Post-masters level. Intensive in-service internship requires 3-5 days per week in approved settings. Internship allows for practical applications of scientific methods and principles taught in coursework to the education and treatment of children with and without disabilities.

HBSE6504 Advanced seminars in special education: Applied behavior analysis and behavioral disorders

For doctoral students in special education and related fields. Recent developments in theory and research as related to the specialization from psychological, educational, sociological, and/or medical sources.

HBSE7500 Dissertation Seminar in Special Education

Permission required. Only advanced doctoral students in special education programs are eligible. Prerequisites: HBSE 5010, 6001, 6003, 6005 and 6010. Development of doctoral dissertations and presentation of plans for approval.

HBSE8901 Dissertation advisement in special education: Intellectual disability/autism

Advisement on doctoral dissertations. Fee to equal 3 points at current tuition rate for each term. For requirements, see catalog on continuous registration for Ph.D. degrees.

HBSK4072 Theory and Techniques of Assessment and Intervention in Reading

Provides an overview of theories and research pertaining to reading acquisition and assessment and intervention techniques for reading across the lifespan. Content is organized according to four major themes: the psychology of reading development, language structures, assessment, and intervention.

HBSK4074 Development of Reading Comprehension

Reading and study skills: Practical procedures based on research findings appropriate for teachers, counselors, and others. Discussion focuses on students in the middle elementary grades through young adulthood.

HBSK5050 Cognitive and Behavioral Interventions for Youth

This course is intended to provide graduate students in psychology with an introduction to the application of cognitive behavioral interventions for the treatment of childhood disorders. The theoretical foundations of major cognitive-behavioral therapies for the treatment of psychological disorders will be studied. Treatment skills, including clinical interviewing and basic therapeutic skills, will be presented. Further, empirically supported therapeutic interventions for some of the most common psychological disorders experienced by school age children will be discussed. An introduction to cognitive behavioral case formulation and individual treatment planning will be integrated throughout the class. Empirical data pertaining to the use and efficacy of cognitive behavioral interventions with diverse populations will be reviewed. Ethical considerations will be presented and highlighted.

HBSK5099 Writing Interventions Theory and Practice

This is a literacy course that applies research on cognitive, linguistic, affective, social, and cultural processes underlying writing performance to the development of writing interventions. Writing is discussed within the context of language and literacy development. Students learn to evaluate evidence-based writing interventions for both typically developing and special-needs populations of differing ages and in various educational settings.

HUDK4027 How Children Learn Math

The development of informal and formal mathematical thinking from infancy through childhood with implications for education.

HUDM4122 Probability and statistical inference

An introduction to statistical theory, including elementary probability theory; random variables and probability distributions; sampling distributions; estimation theory and hypothesis testing using binomial, normal, T, chi square, and F distributions. Calculus not required.

HUDM5122 Applied Regression Analysis

Prerequisite: HUDM 4122, HUDM 4125, HUDM 4120 or equivalent. This course is an introduction to regression with emphasis on the practical aspects. Topics include: simple linear regression, multiple linear regression, regression with categorical independent variables and/or interactions, role of assumptions, model diagnostics, and generalized linear models. Class time includes lab time devoted to applications with IBM SPSS.

MSTM5010 Mathematics in the Elementary School

Problems, issues, and methods in the teaching and supervision of elementary school mathematics.

Deaf and Hard of Hearing

Program Description

Founded in 1906, the Deaf & Hard of Hearing Education Program at Teachers College is one of the oldest deaf education programs in the country. Based on the belief that communication is a human right, our program prepares educators to partner with families in building a strong language foundation —whether spoken or signed—for children who are deaf and hard of hearing. Through interdisciplinary study in speech and hearing science, literacy, psychology, linguistics, and child development, our graduates are prepared to meet the language and academic needs of deaf and hard of hearing children in a wide range of settings. Our comprehensive program provides advanced study across the continuum of language and communication modalities, including American Sign Language, listening and spoken language, and Cued Speech/Language.

Program Degrees

Expand the accordion(s) to view the degree requirements:

Deaf and Hard of Hearing

Ed.M. | Points/Credits: 60 | Entry Terms: Spring, Summer, Fall | Certification: NY State Initial: Deaf/ Hard of Hearing Pre-K-12

The Master of Education (Ed.M.) is a 60-credit program leading to New York State (NYS) initial certification as Teacher of the Deaf and Hard of Hearing.

This program leads to Council on the Education of the Deaf (CED) certification.

Specialization Requirements, Deaf and Hard of Hearing:

- HBSE 4070 Psychosocial and Cultural Aspects of People who are Deaf or Hard of Hearing
- HBSE 4071 Language and Literacy for the Deaf and Hard of Hearing with Language Learning Disabilities (two academic terms)
- HBSE 4072 Language Development for the Deaf and Hard of Hearing and Children with Language Learning Disabilities
- HBSE 4073 Teaching Speech, Language, and Communication/Educational Audiology (two academic terms)
- HBSE 4079 Language Development and Habilitation: Auditory Verbal Practice
- HBSE 4300-007 Practicum in Assessment and Evaluation of Individuals with Exceptionalities: DHH
- HBSE 4707 Observation and Student Teaching Deaf and Hard of Hearing (two academic terms)

- HBSE 4863 Cued Speech/Language and Multisensory Reading
- HBSE 4871 American Sign Language I
- HBSE 4872 American Sign Language II
- Area specialization courses in Deaf and Hard of Hearing (15+ points)

Breadth Requirements:

In order to broaden the student's background in education, Teachers College courses outside the Teachers College major department must be completed. These courses will be selected based on transcript review and advisement.New York State Education Department (NYSED) mandates teacher certification requirements that are needed for program completion and graduation. These requirements are listed in the Office of Teacher Education section of the catalog.

Deaf and Hard of Hearing

M.A. | Points/Credits: 32-36 | Entry Terms: Spring, Summer, Fall

The Master of Arts (M.A.) without certification is a 32- to 36-credit program leading to a Master's Degree in Education of the Deaf and Hard of Hearing. This program does not lead to New York State (NYS) certification as Teacher of the Deaf and Hard of Hearing.

Program Requirements, Deaf and Hard of Hearing:

- HBSE 4070 Psychosocial and Cultural Aspects of People who are Deaf or Hard of Hearing
- HBSE 4071 Language and Literacy for the Deaf and Hard of Hearing and Children with Language Learning Disabilities (two terms)
- HBSE 4072 Language Development for the Deaf or Hard of hearing with Language Learning Disabilities
- HBSE 4073 Teaching Speech, Language, and Communication Skills/Educational Audiology (two academic terms)
- HBSE 4079 Language Development and Habilitation: Auditory-Verbal Practice
- HBSE 4300-007 Practicum in Assessment and Evaluation of Individuals with Exceptionalities: DHH
- HBSE 4863 Cued Speech/Language and Multisensory Reading
- HBSE 4871 American Sign Language I
- HBSE 4872 American Sign Language II
- Out of program electives

Breadth Requirements:

In order to broaden the student's background in education, Teachers College courses outside the Teachers College major department must be completed. These courses will be selected based on transcript review and advisement.

Deaf and Hard of Hearing

M.A. | Points/Credits: 40 | Entry Terms: Spring, Summer, Fall | Certification: NY State Initial: Deaf/Hard of Hearing Pre-K-12

The Master of Arts (M.A.) with certification is a 40-credit program leading to New York State (NYS) initial certification as Teacher of the Deaf and Hard of Hearing.

This program leads to Council on the Education of the Deaf (CED) certification.

Specialization Requirements, Deaf and Hard of Hearing:

- HBSE 4070 Psychosocial and Cultural Aspects of People who are Deaf or Hard of Hearing
- HBSE 4071 Language and Literacy for the Deaf and Hard of Hearing and Children with Language Learning Disabilities (two terms)
- HBSE 4072 Language Development for the Deaf or Hard of Hearing and Children with Language Learning Disabilities
- HBSE 4073 Teaching Speech, Language, and Communication Skills/Educational Audiology (two academic terms)
- HBSE 4079 Language Development and Habilitation: Auditory Verbal Practice
- HBSE 4300–007 Practicum in Assessment and Evaluation of Individuals with Exceptionalities: DHH
- HBSE 4707 Observation and Student Teaching in Special Education - Deaf and Hard of Hearing (two academic terms)
- HBSE 4863 Cued Speech/Language and Multisensory Reading
- HBSE 4871 American Sign Language I
- HBSE 4872 American Sign Language II

Breadth Requirements:

In order to broaden the student's background in education, Teachers College courses outside the Teachers College major department must be completed. These courses will be selected based on transcript review and advisement.

New York State Education Department (NYSED) mandates teacher certification requirements that are needed for program completion and graduation. These requirements are listed in the Office of Teacher Education section of the catalog.

Special Education: Deaf and Hard of Hearing

Ph.D. | Points/Credits: 84 | Entry Terms: Fall

The Ph.D. doctoral program is divided into several areas of study including 1) advanced study in general special education, the philosophy of science, and theory building; 2) advanced study in a minimum of two paradigms of research; 3) advanced study in the education of the deaf and hard of hearing, including advanced study in linguistics, psycholinguistics, and developmental psycholinguistics; and 4) a professional specialization.

The Ph.D. in Special Education: Deaf and Hard of Hearing is administered and awarded through the Graduate School of Arts and Sciences at Columbia University and requires the equivalent of an undergraduate liberal arts degree. The degree requires a minimum of 54 credits beyond the master's degree and presumes a background in, and/or direct professional experience in, working with individuals who are deaf or Hard of Hearing.

Core Requirements for all Ph.D. Special Education majors (15):

- HBSE 5010 Study of the Philosophic Foundations of Special Education (3)
- HBSE 6001 Research in Special Education: Group Design (3)
- HBSE 6010 Advanced Study of Problems and Issues in Special Education (3)
- HBSE 6031 Research in Special Education: Single Case Design (3)
- HBSE 7500 Dissertation Seminar in Special Education (3)
- HBSE 8907 Dissertation Advisement in Special Education: Deaf and Hard of Hearing (0)

Research Requirement (15)

- HUDM 4122 Probability and Statistical Inference (3)
- HUDM 5122 Applied Regression Analysis (3)
- HUDM 5123 Linear Models (3)

Advanced Statistics/Research/Evaluation/Measurements Courses (examples listed below)

- HUDM 5059 Psychological Measurement (3)
- HUDM 6122 Multivariate Analysis I (3)

Area of Concentration: Deaf and Hard of Hearing (18):

Deaf and Hard of Hearing (6)

- HBSE 5907 Problems in Special Education: Deaf and Hard of Hearing (3)
- HBSE 6507 Advanced Seminar in Special Education: Deaf and Hard of Hearing (3)

Depending upon the student's background and research interest, the student is expected to choose 12 credit hours of study in a specialization area determined through advisement.

Program Faculty

Professors of Teaching

- Maria C. Hartman

  Associate Professor of Teaching

- Elaine Rebecca Smolen

  Assistant Professor of Teaching

Adjunct Faculty

- Stephanie Levine

  Adjunct Assistant Professor

- Jennifer Lynn Montgomery

  Adjunct Assistant Professor

- Julia A. Silvestri

  Adjunct Assistant Professor

Instructors

- David Alan Thacker Bowell

  Instructor

Program Courses

HBSE4000 Intro to Special Education

Emphasis is placed on the identification of characteristics of individuals with disabilities and the impact of the characteristics on the learner and family members of the learner. The course is a study of the nature, psychosocial, and educational needs of individuals across the lifespan with physical, mental, emotional, or sensory impairments. Particular attention is placed on the way these special education programs fit, or should fit, into ongoing work in schools.

HBSE4001 Teaching students with disabilities in the general education classroom

This course addresses problems of educational assessment, curriculum and teaching, organization, and guidance of students with physical, cognitive, affective, and sensory disabilities.

HBSE4070 Psychosocial and cultural aspects of people who are d/Deaf or hard of hearing

This course introduces the fundamentals of general, special, and bilingual education and how they are infused into Deaf education. It will also acquaint students with current trends, issues, and research in the education of Deaf and hard of hearing learners of all ages, including historic and current objectives, techniques, and results. The cultural, historical,

philosophical, psychological, linguistic and social aspects of the Deaf community will also be addressed from the educational perspective. Students are challenged to rethink their conceptualization of "Deaf education" as well as “general education” based on their perceptions of their own cultural dimensions.

HBSE4071 Language and Literacy for the DHH

Fall course: This course introduces the theoretical and scientific foundations of literacy and explores how reading, writing and cognitive processes are developed in early grades, particularly with deaf and hard of hearing students with language delays. Special emphasis is placed on foundational skills during the ‘learning to read’ stage with particular emphasis on the five major elements of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension.

HBSE4071B Language, Literacy and Literature in the content Areas for DHH and Children with Lang. Dis,

Course addresses the 'reading to learn' stage and explores the relationship between literacy and instruction and content area study (literature, science, math, social studies). Particular emphasis is given to the reading, language mediation and study of expository materials at all levels of the curriculum. Specific teaching and learning strategies for deaf, hard of hearing and students with language delays and/or language-based reading disabilities will be covered.

HBSE4072 Language development for the DHH

This course provides a review of the functions of language and communication, the nature and characteristics of language acquisition of typical language learners, the characteristics of language development in individuals who are d/Deaf or hard of hearing, and assessment, curricular and intervention issues. Students will learn to use the Cottage Acquisition Scales for Listening, Language and Speech (CASLLS).

HBSE4073 Educational Audiology/Teaching Speech, Language, and Communication

Course addresses audiological principles necessary to enable teachers of deaf and hard of hearing students to best support these students in their educational settings. Course topics include the identification, assessment, and management of hearing loss related to the educational setting, basic knowledge of audiograms, including type and degree of hearing loss, tympanometry, educational options, classroom acoustics, and auditory processing as well as hands-on experiences with the most current audiological equipment.

HBSE4073B Teaching speech, language, communication. DHH (phonetics/AAC)

Course addresses audiological principles necessary to enable teachers of deaf and hard of hearing students to best support these students in their educational settings. Course topics include the identification, assessment, and management of hearing loss related to the educational setting, basic knowledge of audiograms, including type and degree of hearing loss, tympanometry, educational options, classroom acoustics, and auditory processing as well as hands-on experiences with the most current audiological equipment.

HBSE4079 Language Development and Habilitation: Auditory Verbal Practice

This course covers listening and spoken language intervention for children with hearing loss with an emphasis on family-centered, culturally-responsive auditory verbal intervention. Domains include history and professional issues, hearing technology, auditory, speech, and language development, inclusive education, caregiver coaching, and literacy for children with hearing loss.

HBSE4300 Practical Assessment and Evaluation of Deaf and Hard of Hearing Learners

Deaf and Hard of Hearing: This class provides a comprehensive overview of assessment and evaluation of children with hearing loss, including those who have additional learning needs and those who are linguistically and culturally diverse. Developmental, academic, social-emotional, and language assessments will be covered, with opportunities for hands-

on, applied learning. ID/Autism: Students will gain practical knowledge of interdisciplinary, psychoeducational assessments of students with disabilities. Analysis of observational and test data; formulation of educational programs for students with disabilities.

HBSE4707 Obs Stu Tchng-Deaf Hard Hearng

Permission required. Course requires 5 days a week for participation in community, school, and agency programs and a weekly seminar on campus.

HBSE4871 American Sign Language I

The purpose of this course is to build conversational competency in American Sign Language by activating visual-spatial communication skills; mastering basic vocabulary, grammar and compositional structures; and developing awareness of the history of gestural languages and deaf people in society. Courses are structured into four units: culture, communication, narration and literature. These units are designed to guide students from a conceptual understanding of American Sign Language through real-life conversational structures toward independence in practical dialogue and compositions.

HBSE4872 American Sign Language II

ASL II is a continuation of ASL I. This course is designed to continue development of American Sign Language expressive and receptive skills, grammar, vocabulary, cultural awareness, and related terminology at the intermediate level.

HBSE4901 Research & Independent Study: Special Education

Permission required.

HBSE5010 Study of the philosophic foundations of special education

Permission required. Required of all doctoral students in the Applied Sciences of Learning and Special Education programs in the Department of Health and Behavior Studies. Overview of major theoretical and methodological orientation within social sciences and special education.

HBSE5907 Problems in special education: Deaf and hard of hearing

Qualified students work individually or in small groups under guidance on practical research problems. Proposed work must be outlined prior to registration; final written report required.

HBSE6001 Research in special education

Permission required. Prerequisites: HUDM 4122 and HUDM 5122. Instruction in the development, conduct, and reporting of research. Student research studies. Required of all doctoral students in Applied Sciences of Learning and Special Education programs in the department of Health and Behavior Studies.

HBSE6005 Research in special education: single-subject design I

Permission required. Prerequisites: HUDM 4122 and other statistics course work. Instruction in the development, conduct, and reporting of single-case design research. Student research studies. Required of all doctoral students in the Applied Sciences of Learning and Special Education programs in the department of Health and Behavior Studies.

HBSE6010 Adv Study-Problms/Issues-Sp Ed

Permission required. Required of all doctoral students in Special Education and programs in the department of Health Studies and Applied Educational Psychology. Instruction in the current practices and policies in the education of exceptional children with emphases on language and literacy development.

HBSE6031 Research methods in special education: single-subject design II

Permission required. Course covers inter-subject and intrasubject designs, repeated measurement, generality, direct and systematic replication, and selection of group or single-case designs.

HBSE6901 Research and independent study: Special Education

Permission required.

HBSE7500 Dissertation Seminar in Special Education

Permission required. Only advanced doctoral students in special education programs are eligible. Prerequisites: HBSE 5010, 6001, 6003, 6005 and 6010. Development of doctoral dissertations and presentation of plans for approval.

HBSE8907 Dissertation advisement in special education: Deaf and hard of hearing

Advisement on doctoral dissertations. Fee to equal 3 points at current tuition rate for each term. For requirements, see catalog on continuous registration for Ph.D. degrees.

HBSK4072 Theory and Techniques of Assessment and Intervention in Reading

Provides an overview of theories and research pertaining to reading acquisition and assessment and intervention techniques for reading across the lifespan. Content is organized according to four major themes: the psychology of reading development, language structures, assessment, and intervention.

Health Promotion and Education

Program Description

Welcome to the Program in Health Promotion and Education at Teachers College

The Program in Health Promotion and Education includes three degree programs:

M.A. in Health Promotion and Education (32 points)

M.S. in Community Health Promotion and Education (42 points)

Ed.D. in Health Promotion and Education (75 points, 30 of which may be transfer credits)

Our interdisciplinary degree programs are designed to prepare students to pursue impactful research and practice that will positively shape the health and well-being of communities across the life span in a wide range of occupational settings. All of our degree programs focus on a common theme of reducing health disparities through public health education and health promotion for individuals, families, and communities, and through the development and implementation of evidence-based programs, policies, and practices.

Our approach to professional preparation is predicated on informed decision making, self-determination, and environmental changes that advance population health and health equity. Students learn about data-informed approaches and practice-based evidence to help ensure that educational approaches are acceptable to their intended audience, feasible to implement, scalable, and effective. Rooted in the social and behavioral sciences, the Health Promotion and Education faculty have prepared generations of local, national, and global leaders working in governmental, public and community based organizations; research institutions and centers; academia; school systems; hospital and health care systems; and policy institutes.

The Program in Health Promotion and Education specializes in preparing the leaders needed to address some of the most pressing social crises and public health issues of our time, including chronic disease prevention, reproductive health, mental health, gun violence,and other forms of aggression such as in-school and cyber bullying, HIV/AIDS, climate science, pandemic preparedness, adverse childhood experiences, and many other salient topics. Uniquely situated within a school of education, our programs support students to pursue the links between health and learning, to engage in collaborative research directly with teachers and school leaders, and to lead evidence-informed advocacy efforts that advance policies that foster positive outcomes for children.

The majority of advanced graduate seminars feature small class sizes with accessible faculty. Ongoing academic support helps ensure high rates of timely degree completion and active support for students as they pursue internship and job opportunities. Our program features faculty with a significant and consistent record of external research grant funding, publications in leading peer-reviewed scientific journals, and who are providing national and global leadership in their respective fields.

Mission and Vision

The mission of the Program is to address the health of the public through the preparation of specialists in health promotion and education. Our program actively seeks to prepare students to promote health, prevent disease, reduce injury, and advance health equity. We do this work in direct partnerships with institutions, organizations, and agencies in New York City, the surrounding region, nationally, and globally — including in schools, hospitals, clinics, worksites, governmental agencies, and in collaboration with numerous nonprofit organizations.

- Our vision is to create a world-class learning environment that attracts, retains, and graduates leaders who share, with faculty, a deep commitment to health promotion, disease prevention, and health equity for local, national and international communities.

Goals for Achieving Our Program Mission

In order to achieve our mission, the Program has identified goals that fall within the broader categories of education, research, service, and via our collective commitment to justice, equity, diversity, and inclusion.

Educational Goals

One of the fundamental purposes of the Program is to deliver education that provides a firm foundation rooted in knowledge of the behavioral and social sciences that guide effective community-based education—including methods of analysis, assessment, program planning, evaluation, and research. We provide classroom instruction, advanced seminars, colloquia and statistical laboratory instruction that ensure training in core competencies essential for addressing public health through community health education.

The Program's educational goals are:

1. Prepare exceptional community health practitioners and public health researchers equipped with foundational knowledge and practical skills.
2. Provide students with an engaging, inclusive, and supportive learning environment.
3. Provide students with individualized support to complete their studies in a timely fashion and facilitate their professional development.

Research Goals

The Program strives to advance and disseminate the evidence-base for behavioral and social science serving as the foundation for public health and education. We foster exposure to rich and varied programs of research and using multiple types of data and varied research designs (e.g., efficacy, effectiveness, epidemiological, public health, ethnographic, naturalistic, case-studies, process-outcome studies, meta-analyses).

The Program's research goals are:

1. Advance and disseminate evidence-based research that addresses public health in diverse regional, national, and international communities.
2. Engage students in the advancement and dissemination of evidence-based research that addresses public health in diverse regional, national, and international communities.

Service Goals

The Program provides opportunities for engagement in internship, practice, and service activities that reflect collaboration with varied institutions, organizations, and agencies in the community setting—including schools, hospitals, clinics, work- sites, governmental agencies, and non-profits—thereby providing a firm grounding in the practical application of knowledge in the real-world, as well as reinforcing and extending the knowledge base gained through education. We promote the sharing of expertise, learning, and working collaboratively with program peers, faculty, other professionals, community stakeholders, and community members—whether via service on advisory boards, institutional committees, advocacy groups, trans-disciplinary groups, or other organizational groups.

The Program's service goals are:

1. Engage in collaborative work with varied institutions, organizations, and agencies to promote public health.
2. Provide continuing education and workforce development opportunities to a national and global audience of public and community health practitioners.

Commitment to justice, equity, diversity, and inclusion

Our program — through our collective scholarship, teaching, mentoring, curricula, and service — is deeply committed to facilitating a community that prioritizes justice, equity, diversity, and inclusion. Our program seeks to recruit and retain a diverse student body, faculty, and staff as the multicultural setting for accomplishing our goals ensuring diversity across race, gender, immigrant status, geography, discipline, disability status, among others. In addition, and to ensure our students are as well-supported as possible, all TC students have the option of engaging in a confidential disclosure of their disability status to our Office of Access and Services for Students with Disabilities.

Student Support and Development

Our Program is committed to fostering and supporting the preparation and careers of our incredibly talented students. To accommodate our growing and diverse student body, our Program offers numerous courses in an online or "hybrid" format, so that students may have the option of attending in-person or online. In addition, our Program's core courses are often offered multiple times per year to

support timely degree completion. And our Program faculty work closely with each student to identify potential sources of funding, research, internship, and job opportunities, providing letters of recommendation, among many other opportunities for support and professional development.

Program Degrees

Expand the accordion(s) to view the degree requirements:

Community Health Promotion and Education

M.S. | Points/Credits: 42 | Entry Terms: Spring, Summer, Fall

The mission of the 42-point M.S. degree program in Community Health Promotion and Education is to address the health of the public through the preparation of specialists trained to focus on the health of community members in varied community settings. Our graduates will be able to engage in the tasks of addressing community and public health via analysis, assessment, program planning, program implementation, intervention, evaluation, and research. This mission includes promoting health, preventing disease, reducing injury, and advancing health equity locally, nationally, and globally, while training exceptional leaders for the delivery of outstanding contributions to diverse regional, national, and international communities through teaching, research and service. Various structures, institutions, organizations, and agencies in the community setting -- including schools, hospitals, clinics, work-sites, and non-profits -- are engaged in collaborative relationships for purposes of fulfilling the mission.

The vision of the M.S. degree program in Community Health Promotion and Education is to advance a world-class learning environment that attracts, retains, and graduates diverse leaders who share with faculty a deep commitment to health education, health promotion, disease prevention, and health equity for diverse regional, national and international communities; and, work collaboratively with both faculty and community members through educational, service, and research endeavors. We also value and emphasize the acquisition of cultural competence with multicultural populations, as well as a focus on health disparity reduction and elimination. Our collective work advances and disseminates the behavioral and social science serving as the foundation for effective community health education.

Completion of the M.S. degree program makes graduates eligible to qualify for certification as a Certified Health Education Specialist through the National Commission for Health Education Credentialing, Inc. The credit hours available through this degree program may also be utilized to make one eligible to sit for the examination for the Master Certified Health Education Specialist (MCHES) -- also available through the National Commission for Health Education Credentialing, Inc.

The Progression of Courses & Requirements for the 42 Point M.S. Degree

Public Health Core Knowledge (21 Points):

- HBSS 4100 Behavioral and Social Science Foundations of Health Education (3)
- HBSS 4102 Principles of Epidemiology in Health Promotion (3)
- HBSS 4112 Social Policy and Prevention (3)
- HBSS 4118 Principles of Health-Related Behavioral & Social Change: Initiation to Maintenance (3)

- HBSS 4160 Introduction to Biostatistics for Community Health Educators (3)
- HBSS 4161 Environmental Health (3)
- HBSS 6100 Program Evaluation (3)

Community Health Core Knowledge (9 Points):

- HBSS 4114 Competency with Multicultural Populations: Research & Practice (3)
- HBSS 5111 Planning Health Education Programs (3)
- HBSS 5112 Social Marketing and Health Communications (3)

Broad and Basic Areas of Professional Scholarship and Practice (6 Points):

Students should take two 3-point courses approved by their advisor, while selecting courses offered by another department (i.e. Non-HBSS) at the college.

Elective Course (3 Points):

Students should take one HBSS Elective Course: Select one from the List of Options, above, under the M.A. degree description. There is variability with regard to the courses actually being offered within an academic year, so check the current semester's course offerings.

PRACTICAL SKILLS [FIELDWORK] (3 Points):

- HBSS 5410 – Practicum in Health Education (3)

Culminating Project for Research, Scholarship and Inquiry (0 Points)

The Culminating Project for Research Scholarship and Inquiry (0 points) involves an opportunity for students to work closely with their advisor and to integrate what they have learned throughout the program (e.g., major research paper; community health education curriculum; design a health promotion, disease prevention, or health education program; research project; grant application; or, an approved alternative). Students are expected to meet with their advisor and receive approval, in advance, for various types of projects.

CAPSTONE PORTFOLIO (0 Points):

The Capstone Portfolio is a requirement for graduation (0 points). Students are expected to meet with their advisor and receive instructions and approval for the plan to compile this portfolio, as a collection of items (e.g., papers, etc.) reflecting their work in the degree program.

Program formerly titled Community Health Education

Health Promotion and Education

Ed.D. | Points/Credits: 75 | Entry Terms: Spring, Summer, Fall

The Doctor of Education (Ed.D.) Degree Program in Health Promotion and Education requires students to complete a minimum of 75 points of course work with (up to 30 transfer credits), a Certification Examination, and a dissertation project that can be successfully defended. The objective of the program is to prepare professionals from a broad array of backgrounds for leadership roles in research, teaching, and service that can be directed toward improving population health and achieving health equity throughout various community settings, including healthcare, schools, colleges and universities, workplaces and community, governmental, and nonprofit agencies. To achieve this objective, students in the program are prepared to develop, implement and evaluate interventions and policies that can influence health at the individual, group, and societal levels.

Upon completion of the program, a graduate of the doctoral program in health education will demonstrate:

- A broad understanding of the history and value of theoretical knowledge found in the behavioral and social sciences that underlies the study of health behavior and health education, as well as the scientific basis of public health more broadly and the role that health education plays in achieving national public health goals and objectives (Healthy People 2030);
- The ability to critically evaluate scientific literature and evidence, and synthesize and apply scientific knowledge in the development of new conceptual models and testable research hypotheses that have potential to contribute to new knowledge to inform effective practice;
- A critical understanding of and ability to apply the principles of scientific method, mixed-methods research and evaluation, including quantitative and qualitative methods, to the study of pressing health problems or the evaluation of interventions designed to improve human health at the individual, group, and societal levels; and
- The professional skills of scientific writing and oral presentation to communicate the results and implications of the dissertation research with professional clarity, as well as those of grant-writing, teaching, ethical practice and service to the field.

Courses and Requirements

1. Major (30 points)

    a. Basic Core Courses (Required 9 points)

        - HBSS 4100 Behavioral and Social Science Foundations of Health Education (3)
        - HBSS 4102 Principles of Epidemiology in Health Promotion (3)
        - HBSS 4160 Introduction to Biostatistics for Community Health Educators (3)

    d. Advanced Core Courses (Required 12 Points)

        - HBSS 5110 Determinants of Health Behavior (3)
        - HBSS 5111 Planning Health Education Programs (3)

- HBSS 5112 Social Marketing and Health Communications (3)
- HBSS 6100 Program Evaluation (3)

e. Elective Courses (Required 9 points from among the following):

- HBSS 4012 Eating Disorders (3)
- HBSS 4110 Health Promotion for Children & Adolescents (3)
- HBSS 4111 Addictions and Dependencies (3)
- HBSS 4112 Social Policy and Prevention (3)
- HBSS 4113 Human Sexuality Education (3)
- HBSS 4114 Competency with Multicultural Populations: Research & Practice (3)
- HBSS 4116 Health Education for Teachers (3)
- HBSS 4117 HIV/AIDS Epidemiology and Education (3)
- HBSS 4118 Principles of Health Related Behavioral and Social Change: Initiation to Maintenance (3)
- HBSS 4122 Women's Health (3)
- HBSS 4161 Environmental Health (3)
- HBSS 5113 Community Health Analysis (3)
- HBSS 5408 Practicum in Individual Health Advisement (3)
- HBSS 5410 Practicum in Health Education (3)
- HBSS 6145 Health Psychology (3)
- Another course approved by your advisor (3)

2. Broad and Basic Areas of Professional Scholarship and Practice (9 Points to be taken out of the Program that have been approved by your advisor)
3. Research, Scholarship and Inquiry: Methods of Evaluation, Statistics, and Dissertation Research (30 Points)*

a. Courses in Research Methods (Required 6 points from among the following, with the recommendation of the Faculty to take one qualitative methods course and one quantitative methods course)

- EDPS 5020 Survey Research Methods (3)
- HBSS 5040 Research Methods in Health and Behavior Studies (3)
- HUD 4120 Methods of Empirical Research (3)
- ORL 6500 Qualitative Research (3)
- ORLJ 4009 Understanding Behavioral Research (3)

f. Courses in Statistics, Measurement, and Evaluation (Required 9 Points from among the following, or courses approved by your advisor)

- EDPS 5646 Evaluation of Educational and Social Programs (3)
- HUDM 4050 Introduction to Measurement (3)
- HUDM 4122 Probability and Statistical Inference (3)
- HUDM 5122 Applied Regression Analysis (3)
- HUDM 5123 Linear Models and Experimental Design (3)
- HUDM 6026 Computational Statistics (3)

g. Research Seminar and Preparation of the Dissertation (Required 9-15 Points)

- HBSS 6510 Research Seminar in Health Education (2 terms: 6 points)
- HBSS 6511 Research Seminar in Health Promotion and Education: The Doctoral Dissertation Project (3)
- HBSS 6512 Research Seminar in Health Promotion and Education: Conceptualizing the Dissertation Project (3)
- HBSS 6513 Research Seminar in Health Promotion and Education: Methods of Data Collection, Analysis, and
- Interpretation (3)
- HBSS 6514 Research Seminar in Health Promotion and Education: Navigating the Doctoral Defense, Dissemination,
- and the Postdoctoral Phase (3)
- HBSS 6520 Advanced Seminar for Doctoral Dissertation Data Analysis (3)
- HBSS 7501 Dissertation Seminar in Health Education (2 terms: 6 points)
- HBSS 8900 Dissertation Advisement in Health Education (0)

*Students who have identified a course not listed here that is comparable to a required course may work one-on-one with their advisor to seek approval for a substitution.

2. Elective Courses, Additional Research or Independent Study (6-12 Points)

- Courses approved by your advisor (6-12 Points)

Formerly formerly titled Health Education

Health Promotion and Education

M.A. | Points/Credits: 32 | Entry Terms: Spring, Summer, Fall

The program of study leading to the degree of Master of Arts (M.A.) in Health Education is a 32-credit program of study designed for those who wish to develop the skills necessary to plan and implement health education programs for a variety of populations and in a range of practice settings. Successful completion of the program provides students with comprehensive understanding of the theory and practice of health education and health promotion. Students develop the critical thinking skills that are necessary to apply the principles of behavioral and social sciences that are the foundation of health promotion and education to program development and implementation.

The program of study enables students to prepare for professional practice as a health education specialist or public health practitioner in numerous settings including community-based organizations, hospitals, research institutes, institutes of higher education, government agencies, and many others. The M.A. degree can also serve to prepare qualified students to go on for more advanced professional study in health promotion and education or other related fields.

Completion of the degree program currently makes graduates eligible to qualify for certification as a Certified Health Education Specialist (CHES) through the National Commission for Health Education Credentialing, Inc. The credit hours available through this degree program may also be utilized to make one eligible to sit for the examination for the Master Certified Health Education Specialist (MCHES).

Students must receive advisement from their advisor before registering for classes each semester in order to ensure the proper selection of courses. The selection of courses is guided by the individual needs of the student, and is not limited to those courses listed below.

Courses and Requirements

MAJOR (21 Points)

Required Core Courses (15 Points)

- HBSS 4100 Behavioral and Social Science Foundations of Health Education (3)
- HBSS 4102 Principles of Epidemiology in Health Promotion (3)
- HBSS 5110 Determinants of Health Behavior (3)
- HBSS 5111 Planning Health Education Programs (3)
- HBSS 5112 Social Marketing and Health Communications (3)

Elective Courses (6-8 points)

(Select two courses for 3 points each from among the options listed below. There is variability with regard to the courses actually being offered within an academic year.)

- HBSS 4001 Health Provider Communications and Health Promotion (3)

- HBSS 4110 Children and Adolescents: School Health Issues (3)
- HBSS 4111 Addictions and Dependencies (3)
- HBSS 4112 Social Policy and Prevention (3)
- HBSS 4113 Human Sexuality Education (3)
- HBSS 4114 Competency with Multicultural Populations: Research & Practice (3)
- HBSS 4115 Health Promotion for Aging Adults (3)
- HBSS 4116 Health Education for Teachers (3)
- HBSS 4117 HIV/AIDS Epidemiology and Education (3)
- Various topics in Health Education (See the course schedule for topics covered) (3)
- HBSS 4121 Death Education (3)
- HBSS 4122 Women's Health (3)
- HBSS 4123 Violence and “All Hazards” Preparation (3)
- HBSS 4130 Alcohol and Health (3)
- HBSS 4140 Developing Workplace Health Promotion Programs (3)
- HBSS 4141 Health and Illness in Cross-Cultural Perspective (3)
- HBSS 5113 Community Health Analysis (3)
- HBSS 5116 Social Relations, Emotions, and Health (3)
- HBSS 5408 Practicum in Individual Health Advisement (3)
- HBSS 5410 Practicum in Health Education (1-6)
- HBSS 5551 Bioethics (3)
- HBSS 5800 Health Disparities Research Conference (1)
- HBSS 6100 Program Evaluation (3)
- HBSS 6145 Health Psychology (3)
- HBSS 6500 Grant Writing (3)

BROAD AND BASIC AREAS OF PROFESSIONAL SCHOLARSHIP AND PRACTICE (6 Points)

Nature of Education, Persons, and Learning Processes (3 Points required): Students should take one course approved by their advisor in learning theory, human development, or counseling pertaining to a population group of interest, such as the child, adolescent, adult, or older adult.

Recommended courses include, but are not limited to, those offered by the Departments of:

- Organization & Leadership (e.g., Program in Adult Learning and Leadership)
- Counseling & Clinical Psychology (e.g., Program in Counseling Psychology)

- Human Development (e.g., Developmental Psychology Programs)

Communications, Computing and Instructional Technology and Media (3 Points required) Students should take one course approved by their advisor in communications, computing or instructional technology and media.

Recommended courses include, but are not limited to, those offered by the Department of:

- Mathematics, Science & Technology (e.g., Programs in: Communication, Media and Technologies Design; or Computing in Education; or Instructional Technology and Media)

Note on Options: Depending upon an individual student's needs, the student's advisor may approve a course selection from another Department.

Potential Departments include:

- Education Policy & Social Analysis
- International & Transcultural Studies

RESEARCH, SCHOLARSHIP AND INQUIRY (3 points)

One required course in research methods, evaluation, measurement, or statistics. The recommended course is listed below, while another course may be approved by the student's advisor if deemed an acceptable substitution:

- HBSS 5040 Research Methods in Health and Behavior Studies I (3)

CAPSTONE PROJECT FOR RESEARCH, SCHOLARSHIP AND INQUIRY (0-2 points)

The Capstone Project for Research, Scholarship and Inquiry is required for graduation. This may be completed while taking a course such as HBSS 4901 Independent Study or HBSS 5410 Practicum in Health Education, among others. Alternatively, students may opt to complete the Capstone without registering for a particular course and complete two additional credits as electives.

Program formerly titled Health Education

Program Faculty

Faculty

- John P Allegrante

  Charles Irwin Lambert Professor of Health Behavior and Education

- Charles E Basch

  Richard March Hoe Professor of Health and Education

- Pamela Ann Koch

  Mary Swartz Rose Associate Professor of Nutrition and Education

- Sonali Rajan

  Professor of Health Promotion and Education

- Randi L. Wolf

  Ella McCollum Vahlteich Professor of Human Nutrition

Visiting Professors

- Michelle Lisa Odlum

  Visiting Associate Professor

Emeriti

- Barbara C. Wallace

  Professor Emerita of Health Education

Adjunct Faculty

- Theresa Castillo

  Adjunct Associate Professor

- Robert E Fullilove

  Adjunct Full Professor

- Janet Mohlman

  Adjunct Full Professor

- Katherine Jean Roberts

  Adjunct Full Professor

Program Courses

HBSS4100 Behavior & Social Science Foundations of Health Education

Determinants of health; relationship between health and human behavior; the role of health education as a strategy in health promotion and disease prevention; selected issues and problems.

HBSS4102 Principles of Epidemiology Health Promotion

Principles and methods of epidemiologic investigation; application of epidemiologic to prevention and control of disease, using health education.

HBSS4110 Children and Adolescent Health Issues

Basic topics in promoting child and adolescent health; relationships between school, family, and community in promoting the health status of school-age children.

HBSS4111 Addictions & Dependencies

Social-Psychological, cultural, clinical, and pharmacological factors associated with the use of psychoactive drug s and other compulsive behaviors.

HBSS4112 Social Policy and Prevention

Analysis of current national health policy, its social, economic, and political determinants, and implications for health education.

HBSS4113 Human Sexuality Education

Explore human sexuality from a variety of perspectives; explore students' own attitudes about human sexuality and how they affect them personally and professionally; examine methods of teaching and designing sexuality education programs.

HBSS4114 Competence with Multicultural Populations: Research & Practice

Health status, needs, and problems of multicultural populations in urban environments and sensitivity to these issues in effective programs.

HBSS4115 Health Promotion for Aging Adults

Changes in aspects of health during the middle and later years; recent developments in the field of gerontology as well as legislation and community organization designed to meet health needs of aging persons.

HBSS4116 Health Education for Teachers

This course reviews the critical health issues that affect the well-being of youths today, emphasizing the practical aspects of child health that are mandated for teaching certification, including the following: reporting child abuse; preventing school violence; and promoting respect and dignity for all students. Students who take an online section of this course must also take an additional three-hour in-person workshop to meet the Dignity For All Students Act (DASA) requirement for teacher certification.

HBSS4117 HIV/AIDS epidemiology and education

The role of schools, parents, and communities in educating youth about AIDS and human sexuality; review of methods and resource materials for providing such education; consideration of controversial issues surrounding these topics.

HBSS4118 Principles of Health Related Behavioral and Social Change: Initiation to Maintenance

The course covers numerous principles to guide health related behavioral change, as well as social change--including on the individual, organizational, national and global levels. Introductory principles are covered that are rooted in theory and techniques for initiating and maintaining change for a variety of addictive and problem behaviors, including a focus on the stages of change, motivational interviewing, and relapse prevention. Additional principles are key to guiding social change, for designing leadership, resolving conflicts, and collaborating with partners on strategies for change.

HBSS4121 Death education

Designed to increase awareness/insight of the multidimensional aspects of death, dying, and bereavement. Gain skills as health care professionals in dealing with death, its causes, treatment of life-threatening illness, including AIDS, suicide, and violent death. Explore customs across cultures, afterlife beliefs, near-death experiences, and ethical issues.

HBSS4122 Women's health

Explore biologic and environmental influences on women's health risks and disease. Additionally, students will acquire knowledge to evaluate clinical studies in the literature and gain basic understanding of the process of planning and developing women's health promotion programs.

HBSS4123 Violence Prevention and "All Hazards" Preparedness

This course covers the nature and prevention of invisible and covert, as well as visible and overt violence, including intrapersonal, interpersonal, family, community, gang, school, societal, and international manifestations.

HBSS4160 Introduction to Biostatistics For Community Health Education

This course provides an introduction to the field of biostatistics and the application of statistics to health education and community health data. This course covers the collection, storage, retrieval, analysis, and interpretation of health data; design and analysis of health-related surveys and experiments; concepts essential to statistical data analysis; and the practice of statistical data analysis. Details on hypothesis testing, normality, and types of error are incorporated into several of the lessons. Research methodology (i.e., study design, data collection) and data management skills are also taught. Applications of these concepts to health education and community health data are used throughout the course. The overall goals of this course are to foster a comprehensive understanding of basic data collection and analysis methods used in health education and community health research and to help students become more comfortable working with and managing data in SPSS.

HBSS4161 Environmental Health

This course provides an introduction to the field of environmental health, while focusing upon those environmental factors that affect the health of communities - including biological, physical, and chemical factors. The relationship between the natural and built environments on human health are focused upon. In addition, the course incorporates the use of case studies and current peer-reviewed literature in the field of environmental health to promote knowledge acquisition. Health education curriculum and program development processes are incorporated into the course as well.

HBSS4901 Research and independent study in health education

Permission required. Research and independent study under faculty direction. Proposals must have prior approval of a faculty member.

HBSS5000 Health promotion in higher education

This course will explore the complex issues and challenges facing those working to enhance the quality of student health and student learning at college and universities.

HBSS5040 Research methods in health and behavior studies I

Introduction to research, study designs, and data collection methods in research in health and behavior studies, including nursing, nutrition, and health education with emphasis on reading and understanding research literature.

HBSS5110 Determinants of health behavior

Theory-based analysis of the cultural, social-psychological, and social-structural determinants of health-related behaviors; implications for planned change at individual, small-group, and community levels.

HBSS5111 Planning health education programs

Process of developing social, epidemiological, behavioral, and educational diagnoses; principles of planning, implementing, and evaluating health education interventions.

HBSS5112 Social marketing and health communications

This course provides a detailed study of social marketing and health communication efforts and their role at facilitating behavior changes at both an individual and community-wide level. Students in this course will learn how to use peer-reviewed research and key social marketing principles to develop a comprehensive and effective social marketing campaign; learn how to target health communication efforts towards specific audiences and via varied channels of distribution; understand the role of social media and technology in facilitating/influencing behavior changes; study current examples of successful social marketing initiatives; use data analytic tools to inform changes to a campaign; discuss the ethics surrounding health communication and social marketing efforts. The course incorporates reviews of current research being conducted on social marketing and health communication efforts on a range of health issues and across different communities.

HBSS5113 Community health analysis and intervention

Survey and analysis of concepts, issues, strategies, and methods relevant to community health analysis and intervention.

HBSS5408 Practicum in individual health advisement

Individual and small group practice in the application of basic principles of counseling in the area of health problems.

HBSS5410 Practicum in health education

The course meets requirements of the Council on Education for Public Health (CEPH) by providing an opportunity for students to gain practical skills via field work or internships.

HBSS5710 Supervised teaching in health education

Permission required. Advance registration required in the semester prior to taking the course. Supervised health teaching in a school. Essay required at end of teaching experience.

HBSS5800 Health Disparities Research Conference

This two day, spring semester, weekend conference event exposes participants to 1) potentially new knowledge with regard to the variety of evidence-based approaches to reducing health disparities; 2) attitudes/beliefs so multicultural sensitivity/competence begins to replace socially conditioned stereotypes that threaten interpersonal communication/interaction during service delivery/research/teaching; and, 3) skills for deployment of culturally appropriate behaviors that aim to reduce disparities.

HBSS6100 Program Evaluation

Theory, methods, and problems of measurement and evaluation; standards for evaluation of health, education, and related social programs; skills in critical evaluation of research and evaluation reports.

HBSS6145 Health psychology

Topics include social learning theory, attribution, and attitudes as they apply to health promotion, disease prevention, reactions to illness, and adherence to treatment regimens.

HBSS6500 Doctoral Certification Preparation

HBSS6510 Research seminar in health education

Permission required. Review of research literature, methods, and problems in health education.

HBSS6901 Research and independent study in health education

Permission required. Open to matriculated doctoral students. Research and independent study under faculty direction. Proposals must have prior approval of a faculty member.

HBSS7501 Dissertation Seminar Health Ed

Permission required. Open to certified doctoral candidates only. Development and presentation of doctoral dissertation proposals.

HBSS8900 Dissertation advisement in health education

Permission required. Doctoral candidates only. Individual advisement on doctoral dissertations.

Intellectual Disability/Autism

Program Description

The Programs in Intellectual Disability/Autism at Teachers College prepare students to work with individuals with disabilities across a range of contexts. Our teacher certification programs lead to Students with Disabilities (special education) Certification at the early childhood (birth-grade 2), childhood (grades 1-6), and all grades level, . These programs leading to certification prepare graduates to teach students with and without disabilities in a variety of public and private classroom settings—inclusive classrooms, integrated co-teaching (ICT) classrooms, self-contained classrooms, and special schools. The Severe or Multiple Disabilities Annotation program is designed for students who already have initial certification for teaching students with disabilities. Our Developmental Disabilities programs are designed for students who do not seek teacher certification and who are interested in pursuing interdisciplinary graduate preparation that bridges the field of special education with other disciplines.

Program Degrees

Expand the accordion(s) to view the degree requirements:

Developmental Disabilities

M.A. | Points/Credits: 32 | Entry Terms: Summer, Fall

The M.A. in Developmental Disabilities on-campus program does not lead to New York State teacher certification and is available to interested students with a broad range of career goals. This program is designed to provide multidisciplinary training in the study of individuals with developmental disabilities. Students will engage in multidisciplinary coursework in special education and across other disciplines (e.g., psychology, health, and/or leadership), gain specialized preparation for working with individuals with developmental disabilities (such as autism and/or Intellectual Disabilities), and gain expertise in designing effective programming for individuals with the full range of learning and behavior characteristics.

Required Department Courses:

- HBSE 4000 Introduction to special education
- HBSE 4002 Instruction and curriculum for students with and without disabilities
- HBSE 4006 Working with families of children with disabilities
- HBSE 4010 Nature and needs of persons with intellectual disability/autism
- HBSE 4011 Education of persons with intellectual disability/autism

- HBSE 4082 Assessment and evaluation of infants, children, and youth with exceptionalities
- HBSE 4880 Opportunities and outcomes for people with disabilities

Breadth Requirements:

In addition to required courses, students will select a sub-specialization area in which they will take interdisciplinary coursework outside of special education (e.g., psychology, health, policy, and/or leadership). The sub-specialization area will be selected, in consultation with the academic advisor, from a rich array of offerings at Teachers College in light of the student's background and career goals.

Developmental Disabilities (Online)

M.A. | Points/Credits: 32 | Entry Terms: Summer, Fall

The M.A. in Developmental Disabilities online program does not lead to New York State teacher certification and is available to interested students with a broad range of career goals. This program is designed to provide multidisciplinary training in the study of individuals with developmental disabilities. Students will engage in multidisciplinary coursework in special education and across other disciplines (e.g., psychology, health, and/or leadership), gain specialized preparation for working with individuals with developmental disabilities (such as autism and/or Intellectual Disabilities), and gain expertise in designing effective programming for individuals with the full range of learning and behavior characteristics.

Required Department Courses:

- HBSE 4000 Introduction to special education
- HBSE 4002 Instruction and curriculum for students with and without disabilities
- HBSE 4006 Working with families of children with disabilities
- HBSE 4010 Nature and needs of persons with intellectual disability/autism
- HBSE 4011 Education of persons with intellectual disability/autism
- HBSE 4082 Assessment and evaluation of infants, children, and youth with exceptionalities
- HBSE 4880 Opportunities and outcomes for people with disabilities

Breadth Requirements:

In addition to required courses, students will select a sub-specialization area in which they will take interdisciplinary coursework outside of special education (e.g., psychology, health, policy, and/or leadership). The sub-specialization area will be selected, in consultation with the academic advisor, from a rich array of offerings at Teachers College in light of the student's background and career goals.

Intellectual Disability/Autism (Early Childhood - Birth-Grade 2)

Ed.M. | Points/Credits: 60 | Entry Terms: Fall | Certification: Dual Certification w/ Early Childhood: NY State Initial: Students with Disabilities Birth-2, NY State Initial: Early Childhood Birth-2

These programs are designed for individuals who do not already hold New York State (NYS) initial or professional certification as a teacher of students with disabilities. All programs prepare pre-service teachers to work with students with disabilities in inclusive and specialized settings. Through coursework and practicum experiences, the programs foster the acquisition of the broad-based knowledge and skills needed to provide effective educational programs for students with the full range of learning and behavior characteristics. In addition, the programs provide specialized preparation in working with children with Intellectual Disability and/or autism at specific age levels. This is accomplished through required coursework in general education content areas and psychology as well as a special education core including coursework and a variety of fieldwork experiences. In addition, specialized coursework and practicum experiences are provided that focus on students with Intellectual Disability and autism. The programs are fully aligned with the NYS Learning Standards.

- Master of Education (Ed.M.) Degree Program in Intellectual Disability/ Autism: Early Childhood (ITDE-DUAL): For individuals who seek NYS dual certification in Early Childhood and Students with Disabilities (birth through grade 2). This 60-point full-time program typically requires two years to complete.

Specialization Requirements, Intellectual Disability/Autism:

- HBSE 4000 Introduction to special education
- HBSE 4002 Instructional Design and Positive Behavior Supports for Students with Disabilities
- HBSE 4006 Working with families of children with disabilities
- HBSE 4010 Nature and needs of persons with intellectual disability/autism
- HBSE 4011 Education of persons with intellectual disability/autism
- HBSE 4015 Applied behavior analysis I
- HBSE 4071 Language and Literacy for the DHH
- HBSE 4082 Assessment and evaluation of infants, children, and youth with exceptionalities
- HBSE 4701 Observation and student teaching in special education: Intellectual disability/autism (two terms)
- HBSE 4880 Opportunities and outcomes for people with disabilities

Intellectual Disability/Autism (Childhood - Grades 1-6)

M.A. | Points/Credits: 43 | Entry Terms: Fall | Certification: Dual Certification: NY State Initial: Students with Disabilities 1-6, NY State Initial: Childhood 1-6

These programs are designed for individuals who do not already hold New York State (NYS) initial or professional certification as a teacher of students with disabilities. All programs prepare pre-service teachers to work with students with disabilities in inclusive and specialized settings. Through coursework and practicum experiences, the

programs foster the acquisition of the broad-based knowledge and skills needed to provide effective educational programs for students with the full range of learning and behavior characteristics. In addition, the programs provide specialized preparation in working with children with Intellectual Disability and/or autism at specific age levels. This is accomplished through required coursework in general education content areas and psychology as well as a special education core including coursework and a variety of fieldwork experiences. In addition, specialized coursework and practicum experiences are provided that focus on students with Intellectual Disability and autism. The programs are fully aligned with the NYS Learning Standards.

- Master of Arts (MA) Degree Program in Intellectual Disability/Autism: Childhood (grades 1-6) (ITDS-DUAL): For individuals who seek NYS dual certification in Childhood and Students with Disabilities (grades 1-6). This 43-point full-time program typically requires one-and-a-half years to complete.

Specialization Requirements, Intellectual Disability/Autism:

- HBSE 4000 Introduction to special education
- HBSE 4002 Instructional Design and Positive Behavior Supports for Students with Disabilities
- HBSE 4006 Working with families of children with disabilities
- HBSE 4010 Nature and needs of persons with intellectual disability/autism
- HBSE 4011 Education of persons with intellectual disability/autism
- HBSE 4015 Applied behavior analysis I
- HBSE 4071 Language and Literacy for the DHH
- HBSK 4072 Theory and Techniques of Assessment and Intervention in Reading
- HBSE 4082 Assessment and evaluation of infants, children, and youth with exceptionalities
- HBSE 4701 Observation and student teaching in special education: Intellectual disability/autism (two academic terms)
- HBSE 4880 Opportunities and outcomes for people with disabilities
- MSTC 4040 Science in Childhood Education
- MSTM 5010 Mathematics in the Elementary School

Intellectual Disability/Autism - Childhood Trans B (includes Peace Corps Fellows)

M.A. | Points/Credits: 36 | Entry Terms: Spring, Summer | Certification: Peace Corps Fellows Cohort: NY State Transitional B: Students with Disabilities 1-6 NY State Transitional B: Childhood 1-6

These programs are designed for individuals who do not already hold New York State (NYS) initial or professional certification as a teacher of students with disabilities. All programs prepare pre-service teachers to work with students with disabilities in inclusive and specialized settings. Through coursework and practicum experiences, the programs foster the acquisition of the broad-based knowledge and skills needed to provide effective educational

programs for students with the full range of learning and behavior characteristics. In addition, the programs provide specialized preparation in working with children with Intellectual Disability and/or autism at specific age levels. This is accomplished through required coursework in general education content areas and psychology as well as a special education core including coursework and a variety of fieldwork experiences. In addition, specialized coursework and practicum experiences are provided that focus on students with Intellectual Disability and autism. The programs are fully aligned with the NYS Learning Standards.

- Master of Arts (MA) in Intellectual Disability/Autism (grades 1-6) (ITDC- TRAN - Peace Corps Fellow Program): This MA program includes students who have been admitted to the Peace Corps Fellows Program and requires participation in the pre-service summer component and other activities. The program leads to NYS transitional-B certification at the childhood (grades 1-6) level. This 36-point program typically requires two years to complete.

Specialization Requirements, Intellectual Disability/Autism:

- HBSE 4000 Introduction to special education
- HBSE 4002 Instruction and curriculum for students with and without disabilities
- HBSE 4006 Working with families of children with disabilities
- HBSE 4010 Nature and needs of persons with intellectual disability/autism
- HBSE 4011 Education of persons with intellectual disability/autism
- HBSE 4015 Applied behavior analysis I
- HBSE 4079 Language development and habilitation (or A&HL 4001) or advisor-approved substitute
- HBSE 4082 Assessment and evaluation of infants, children, and youth with exceptionalities
- HBSE 4701 Observation and student teaching in special education: Intellectual disability/autism (two terms)
- HBSE 4880 Opportunities and outcomes for people with disabilities

Special Education: Intellectual Disability/Autism

Ph.D. | Points/Credits: 84 | Entry Terms: Fall

Research and Evaluation Emphasis:

Students with excellent potential as researchers and theoreticians who are interested in scholarly careers in special education, education, and related social sciences may apply for the Ph.D. degree program, which represents the highest level of achievement in the Arts and Sciences. This degree program is administered jointly by Teachers College and the graduate faculty of Columbia University. Prospective students may obtain information on program offerings by contacting the program office.

Ph.D. in Special Education: Intellectual Disability/Autism

Intellectual Disability/Autism is one of the exceptionality focus areas that may be selected by applicants to the Ph.D. Programs in Special Education. Individuals who are interested in careers as researchers and scholars in the field of developmental disabilities or special education may apply for the Ph.D. degree program (84 credits). Some areas of current research emphasis in the program include understanding and supporting social-emotional, self-regulation, and literacy (writing and reading) development across the lifespan, with particular attention to child, caregiver, and family well-being. Program faculty often draw on multiple conceptual frameworks from the fields of human development, learning sciences, neurodiversity studies, and autism and literacy research to support learners both at home and in school settings.

The doctoral program in Intellectual Disability/Autism is a research-intensive program designed to prepare graduates for a variety of academic and professional roles in the field of developmental disabilities. Given our program's strong research emphasis, all doctoral students will take rigorous statistics and research methods coursework. In addition, we practice a research-apprenticeship model of student mentorship and training, thus all students will engage in research activities with faculty members. Doctoral students may orient their preparation towards careers as college and university professors, researchers, program directors, or curriculum and instructional evaluators.

Successful doctoral candidates will pass a doctoral certification examination in general special education, and will complete a doctoral certification project in their area of specialization. Upon achieving official status as a doctoral candidate, students will be eligible to select a faculty advisory committee and begin work on their doctoral dissertation research.

Procedures for admission to the Ph.D. program in Special Education in the Department of Health Studies & Applied Educational Psychology at Teachers College are administered jointly by the Office of Admission and the Department. Applicants are evaluated according to the following criteria:

1. Strong academic record and potential,
2. Evidence of basic or applied research experience as related to areas of substantive interest (e.g., empirical Master's thesis, conference presentations, and/or peer- reviewed publications) and/or two-to-three years of successful teaching experience in special education,
3. Scholarly and professional promise,
4. Appropriate fit with faculty research,
5. Appropriate career objectives,
6. English proficiency (TOEFL score of at least 600), if applicable,
7. Non-academic attributes that demonstrate ability to meet the challenges of working with people with developmental disabilities and conducting research with this population,
8. Academic or professional writing sample.

Course requirements in each of the following categories must be satisfied in order to complete the 84-credit Ph.D. program:

Master's-level courses in Intellectual Disability/Autism (30 credits total)

Core Coursework in Special Education (24)

- HBSE 5010 Study of the philosophic foundations of special education (3)
- HBSE 6010 Advanced study of problems and issues in special education (3)
- HBSE 5901 Problems in special education – Intellectual Disability/Autism (3)
- HBSE 6501-I Advanced seminar in Intellectual Disability/Autism (3)
- HBSE 6501-II Advanced seminar in Intellectual Disability/Autism or seminar in Deaf/Hard of Hearing or Seminar in School Psychology (3)
- HBSE 6001 Research in special education: Group Design (3)
- HBSE 6005 or HBSE 6031 Research in special education: Single Case Design (3)
- HBSE 7500 Dissertation seminar (3)

Coursework in Statistics and Research Methodology (15)

- HUDM 4122 Probability & statistical inference (3)
- HUDM 5122 Applied regression analysis (3)
- HUDM 5123 Linear models and experimental design (3)
- Advanced statistics, research methods, evaluation, or measurement course (3)
- Advanced statistics, research methods, evaluation, or measurement course (3)

Specialization Electives (15)

- Elective coursework (15)

Severe or Multiple Disabilities: Annotation

M.A. | Points/Credits: 32 | Entry Terms: Fall | Certification: NY State Annotation: Severe and Multiple Disabilities

The MA Degree Program in Teaching Students with Multiple or Severe Disabilities, New York State (NYS) approved teacher preparation program, is designed for individuals who already hold (or are eligible to acquire through reciprocity) a valid New York State base teaching certificate in any of the following titles: Students with Disabilities, Deaf and Hard of Hearing. Speech and Language Disabilities, and Blind and Visually Impaired. Graduates who meet all requirements of the program and complete all state requirements will be recommended to the New York State Education Department (NYSED) for an Annotation in the Teaching of Students with Multiple/Severe Disabilities in recognition of additional pedagogical knowledge, skills, and experiences in the teaching of students with severe/multiple disabilities. The Severe or Multiple Annotation certificate type will depend on the aforementioned valid NYSED certificate title and certificate type that the candidate holds at the time of the institutional recommendation for certification, as the Annotation is an extension to an existing base certificate.

This program prepares teachers to work with students with severe or multiple disabilities in inclusive and specialized settings. Through coursework and practicum experiences, the program fosters the acquisition of the specialized knowledge, skills, and dispositions needed to provide effective educational programs for students with severe and multiple disabilities. This 32-point program typically takes one year to complete (fall through summer).

Required Department Courses:

- HBSE 4006 Working with families of children with disabilities
- HBSE 4010 Nature and needs of persons with intellectual disability/autism
- HBSE 4011 Education of persons with intellectual disability/autism
- HBSE 4015 Applied behavior analysis I
- HBSE 4071 Language and Literacy for Deaf/Hard of Hearing
- HBSE 4082 Assessment and evaluation of infants, children, and youth with exceptionalities
- HBSE 4701 Observation and student teaching in special education: Intellectual disability/autism
- HBSE 4880 Opportunities and outcomes for people with disabilities

Special Education: Intellectual Disabilities/Autism

M.A. | Points/Credits: 33 | Entry Terms: Fall | Certification: NY State Initial: Students with Disabilities (All Grades)

Formerly Intellectual Disabilities/Autism Adolescent MA Initial

The Special Education: Intellectual Disability/Autism Online Program (Initial Certification, All Grades) track offers a 33-point Master of Arts degree in Special Education leading toward New York State Initial Teacher Certification (All Grades). Students wishing to teach in a school in a state other than New York are advised to consult the TC public disclosure page for licensure and certification for more information.

Course Requirements:

- HBSE 4000 Introduction to Special Education (3)
- HBSE 4002 Instructional Design and Positive Behavior Supports for Students with Disabilities (3)
- HBSE 4006 Working with Families of Children with Disabilities (3)
- HBSE 4010 Children's Development and Individual Differences: Autism and Intellectual Disabilities (3)
- HBSE 4011 Educating Students with Intellectual Disabilities/Autism (3)
- HBSE 4082 Assessment and Evaluation of Exceptional Learners (3)
- HBSE 4701 -1 Observation and Student Teaching (3)
- HBSE 4701 -2 Observation and Student Teaching (3)

- MSTC 4043 Science in the Environment (3)
- HBSE 4071 Language, Literacy, and Literature in the Content Areas (3)
- HBSK 4072 Theory and Techniques of Assessment and Intervention in Reading (3)

Additional Information

- A B- or higher is required in all courses

Special Education: Intellectual Disabilities/Autism (Online)

M.A. | Points/Credits: 33 | Entry Terms: Fall | Certification: NY State Initial: Students with Disabilities (All Grades)

Formerly Intellectual Disabilities/Autism Adolescent MA Initial

The Special Education: Intellectual Disability/Autism Online Program (Initial Certification, All Grades) track offers a 33-point Master of Arts degree in Special Education leading toward New York State Initial Teacher Certification (All Grades). Students wishing to teach in a school in a state other than New York are advised to consult the TC public disclosure page for licensure and certification for more information.

Course Requirements:

- HBSE 4000 Introduction to Special Education (3)
- HBSE 4002 Instructional Design and Positive Behavior Supports for Students with Disabilities (3)
- HBSE 4006 Working with Families of Children with Disabilities (3)
- HBSE 4010 Children's Development and Individual Differences: Autism and Intellectual Disabilities (3)
- HBSE 4011 Educating Students with Intellectual Disabilities/Autism (3)
- HBSE 4082 Assessment and Evaluation of Exceptional Learners (3)
- HBSE 4701 -1 Observation and Student Teaching (3)
- HBSE 4701 -2 Observation and Student Teaching (3)
- MSTC 4043 Science in the Environment (3)
- HBSE 4071 Language, Literacy, and Literature in the Content Areas (3)
- HBSK 4072 Theory and Techniques of Assessment and Intervention in Reading (3)

Additional Information

- This program is fully-online and asynchronous
- A B- or higher is required in all courses

Program Faculty

Faculty

- Laudan B. Jahromi

  Elbenwood Professor in Education

- Matthew Carl Zajic

  Assistant Professor of Intellectual Disability/Autism

Professors of Teaching

- Amanda Levin Mazin

  Associate Professor of Teaching

Adjunct Faculty

- Lauren Elizabeth Andersen

  Adjunct Assistant Professor

- Jocelyn Ann Hinman

  Adjunct Assistant Professor

- MaryEllen Rooney

  Adjunct Associate Professor

- Helene Laurie Yankowitz

  Adjunct Assistant Professor

Program Courses

HBSE4000 Intro to Special Education

Emphasis is placed on the identification of characteristics of individuals with disabilities and the impact of the characteristics on the learner and family members of the learner. The course is a study of the nature, psychosocial, and educational needs of individuals across the lifespan with physical, mental, emotional, or sensory impairments. Particular attention is placed on the way these special education programs fit, or should fit, into ongoing work in schools.

HBSE4002 Instructional Design and Positive Behavior Supports for Students with Disabilities

This course will focus on curriculum developed and research-validated methods of instruction from early childhood through adolescence highlighting instructional design and delivery for learners with disabilities including the creation of accessible curriculum across disciplines. This course is designed to provide students with an understanding of the theoretical foundations of both classroom management and behavior, with a focus on proactive and preventative approaches to supporting positive student behavior. Additional course topics include the application of evidence-based approaches to addressing challenging behaviors, including the collection and analysis of student behavioral data and the development of function-based behavioral interventions to engage and support all learners.

HBSE4006 Working with families of children with disabilities

Current and historical perspectives on parent involvement in the special education and empowerment of infants, children, and youth with exceptionalities and their families. Emphasis on strategies and materials to facilitate a continuum of parent and family participation to strengthen the relationships between home, school, and the community.

HBSE4010 Children's Development and Individual Differences: Autism and Intellectual Disabilities

The focus of this course is on human growth and development in infancy/early childhood through adolescence with an emphasis on physical, cognitive, and social-emotional developmental processes. The course will examine how individual differences in development are related to children's support needs and learning experiences, with a particular focus on autism and intellectual disabilities.

HBSE4011 Education of persons with intellectual disability/autism

Curriculum development and research-validated methods of instructing students with intellectual disability/autism and other developmental disabilities from early childhood through adolescence across ability levels.

HBSE4015 ABA I: Concepts and Principles in Pedagogy, Curriculum, and Management

Basic applications for learners without reading or writing repertoires. Strategic applications of the science of behavior to instruction, management, curriculum-based assessment, isolation of locus of learning/behavior problems, and measurably effective instructional practices.

HBSE4071 Language and Literacy for the DHH

Fall course: This course introduces the theoretical and scientific foundations of literacy and explores how reading, writing and cognitive processes are developed in early grades, particularly with deaf and hard of hearing students with language delays. Special emphasis is placed on foundational skills during the 'learning to read' stage with particular emphasis on the five major elements of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension.

HBSE4082 Assessment and evaluation of infants, children, and youth with exceptionalities

An in-depth study of theoretical principles of measurement, assessment, and evaluation necessary for appropriate identification of needs as related to implementation of educational plans for infants, children, and youth with disabilities. Applications of assessment data in instructional programs for children with disabilities.

HBSE4701 Obs & Stu Tchng-ID/Autism

Permission required. Course requires 3-5 days a week for participation in community, school, and agency programs and a weekly seminar on campus.

HBSE4880 Opportunities and outcomes for people with disabilities

Transition planning and opportunities after K-12 school. The course covers the planning, instruction, and organization of community-based opportunities for individuals with intellectual and developmental disabilities and autism. The full range of opportunities including college, employment, and increased independence to provide the supports for best outcomes for individuals with disabilities are covered in the course.

Nutrition

Program Description

The Program in Nutrition is a vibrant forward-looking program that builds on its rich past. Since its founding in 1909, the Program in Nutrition at Teachers College has been a leader in developing strategies for promoting health through encouraging dietary change.

The Teachers College Program in Nutrition aims to prepare graduates to take a wide range of nutrition positions and is committed to attracting and supporting students who have the drive and motivation to persist and succeed in their careers, especially members of groups historically underrepresented in higher education. We admit students who have undergraduate degrees in a wide variety of fields, students who are career changers, and students who wish to combat health disparities facing low-resource communities. Such students bring valuable knowledge, skills and attitudes to our program and to the field of nutrition.

Our graduates work in a variety of settings that include health agencies, hospitals, private practice, athletic departments and organizations, media organizations, food advocacy organizations, colleges and universities, nutrition education organizations, and governments at the local, state, national and international levels. Our graduates work as dietitians in clinical and community capacities and serve as teachers, faculty, or resource specialists in schools and universities. They conduct individual counseling, provide group education, and promote policy and food systems change. Many of our graduates are researchers, working in a variety of areas related to behavioral aspects of diet, nutrition education, nutritional epidemiology, public health nutrition, nutrition and exercise, clinical nutrition, and sustainability of the food system.

The mission of our program is to welcome students from diverse backgrounds, empowering them to become nutrition leaders through a rigorous curriculum and supervised worksite practice. Graduates use research, advocacy, and behavior change strategies to inspire healthy physical activity and food choices, to prevent and manage diet-related medical conditions, to transform the food system, and to improve food access for all.

Throughout our curriculum, we include discussions and promote actions to achieve fairness in healthcare and food access.. Students gain a solid foundation in nutrition science, medical nutrition therapy, and culturally-sensitive nutrition care so that graduates possess strong cross-cultural clinical skills and an understanding of food systems and food justice. We provide experiential learning at clinical, community, and food service worksites across New York City communities.

To educate the next generation of nutrition professionals, the program offers Master of Science degrees that prepare students to complete the Registered Dietitian Nutritionist (RDN) exam. The Integrated MS-RDN Track degrees offer three specializations: Nutrition Education (NE), Nutrition and

Public Health (NPH), and Nutrition and Exercise Physiology (NEP). The Program also offers an advanced Master of Education (Ed.M.) degree in Community Nutrition Education, and a Doctor of Philosophy (Ph.D.) degree in Behavioral Nutrition.

The Program in Nutrition puts a heavy emphasis on providing students with practical experiences in addition to traditional classroom lectures and discussions. For students in our programs who fulfill requirements to be eligible to take the RDN exam, advanced practicums provide experiences at various clinical nutrition, community nutrition, foodservice, food and nutrition policy, and nutrition research sites. A supervised practice experience in sports nutrition is included in the Nutrition and Exercise Physiology degree.

The faculty of the Program in Nutrition are actively engaged in cutting-edge and transformative research, evaluation, policy, and other scholarly activities, and write articles for peer-reviewed journals, books, and reports. Students are an integral part of these activities. Students are welcome to participate in research and demonstration projects in the Program in Nutrition. Faculty research is in four main areas: (1) expanding school-based food and nutrition education and healthy school meals; (2) supporting food security and equity through policies and programs; (3) promoting diet adherence and quality of life in children and adults with celiac disease; and (4) reducing early childhood caries through healthy diet and oral hygiene. Because of Teachers College's location in New York City, there are also unlimited opportunities for students to become involved in a variety of food- and nutrition-related activities.

Students may enroll in any of the degree programs on a full-time or part-time basis. For the Integrated MS-RDN Track degrees, students can complete the degree and gain eligibility to take the RDN exam in two, three, or four years.

All three of our M.S. degrees, our Ed.M. degree, and our Ph.D. degree are STEM degrees.

The Teachers College, Columbia University Integrated MS-RDN Track is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics.

Accreditation Council for Education in Nutrition and Dietetics

Academy of Nutrition and Dietetics

120 South Riverside Plaza

Suite 2190

Chicago, Illinois 60606-6995

Phone: 800-877-1600 ext 5400

Website: www.eatrightpro.org/acend

Graduates of the TC Integrated MS-RDN Track will be eligible to take the CDR credentialing exam to become a Registered Dietitian Nutritionist (RDN). Graduates of any one of our three integrated MS-RDN tracks as well as the EdM-RDN track will receive a verification statement, which is required to be eligible to sit for the RDN credentialing exam. Upon passing the exam and being awarded the RDN credential by the Commission on Dietetic Registration of the Academy of Nutrition and Dietetics, graduates will be eligible (if they so desire) to apply for state licensure or certification, depending upon the state in which they are employed. While state interpretations of statutes may vary, it is ACEND's considered opinion that the program meets the educational requirements for dietetics licensure and certification in all states. However, completing an ACEND-accredited academic program alone does not automatically qualify an individual for licensure or certification as a dietitian in any state, including New York State, nor does it allow students to practice within a restricted scope of practice reserved for those who hold a license. Program graduates who plan to stay in New York can find more information here. Graduates who plan to work elsewhere should check licensing laws in the state in which they intend to practice by visiting the CDR State Licensing website. More information about state licensure and certification can be found at this link: State Licensure.

Program Degrees

Expand the accordion(s) to view the degree requirements:

Behavioral Nutrition

Ph.D. | Points/Credits: 75 | Entry Terms: Summer, Fall

With the increasing appreciation of the importance of nutrition for health promotion and disease prevention and the widespread interest in the sustainability and social equity of food systems, there is a need for highly qualified nutrition professionals who understand the complex interaction of biology, environment, and personal behavior. These individuals need to be skilled in conducting research as well as developing and evaluating interventions, programs, and policies in a variety of settings.

The Doctor of Philosophy (Ph.D.) program prepares scholars to conduct research on critical issues related to:

- Determinants of health behaviors (biological, personal, social, and environmental) related to nutrition and to physical activity
- Relationships among food and nutrition-related behaviors and health outcomes using techniques of behavioral epidemiology
- Design, implementation, and evaluation of theory-based behavioral nutrition and physical activity interventions
- Methodological considerations in the design and evaluation of interventions

There are three specializations:

1. Behavioral Nutrition
2. Nutritional Epidemiology

3. Nutrition and Physical Activity

Graduates from this program become leaders who assume professorial and research roles in universities and colleges within departments of nutrition epidemiology, foods and nutrition, and physical activity, as well as assume research roles in centers for research on behavioral aspects of obesity, chronic disease prevention, and health promotion. Thus, the program aims to prepare researchers with basic and applied behavioral skills within an educational context.

The general requirements for the Doctor of Philosophy include a minimum of 75 graduate credits, of which at least 45 must be taken under Teachers College registration.

The Ph.D. consists of 29 credits of core courses and 15-25 credits in courses to develop depth for each specialization. In addition, the Ph.D. has 21-27 credits of research method courses that include advanced topical seminars, research seminar and dissertation advisement, specifically devoted to research-related courses and activities. Students will also be expected to pass a certification examination. Students will conduct original research as part of their dissertation and will need to pass a proposal hearing, an advanced seminar (specifically on their data) and dissertation oral defense on their full dissertation.

The specific courses selected will depend on the student's particular background, interests and goals. In consultation with a faculty advisor, students should develop a program plan early in their course of study to provide a rational basis for their course selection.

Degree Requirements

Total Points/Credits: 75

Core Courses (29 credits)

- HBSS 5110 Determinants of Health Behavior (3 credits)
- HBSS 6145 Health Psychology
- HBSV 4013 Nutritional Ecology (3 credits)
- HBSV 5010 Advanced Nutrition 1: Macronutrients (3 credits)
- HBSV 5011 Advanced Nutrition 2: Micronutrients (3 credits)
- HBSV 5013 Nutrition Education: Theory & Practice for Behavior Change (3 credits)
- HBSV 5014 Analysis of Current Research in Nutrition (3 credits)
- HBSV 5015 Nutritional Epidemiology & Diet Assessment in Research (3 credits)
- HBSV 4014 Community Nutrition (3 credits)
- M 8202 Obesity Etiology and Prevention (2 credits)

Specialization Courses (15-25 credits)

Courses required to develop depth for each specialization (minimally five courses selected from the offerings below; >15 credits):

Behavioral Nutrition Specialization

- HBSS 4112 Social Policy and Prevention (3 credits)
- HBSS 4114 Competence with Multicultural Populations: Research and Practice (3 credits)
- HBSS 4118 Relapse Prevention for Problem Behaviors (3 credits)
- HBSS 5112 Social Marketing and Health Communications (3 credits)
- BBS 5068-9 Brain and Behavior I and II (3 credits)
- ITSF 5013 Psychological Anthropology (3 credits)
- CCPX 4035 Personality and Behavior Change (3 credits)
- CCPX 5020 Cognition, Emotion and Culture (3 credits)
- HUDK 4022-4 Developmental Psychology: Childhood; or Adolescence; or Adulthood (3 credits each)
- HUDK 5023 Cognitive Development (3 credits)
- HUDK 5029 Development and Socialization Across the Lifespan (3 credits)
- HUDK 6520 Development Over the Lifespan: Doctoral Seminar (3 credits)
- EDPS 4028 Sociology of the Life Course (3 credits)
- ITSF 5023 The Family as Educator (3 credits)
- ORL 5362 Group Dynamics: A Systems Perspective (3 credits)
- G 4006 Social Psychology (3 credits)
- G 4201 Principles & Applications of Social and Cultural Anthropology (3 credits)
- G 4635 Social Cognition (3 credits)
- G 4670 Theories in Social and Personality Psychology (3 credits)
- G 4685 Social Cognitive Neuroscience (3 credits)
- G 4690 Social Factors and Psychopathology (3 credits)
- SOCI V2230 Food and the Social Order (3 credits)
- P 6727 Preventive Health Behavior (3 credits)
- P 8711 Women and Health (3 credits)
- P 8745 Social and Economic Determinants of Health (3 credits)
- M 8200 Growth and Development (3 credits)
- W 4285 Multidisciplinary Approaches to Human Decision-Making (3 credits)
- J 8030 Media and Contemporary Society (3 credits)

Nutritional Epidemiology Specialization

- HBSS 4102 Principles of Epidemiology in Health Promotion (3 credits)
- HBSS 4112 Social Policy and Prevention (3 credits)
- HBSS 5113 Community Health Analysis and Intervention (3 credits)
- P 6400 Principles of Epidemiology I (3 credits)
- P 6729 Preventive Medicine and Public Health (3)
- P 8408 Women's Health: Epidemiology & Public Policy (3 credits)
- P 8414 Cancer Epidemiology (3)
- P 8417 Selected Problems of Measurement in Epidemiology (3)
- P 8438 Epidemiology II: Design & Conduct of Observational Epidemiology (3)
- P 8440 Epidemiology of Cardiovascular Diseases (3)
- P 8499 Field Methods in Epidemiology (3)

Nutrition and Physical Activity Specialization

- HBSV 5593 Nutrition in Exercise and Sport (3 credits)
- BBSR 4070 Introduction to the Psychosocial Aspects of Sport and Exercise
- BBSR 4090 Physical Fitness, Weight Control, and Relaxation
- BBSR 4095 Applied Physiology I (3 credits)
- BBSR 4195 Applied Physiology Laboratory I (3 credits)
- BBS 5068-9 Brain and Behavior I and II (3 credits)
- BBSR 5060 Neuromuscular Response and Adaptation to Exercise (2 credits)
- BBSR 5095 Exercise and Health (3 credits)
- BBSR 5194 Applied Physiology Laboratory II (3 credits)
- BBSR 5195 Advanced Applied Physiology Laboratory (3 credits)
- BBSR 6540 Research seminar in Curriculum and Teaching Physical Education (3 credits)

Research Method Courses (21-27 credits)

- HBSS 5040 Research Methods in Health and Behavior Studies or HBSS 6100 Program Evaluation or BBSR 5582 Research Design in Movement Science and Education (3 credits)
- HUDM 4122 Probability & Statistical Inference (3 credits)
- HUDM 5122 Applied Regression Analysis (3 credits)
- HBSV 6550 Research Seminar in Nutrition (3 credits)

- HBSV 6551 Research Seminar in Nutrition (3 credits)
- HBSV 6552 Research Seminar in Nutrition (3 credits)
- HBSV 6553 Research Seminar in Nutrition (3 credits)
- HBSV 7502 Dissertation Seminar in Nutrition (3 credits)
- HBSV 8900 Dissertation Advisement in Nutrition (3 credits)
- One or two additional advanced courses (3-6 credits)
- Qualitative course (3 credits)
- TI 8900 Dissertation Defense

Admission Requirements

Admission to the Ph.D. program involves completing the application form available online and submitting all regular admission materials, such as transcripts from all institutions attended, two letters of recommendation, and a writing sample, which can be a thesis, substantial paper, or published article.

The applicant should have a master's degree in nutrition or a closely related discipline from an accredited institution. Admissions will be based on grades, letters of recommendation, personal statement, and an appropriate match between the applicant's interests, the research work of the faculty, and funding availability. The student will generally be expected to study full-time and to work on ongoing research projects of the faculty.

Research Training and Apprenticeship

The primary modality for training for Ph.D. students is working with their sponsor on some ongoing research project. Students will work closely with one faculty member on a research project to gain practical experience in the development of study instruments, intervention protocols, data collection, data management and analysis, manuscript preparation and submission, and presentation of results at relevant scientific meetings. After completing basic core coursework, students will also participate in two semester-long part-time internships with other research labs, at Columbia or other academic institutions, to gain additional research perspectives as part of the HBSV 6550, HBSV 6551, HBSV 6552, or HBSV 6553 seminars. Visit the website for the Program in Nutrition for more detailed descriptions of the Ph.D. requirements.

Community Nutrition Education

Ed.M. | Points/Credits: 60 | Entry Terms: Fall

The program of study for the 60-point Master of Education (Ed.M.) degree in Community Nutrition Education includes coursework in advanced nutrition and permits stronger emphases in the behavioral sciences, community assessment and planning, and education. A community-based, research, or other integrative project is required.

In consultation with an academic advisor, students entering the Ed.M. program should consult the various curricula suggested for the Integrated MS-RDN Track in Nutrition and Public Health, Nutrition Education, or Nutrition and Exercise Physiology for guidance in planning the majority of Ed.M. credits.

Degree Requirements

Total Points/Credits: 60

Core Courses (41 credits)

- HBSV 4013 Nutritional Ecology (3 credits)
- HBSV 4014 Community Nutrition (3 credits)
- HBSV 5010 Advanced Nutrition 1: Macronutrients (3 credits)
- HBSV 5011 Advanced Nutrition 2 (3 credits)
- HBSV 5013 Nutrition Education: Theory & Practice for Behavior Change (3 credits)
- HBSV 5014 Analysis of Current Research in Nutrition (3 credits)
- HBSV 5015 Nutritional Epidemiology & Diet Assessment in Research (3 credits)
- HBSV 5016 Food Service Operations & Management (3 credits)
- HBSV 5018 Maternal & Pediatric Nutrition (3 credits)
- HBSV 5033 Nutrition Care Process and Medical Nutrition Therapy 1 (3 credits)
- HBSV 5034 Nutrition Care Process and Medical Nutrition Therapy 2 (3 credits)
- HBSV 5036 Nutrition Counseling (2 credits)
- HBSV 5350 Culturally Sensitive Nutrition Care & Global Foods Lab (1 credit)
- HBSV 5351 Community Nutrition Education Practicum (1 credit)
- HBSV 5353 Medical Nutrition Therapy 3 & Clinical Lab (2 credits)
- HBSV 5354 Advanced Practicum 1 (1 credit)
- HBSV 5355 Advanced Practicum 2 (1 credit)

Specialization Courses (19 credits)

- HBSV 6550 Research Seminar in Nutrition (3 credits)
- HBSV 6551 Research Seminar in Nutrition (3 credits)
- A Qualitative Research Methods course (3 credits)
- Additional electives specific to their integrative project (10 credits)

A substantial integrative departmental project or thesis is also required.

Nutrition and Exercise Physiology

M.S. | Points/Credits: 54 | Entry Terms: Fall

Total Points/Credits: 54

Core Courses (41 credits)

- HBSV 4013 Nutritional Ecology (3 credits)
- HBSV 4014 Community Nutrition (3 credits)
- HBSV 5010 Advanced Nutrition 1: Macronutrients (3 credits)
- HBSV 5011 Advanced Nutrition 2 (3 credits)
- HBSV 5013 Nutrition Education: Theory & Practice for Behavior Change (3 credits)
- HBSV 5014 Analysis of Current Research in Nutrition (3 credits)
- HBSV 5015 Nutritional Epidemiology & Diet Assessment in Research (3 credits)
- HBSV 5016 Food Service Operations & Management (3 credits)
- HBSV 5018 Maternal & Pediatric Nutrition (3 credits)
- HBSV 5033 Nutrition Care Process and Medical Nutrition Therapy 1 (3 credits)
- HBSV 5034 Nutrition Care Process and Medical Nutrition Therapy 2 (3 credits)
- HBSV 5036 Nutrition Counseling (2 credits)
- HBSV 5350 Culturally Sensitive Nutrition Care & Global Foods Lab (1 credit)
- HBSV 5351 Community Nutrition Education Practicum (1 credit)
- HBSV 5353 Medical Nutrition Therapy 3 & Clinical Lab (2 credits)
- HBSV 5354 Advanced Practicum 1 (1 credit)
- HBSV 5355 Advanced Practicum 2 (1 credit)

Specialization Courses (13 credits)

- HBSV 5593 Nutrition in Exercise & Sport (3 credits)
- BBSR 4095 Applied Physiology 1 (3 credits)
- BBSR 5094 Applied Physiology 2 (3 credits)
- BBSR 5096 Advanced Exercise & Physical Activity Prescription for Health (3 credits)
- HBSV 5314 Practicum in Sports Nutrition (1 credit)

The MS degree requires a continuous quality improvement (CQI) project.

Tuition & Fees for Integrated MS-RDN Track in Nutrition and Exercise Physiology

The Integrated MS-RDN Track's degree in Nutrition and Exercise Physiology consists of 54 credits distributed over 24 consecutive months when completed full-time, as follows:

Year #1:

Fall semester (10 credits)

Spring semester (12 credits)

Summer session A (6 credits)*

Summer session B (3 credits) *

Year #2:

Fall semester (11 credits)

January session (3 credits)

Spring semester (8 credits)*

Summer session A & B (1 credit)*

*For students who need full-time status, several courses carry additional contact hours for substantial out-of-classroom activities. Despite a low credit total for a few of the semesters, the associated supervised practice hours at various worksites equate to full-time status.

Visit the TC Academic Calendar

A detailed list of estimated program costs can be found on the Integrated MS-RDN Track webpage.

Nutrition and Public Health

Ed.D. | Points/Credits: 75 | Entry Terms: Spring, Summer, Fall

Note: The Program in Nutrition is no longer admitting students into the Ed.D. degree. Students are encouraged to consider our Ph.D. program.

The Doctor of Education (Ed.D.) is offered in two areas of specialization: Nutrition Education and Nutrition and Public Health.

With the importance of nutrition for health promotion and disease prevention and the widespread interest in the safety and sustainability of the food system, there is a need for highly qualified nutrition professionals who are able to develop appropriate policies and programs.

The Nutrition and Public Health specialization focuses on leadership roles in colleges and universities and in government, community, health care, and public health agencies, carrying out a variety of tasks related to health promotion and disease prevention. These include community and individual nutritional assessment and evaluation; program planning and management; coalition building; participation in multidisciplinary health teams to provide programs to meet public needs; and conducting research and evaluation studies.

Program of Study

The general requirements for the Doctor of Education include a minimum of 75 graduate credits, of which at least 45 must be taken under Teachers College registration. Overall, students will be expected to develop competence in nutrition science, behavioral science, methods of empirical research and data analysis, critical thinking and analysis, and broad areas of scholarship, in addition to developing special skills and knowledge appropriate to their chosen degree in nutrition education or public health nutrition. Students will also be expected to pass a certification examination, usually after the completion of core courses and Research Seminar in Nutrition (HBSV 6550-6551), and to conduct original research that culminates in the production of a dissertation.

Students will be expected to take courses in the following categories:

1. Major field and specialization: 29 credits
2. Research and evaluation: 15-25 credits
3. Broad and basic areas of professional scholarship: 21-27 credits

The specific courses selected will depend on the student's particular background, interests, and goals. In consultation with a faculty advisor, students should develop a program plan early in their course of study to provide a rational basis for their course selection.

Nutrition and Public Health

M.S. | Points/Credits: 47 | Entry Terms: Fall

Total Points/Credits: 47

Core Courses (41 credits)

- HBSV 4013 Nutritional Ecology (3 credits)
- HBSV 4014 Community Nutrition (3 credits)
- HBSV 5010 Advanced Nutrition 1: Macronutrients (3 credits)
- HBSV 5011 Advanced Nutrition 2 (3 credits)
- HBSV 5013 Nutrition Education: Theory & Practice for Behavior Change (3 credits)
- HBSV 5014 Analysis of Current Research in Nutrition (3 credits)
- HBSV 5015 Nutritional Epidemiology & Diet Assessment in Research (3 credits)
- HBSV 5016 Food Service Operations & Management (3 credits)

- HBSV 5018 Maternal & Pediatric Nutrition (3 credits)
- HBSV 5033 Nutrition Care Process and Medical Nutrition Therapy 1 (3 credits)
- HBSV 5034 Nutrition Care Process and Medical Nutrition Therapy 2 (3 credits)
- HBSV 5036 Nutrition Counseling (2 credits)
- HBSV 5350 Culturally Sensitive Nutrition Care & Global Foods Lab (1 credit)
- HBSV 5351 Community Nutrition Education Practicum (1 credit)
- HBSV 5353 Medical Nutrition Therapy 3 & Clinical Lab (1 credit)
- HBSV 5354 Advanced Practicum 1 (1 credit)
- HBSV 5355 Advanced Practicum 2 (1 credit)

Specialization Courses (6 credits)

- HBSS 4102 Principles of Epidemiology in Health Promotion (3 credits)
- HBSS 4112 Social Policy & Prevention (3 credits)

The MS degree requires a continuous quality improvement (CQI) project.

Tuition & Fees for Integrated MS-RDN Track in Nutrition and Public Health

The Integrated MS-RDN Track's degree in Nutrition and Public Health consists of 47 credits distributed over 24 consecutive months when completed full-time, as follows:

Year #1:

Fall semester (10 credits)

Spring semester (12 credits)

Summer session A (6 credits)*

Summer session B (3 credits)*

Year #2:

Fall semester (11 credits)

Spring semester (4 credits)*

Summer session A & B (1 credit)*

*For students who need full-time status, several courses carry additional contact hours for substantial out-of-classroom activities. Despite a low credit total for a few of the semesters, the associated supervised practice hours at various worksites equate to full-time status.

Visit the TC Academic Calendar

A detailed list of estimated program costs can be found on the Integrated MS-RDN Track webpage.

Nutrition Education

Ed.D. | Points/Credits: 75 | Entry Terms: Summer, Fall

Note: The Program in Nutrition is no longer admitting students into the Ed.D. degree. Students are encouraged to consider our Ph.D. program.

The Doctor of Education (Ed.D.) is offered in two areas of specialization: Nutrition Education and Nutrition and Public Health.

With the importance of nutrition for health promotion and disease prevention and the widespread interest in the safety and sustainability of the food system, there is a need for highly qualified nutrition professionals who are able to develop appropriate policies and programs.

The Nutrition Education specialization focuses on leadership roles in many settings, such as colleges and universities, health promotion and disease prevention programs, voluntary health agencies, government and international agencies, businesses, hospitals, and food advocacy organizations, where they work with individuals, groups and communities, and serve as faculty members, program developers, and evaluation and research specialists.

Program of Study

The general requirements for the Doctor of Education include a minimum of 75 graduate credits, of which at least 45 must be taken under Teachers College registration. Overall, students will be expected to develop competence in nutrition science, behavioral science, methods of empirical research and data analysis, critical thinking and analysis, and broad areas of scholarship, in addition to developing special skills and knowledge appropriate to their chosen degree in nutrition education or public health nutrition. Students will also be expected to pass a certification examination, usually after the completion of core courses and Research Seminar in Nutrition (HBSV 6550-6551), and to conduct original research that culminates in the production of a dissertation.

Students will be expected to take courses in the following categories:

1. Major field and specialization: 29 credits
2. Research and evaluation: 15-25 credits
3. Broad and basic areas of professional scholarship: 21-27 credits

The specific courses selected will depend on the student's particular background, interests, and goals. In consultation with a faculty advisor, students should develop a program plan early in their course of study to provide a rational basis for their course selection.

Nutrition Education

M.S. | Points/Credits: 47 | Entry Terms: Fall

Total Points/Credits: 47

Core Courses (41 credits)

- HBSV 4013 Nutritional Ecology (3 credits)
- HBSV 4014 Community Nutrition (3 credits)
- HBSV 5010 Advanced Nutrition 1: Macronutrients (3 credits)
- HBSV 5011 Advanced Nutrition 2 (3 credits)
- HBSV 5013 Nutrition Education: Theory & Practice for Behavior Change (3 credits)
- HBSV 5014 Analysis of Current Research in Nutrition (3 credits)
- HBSV 5015 Nutritional Epidemiology & Diet Assessment in Research (3 credits)
- HBSV 5016 Food Service Operations & Management (3 credits)
- HBSV 5018 Maternal & Pediatric Nutrition (3 credits)
- HBSV 5033 Nutrition Care Process and Medical Nutrition Therapy 1 (3 credits)
- HBSV 5034 Nutrition Care Process and Medical Nutrition Therapy 2 (3 credits)
- HBSV 5036 Nutrition Counseling (2 credits)
- HBSV 5350 Culturally Sensitive Nutrition Care & Global Foods Lab (1 credit)
- HBSV 5351 Community Nutrition Education Practicum (1 credit)
- HBSV 5353 Medical Nutrition Therapy 3 & Clinical Lab (2 credits)
- HBSV 5354 Advanced Practicum 1 (1 credit)
- HBSV 5355 Advanced Practicum 2 (1 credit)

Specialization Courses (6 credits)

- HBSS 4012 Eating Disorders: Awareness, Prevention & Treatment (3 credits)
- A 3-credit elective course focusing on counseling, psychology, or individual and group nutrition education

The MS degree requires a continuous quality improvement (CQI) project.

Tuition & Fees for Integrated MS-RDN Track in Nutrition Education

The Integrated MS-RDN Track's degree in Nutrition Education consists of 47 credits distributed over 24 consecutive months when completed full-time, as follows:

Year #1:

Fall semester (10 credits)

Spring semester (12 credits)

Summer session A (6 credits)*

Summer session B (3 credits)*

Year #2:

Fall semester (11 credits)

Spring semester (4 credits)*

Summer session A & B (1 credit)*

*For students who need full-time status, several courses carry additional contact hours for substantial out-of-classroom activities. Despite a low credit total for a few of the semesters, the associated supervised practice hours at various worksites equate to full-time status.

Visit the TC Academic Calendar

A detailed list of estimated program costs can be found on the Integrated MS-RDN Track webpage.

Program Faculty

Faculty

- Pamela Ann Koch

  Mary Swartz Rose Associate Professor of Nutrition and Education

- Randi L. Wolf

  Ella McCollum Vahlteich Professor of Human Nutrition

Professors of Teaching

- Lora A. Sporny

  Associate Professor of Teaching

Emeriti

- Isobel R. Contento

  Mary Swartz Rose Professor Emerita of Nutrition and Education

Adjunct Faculty

- Karen Reznik Dolins

  Adjunct Associate

- John Pinto

  Adjunct Full Professor

- Janet Schebendach

  Adjunct Associate Professor

Instructors

- Isabelle Carren-Le Sauter

  Instructor

- Alexia Camier Edwards

  Instructor

- Oliver Casey Gonzalez-Yoakum

  Instructor

- Jennifer Catherine Hildner

  Instructor Director, Integrated MS-RDN Program

- Jennifer Marie O'Donnell-Giles

  Instructor

- Evan Daniel Shaulson

  Instructor

Program Courses

HBSV4000 Introduction to Nutrition

(Course is offered to non-majors and to those desiring admission to the Program in Nutrition.) The course provides an overview of the science of nutrition and its relationship to health promotion and disease prevention. The primary focus is on the essential macronutrients and micronutrients, including their chemical structures, food sources, digestion and absorption, metabolism, storage, and excretion. Students analyze the nutritional quality of their own food intake and develop the knowledge and skills to estimate their daily caloric requirements and nutrient needs using tools such as Dietary Reference Intakes, My Plate, and Dietary Guidelines for Americans. This online course can be completed synchronously or asynchronously.

HBSV4010 Food, Nutrition and Behavior

For non-majors and majors. A study of physiological, psychological, and socio-cultural factors that affect eating behaviors and the development of individual and cultural food patterns. Topics include the chemical senses and why we like sweet, salt, and fat; self-regulation of what and how much we eat; effect of early experiences with food; food, mind, and behavior; interaction of food and culture through history; cooking and time use trends; meat meanings; psychosocial and cultural factors, and the impact of today's food environment on food choices.

HBSV4013 Nutritional Ecology

This course tries to answer the question, "Is our current food system ecologically sustainable?" Nutrition and food are viewed from a global, ecological perspective. Topics include limits to growth, food and population problems, food product development and promotion, energy and food relationships, food safety, organic agriculture, biotechnology, and other topics

HBSV4014 Community Nutrition

This course examines and evaluates food assistance and safety net programs in the United States and explores the policies, history, and context that lead to unequal access to healthy food. The course includes broad thought-provoking readings as well as working "on the ground": assessing supermarkets and opportunities for safe walking and biking; volunteering at a food pantry; and visiting an urban agriculture site. This course also explores international food assistance programs. Students outside the Program in Nutrition are welcome, with permission from the instructor.

HBSV4150 Sports Nutrition

For nonmajors only. A practical course designed to assist health professionals give the most accurate and up-to-date information to active people to help them improve health and performance. Integration of principles of nutrition and exercise physiology and application to exercising individuals. Topics for discussion include energy expenditure, fuel substrate metabolism, specific nutrient needs, hydration, and weight issues for exercising individuals and athletes.

HBSV4902 Research and Independent Study in Nutrition Education

Permission required. Master's degree students undertake research and independent study under the direction of a faculty member.

HBSV5010 Advanced Nutrition 1: Macronutrients

In-depth review of current knowledge and research on biochemical and physiological aspects of energy metabolism, carbohydrates, lipids and lipid metabolism, and proteins; regulation of intake and impact on health and disease.

HBSV5011 Advanced Nutrition 2

In-depth review of current knowledge and research on the biochemical and physiological aspects of vitamins, minerals, and phytonutrients; applications to diet.

HBSV5013 Nutrition Education: Theory & Practice for Behavior Change

Understanding and application of theoretical frameworks from the behavioral sciences and education to design and deliver food and nutrition education and physical activity promotion to various groups and to facilitate the adoption of healthful behaviors. IStudents have an opportunity to develop nutrition education lessons and teach them at schools, community settings, and worksites.

HBSV5014 Analysis of Current Literature and Research in Nutrition

Critical examination and evaluation of current controversies and issues in nutrition and food. Topics are reviewed and discussed in depth. Students obtain training in the art of understanding commonly seen study designs, statistical methods, and graphics in the scientific literature to determine whether there is evidence to support (or lack thereof) for making statements about nutrition. Students also learn how to synthesize this information for use by the public. The course highlights areas to consider when analyzing research related to popular diets and dietary patterns, supplements, weight loss drugs, nutritional genomics, and microbiome research.

HBSV5015 Nutritional Epidemiology & Diet Assessment in Research

This course asks, "How Do We Measure What People Eat?" and provides an overview of different methods for determining nutritional status and dietary intake, for both individuals and populations. Topics include measuring food intake (e.g., using 24-hour diet recalls, food frequency questionnaires, food records), diet quality (e.g., using the Healthy Eating Index and Nova Classification System for ultra-processed food), physical activity, and anthropometry and body composition, as well as the importance of using valid and reliable measures for the populations of interest. New technology-based tools are highlighted throughout the course.

HBSV5016 Food Service Operations and Management

Nutrition professionals play an important role in food systems, food service, and management in a wide variety of settings, such as hospitals, post-acute care facilities, universities, and nongovernmental organizations. In the areas of both food service and clinical nutrition, dietitians are responsible for planning, organizing, leading, staffing, and controlling. Through Food Service Operations and Management students will gain knowledge and skills required to effectively manage food, equipment, facilities, and human resources in order to provide high-quality products and services to customers. Through assignments and role-playing, students will also develop important leadership and managerial skills.

HBSV5018 Maternal and Pediatric Nutrition

This course examines the physiologic changes and nutritional needs during pregnancy, fetal development, infancy, childhood, and adolescence. Special attention is paid to promoting positive pregnancy outcomes for both mother and baby, fetal metabolic programming, breastfeeding versus formula feeding, introduction of solid foods to infants, preventing and managing food allergies, coping with picky eating, maintaining a healthy feeding relationship between caregiver and child, promoting nutritional health in children and adolescents, and preventing health and dietary problems (including eating disorders) in children and adolescents.

HBSV5033 Nutrition Care Process and Medical Nutrition Therapy 1

Through this 2-course sequence, students gain the knowledge, professional attitudes and skills required to effectively assess and manage the nutritional needs of acutely, critically, and chronically ill individuals. Pathophysiology of disease and nutritional implications are examined through a variety of case studies. The Nutrition Care Process, which includes nutrition screening, assessment, diagnosis, intervention, monitoring, and evaluation, is the tool through which students learn evidence-based adaptation of diets and lifestyles in the therapeutic management of disease. All the while, the course provides a medical vocabulary that enables students to communicate with members of a healthcare team.

HBSV5034 Nutrition Care Process and Medical Nutrition Therapy 2

Through this 2-course sequence, students gain the knowledge, professional attitudes and skills required to effectively assess and manage the nutritional needs of acutely, critically, and chronically ill individuals. Pathophysiology of disease and resultant nutritional implications are examined through a variety of case studies. The Nutrition Care Process, which includes nutrition screening, assessment, diagnosis, intervention, monitoring and evaluation, is the tool through which

students learn evidence-based adaptation of diets and lifestyles in the therapeutic management of disease. All the while, the course provides a medical vocabulary that enables students to communicate with members of a healthcare team.

HBSV5036 Nutrition Counseling

This course focuses on providing students with an understanding of client-centered counseling models and practicing a variety of essential skills: nonverbal, active listening, goal assessment, motivational interviewing, and group counseling.

HBSV5231 Ext Fldwrk-Nutrition/Pub Hlth

A block of supervised field experience required of those pursuing an MS in nutrition and public health. Fieldwork is taken near the completion of coursework. This course requires a minimum of 27 hours per week of out-of-classroom work.

HBSV5314 Practicum in Sports Nutrition

This course will provide a practical venue for students to apply the knowledge gained through their academic coursework to the real-life situation of individuals and teams in various sports.

HBSV5350 Culturally Sensitive Nutrition Care & Global Foods Lab

This course explores the ways in which dietitians can better understand the cultures and food preferences of their patients, and themselves, to effectively work with patients from different backgrounds in a culturally sensitive manner. Students participate in a Cultural Foods Lab in which they bring food science to life in the teaching kitchen. These hands-on lab sessions explore food safety, food chemistry, and the science of recipe development — all through the lens of cultural cuisines. Students investigate how ingredients behave during cooking, conduct sensory evaluations, and learn to modify traditional recipes to improve nutritional quality while honoring cultural roots.

HBSV5351 Community Nutrition Education Practicum

In Community Nutrition Education Practicum, students examine programs aimed at addressing food insecurity and creating a more healthful, just, sustainable food system, both nationally and internationally and in clinical and community settings. Students will discuss inequities with regard to access to healthy foods and evaluate resources created to help reduce such disparities. Students will explore how to strengthen communities and bring about change on local, national, and international levels through their coursework and experiences within different communities.

HBSV5353 Medical Nutrition Therapy 3 & Clinical Lab

This course asks students to put into practice what they learned in HBSV 5033 & HBSV 5034 Disease Pathophysiology & Medical Nutrition Therapy 1 & 2, and further expand their knowledge and skills in medical nutrition therapy. Students will also have opportunities to learn hands-on clinical skills necessary for working in clinical settings. For example, students will learn how to conduct a nutrition-focused physical exam, provide enteral/parenteral nutrition recommendations, assess blood sugar and blood pressure levels, conduct a swallow screen, insert a nasogastric tube, and administer an intramuscular injection. They will also strengthen their abilities to provide nutrition counseling, write clinical notes, and determine nutritional diagnoses. Throughout the semester, students will complete a variety of clinical, community, and/or foodservice rotations at worksites, utilizing and further developing their knowledge and skills within the field of nutrition and dietetics. Students will be at worksite rotations 10-15 hours per week.

HBSV5354 Advanced Practicum 1

In Advanced Practicum 1, students will have the opportunity to utilize and build upon the knowledge and skills they gained in prior MNT, community nutrition, and foodservice courses, and related practicums, through experiential learning activities at a variety of different worksite rotations where students will work up to 28 hours per week.

Students will strengthen their ability to effectively apply the Nutrition Care Process while working with patients/clients of different ages and backgrounds and with a wide range of medical conditions. Furthermore, students demonstrate knowledge of nutritional health promotion and disease prevention and apply critical thinking, professionalism, and leadership skills through continuous quality improvement projects as well as planning and running a Health & Wellness Fair for the TC community. Finally, students will examine areas of nutrition related to mental health, including nutritional psychiatry and trauma-informed nutrition care, through in-class lectures and activities.

HBSV5355 Advanced Practicum 2

In Advanced Practicum 2, students will utilize and build upon the knowledge and skills they gained in MNT, community nutrition, and foodservice courses, and related practicums, through experiential learning activities at a variety of different worksite rotations where students will work 32-40 hours per week. Students will also have the opportunity to demonstrate knowledge of evidence-based medical nutrition therapy through case study presentations and quizzes. In addition, students will learn important skills related to life after graduation such as resume and interview skills, negotiating salary, billing for MNT, starting a private practice, and more.

HBSV5513 Seminar in Nutrition Education: Theory and Applications

An in-depth examination of the use of current theories and research in the design, implementation, and evaluation of nutrition education interventions. This course is designed to supplement topics covered in HBSV 5013. Students may register for more than one semester.

HBSV5593 Nutrition Exercise & Sport

Discussions of interactions between exercise and nutrition as applied to health and fitness. Controversial topics emphasized. Majors in nutrition are eligible to enroll during their second year of study.

HBSV5902 Guided Study in Nutrition

Permission required. Opportunity for advanced students to investigate areas of special interest in nutrition.

HBSV6550 Research Seminar In Nutrition: Part 1

Required of all M.Ed. and Ph.D. candidates. Discussion of current research issues and student projects. Students may register for more than one semester. This course requires at least 18 hours per week of out-of-classroom work.

HBSV6551 Research Seminar in Nutrition

Required of all M.Ed. and Ph.D. candidates. Discussion of current research issues and student projects. Students may register for more than one semester.

HBSV6552 Research Seminar In Nutrition: Part 3

HBSV6553 Research Seminar in Nutrition

HBSV6902 Research & Independent Study in Nutrition

Permission required. Open to matriculated doctoral students. Research and independent study under faculty direction.

HBSV7502 Dissertation Seminar: Nutrition Education

Development of doctoral dissertations and presentation of plans for approval.

HBSV8900 Dissertation Advisement in Nutrition

Advisement on doctoral dissertations. Fee to equal 3 points at current tuition rate for each term.

Reading Specialist

Program Description

The Reading Specialist program provides students with a broad foundation in applied educational psychology as it relates to literacy acquisition and concentrated preparation in assessment and intervention in reading and writing difficulties. The program provides experience in working with both children and adolescents, and approaches literacy across the lifespan through adulthood.

Program Degrees

Expand the accordion(s) to view the degree requirements:

Literacy

Advanced Certificate | Points/Credits: 15 | Entry Terms: Spring, Summer, Fall | Certification: Initial Certification: Literacy - All Grades

The Advanced Certificate in Literacy is a five course sequence that provides teachers and related educational professionals with a foundation in theory and research in applied educational psychology as they relate to the cognitive, linguistic, and sociocultural factors that contribute to the acquisition of reading and writing skills in typically developing and struggling readers, including those with disabilities and those whose first language is not English. The Program also leads to eligibility for New York State All Grades Literacy Certification for those who qualify.

The Program uses this core foundation to:

- Offer coursework that provides seminal theory and research on reading acquisition and its development in core processes and skills (oral language development, word recognition, oral reading fluency, vocabulary acquisition, and reading comprehension); writing process and development (including both transcription and text generation skills); the nature of both reading and writing difficulties and disability; and the effects of intrinsic/extrinsic factors as well as socio-cultural and linguistic influences on literacy development.
- Provide teachers with an understanding of the roles of both formal and informal assessment in designing an intervention plan for working with struggling readers and writers.
- Prepare teachers to help students who do not readily acquire reading and writing skills – including those at-risk and those with documented learning disabilities including dyslexia – by teaching them to deliver effective, evidenced-based instructional strategies and techniques in both reading and writing. These strategies include those targeted for fostering literacy across the curriculum.

Course Requirements: 15 points

Fall/Spring/Summer Entry

Courses in the Advanced Certificate in Literacy are designed to enable educators to work more knowledgeably with both typically developing as well as struggling readers and writers across the K-12 grade span using evidenced based techniques.

- HBSK 4072 (3) – Theory and Techniques of Assessment and Intervention in Reading
- HBSK 5098 (3) – Diagnosis of Reading and Writing Disabilities Pre-requisite: Grade of B or better in HBSK 4072
- HBSK 5099 (3) – Writing Interventions Theory and Practice
- HBSK 5373 (3) – Practicum in Literacy Assessment and Intervention I Pre-requisite: Grade of B or better in HBSK 4072
- HBSE 4071 (3) – Language and Literacy in Literature and the Content Areas for the DHH and Students with Language Delay/Language Based Reading Disabilities

NOTE: As per New York State requirements, the practicum course requires an additional 3 hours per week of direct contact with school-aged individuals who are not meeting grade level expectations in reading and writing, even if they are not formally diagnosed with a reading/learning disability. These hours are in addition to class and supervision time. Note that NYS also requires practicum work with both the lower level (Pre-K to Grade 4) and upper level (Grades 5-12) of the literacy grade span. Practicum work can be conducted in TC's Dean Hope Center for Educational and Psychological Services (CEPS) or in one's own school with appropriate permissions. Please speak with the Program Director.

Reading Specialist

M.A. | Points/Credits: 36 | Entry Terms: Fall | Certification: Initial Certification: Literacy - All Grades

Internal transfers only for 2026-2027 academic year.

The Reading Specialist M.A. degree program provides students with a broad foundation in applied educational psychology as it relates to literacy acquisition and concentrated preparation in assessment and intervention in reading and writing difficulties. The program provides experience in working with both children and adolescents, and approaches literacy across the lifespan through adulthood.

Key program characteristics are:

- Preparation for the New York State All Grade Literacy certification
- Training in Structured Literacy as part of a comprehensive reading program: Integration of rigorous, evidence-based phonics training with authentic literacy-encompassing word recognition, reading comprehension, fluency, vocabulary development, spelling, and expressive writing.

- A lifespan perspective of literacy acquisition and development from emergent literacy through adulthood.
- Training to understand and deliver assessment and instruction across all tiers of an MTSS framework.
- Assessment and intervention focus: Students learn to deploy a battery of classroom-based and standardized assessment measures to identify strengths and weaknesses of individual students and then to develop an intervention plan based on the assessment findings.
- Students learn to communicate curriculum information and assessment and intervention results to a variety of stakeholders.
- Preparation to screen for dyslexia: Students learn to administer a battery of standardized tests and formulate a recommendation diagnosis.
- Psychology focus: Understanding of typically developing and delayed literacy development from the vantage point of cognitive processes and their relation to race, ethnicity, language proficiency, and socio-economic status.
- Research focus: Emphasis on evidence-based (scientifically based) intervention strategies for struggling readers.
- Comprehensive literacy perspective: Students learn to deliver assessment and intervention to individuals from preschool emergent literacy through adolescence. Students learn to develop content-area literacy interventions.Those students wishing to work with adult students as part of the practicum experience must speak with the program director before enrolling. It is never too late to improve literacy skills
- Clinical experience: Students take practica in a clinic at Teachers College where they deliver services to struggling readers of all ages, who come from low-income households. Students may also acquire their practicum experience in a school setting with certain permissions.
- Professional development focus: Preparation for professional development in advanced seminar.
- Full-time students can complete the program in one calendar year (Fall/Spring/Summer).

Program Faculty

Faculty

- Douglas Malcolm Mosher

  Assistant Professor in Literacy and Education

- Zoi Apostolia Traga Philippakos

  Associate Professor of Literacy Research and Education

Professors of Teaching

- Susan Garni Masullo

  Associate Professor of Teaching

Emeriti

- Dolores Perin

  Professor Emerita of Psychology and Education

Program Courses

HBSE4001 Teaching students with disabilities in the general education classroom

This course addresses problems of educational assessment, curriculum and teaching, organization, and guidance of students with physical, cognitive, affective, and sensory disabilities.

HBSK4072 Theory and Techniques of Assessment and Intervention in Reading

Provides an overview of theories and research pertaining to reading acquisition and assessment and intervention techniques for reading across the lifespan. Content is organized according to four major themes: the psychology of reading development, language structures, assessment, and intervention.

HBSK4074 Development of Reading Comprehension

Reading and study skills: Practical procedures based on research findings appropriate for teachers, counselors, and others. Discussion focuses on students in the middle elementary grades through young adulthood.

HBSK5098 Diagnosis of Reading and Writing Disabilities

Prerequisite: HBSK 4072. Presents theory and research pertaining to reading and writing disabilities. Students obtain experience in administering, scoring, and interpreting a battery of measures and learn to formulate a diagnosis based on standardized, norm-referenced tests. The course takes a lifespan perspective in its examination of reading and writing disabilities. Materials fee: $50.

HBSK5099 Writing Interventions Theory and Practice

This is a literacy course that applies research on cognitive, linguistic, affective, social, and cultural processes underlying writing performance to the development of writing interventions. Writing is discussed within the context of language and literacy development. Students learn to evaluate evidence-based writing interventions for both typically developing and special-needs populations of differing ages and in various educational settings.

HBSK5373 Practicum in literacy assessment and intervention I

Prerequisite or corequisite: HBSK 4072, grade of B or better. This course prepares students to assess, analyze, and remediate literacy difficulties using research and theory. In class sessions, students learn to understand assessment and instruction across a broad spectrum of skill areas reflecting the most common areas of difficulty for struggling readers and writers. Students apply those skills in their work in the Dean-Hope Center for Educational and Psychological Services (CEPS) with an individual who has literacy difficulties. The practicum counts for 50 clock hours of field experience.

HBSK5376 Practicum in literacy assessment and intervention II

Prerequisites: HBSK 4072, HBSK 5373 with grade of B+ or better. This course is the second of three practica that prepare students to assess and remediate literacy difficulties. HBSK 5376 utilizes a more advanced learning model in which a student works to assess and tutor a client at the Dean-Hope Center for Educational and Psychological Services (CEPS). In class sessions, students continue to learn techniques, skills, and materials for assessment and intervention

for use with those who struggle with reading and writing. Students are expected to apply class content in clinical sessions with an individual with literacy difficulties. Each practicum counts for 50 clock hours weekly of field experience. Attendance at supervision sessions is also mandatory.

HBSK5580 Seminar in consultation and evaluation in reading

The purpose of this seminar is to consider the implications of recent research in literacy assessment and intervention for the consultation, evaluation and professional development roles of Reading and Learning Specialists and Coaches. Materials Fee: $50.

School Psychology

Program Description

The College has two programs in school psychology: (a) the Ph.D. program, which is accredited by the American Psychological Association (APA) and the National Association of School Psychologists (NASP), and (b) the Ed.M. program, which is approved by NASP. The theoretical model of our programs involves the application of psychological science to the promotion of learning and mental health in schools and other educational and mental health contexts.

The goal of the doctoral program is to train beginning-level school psychologists to work in schools, universities, research centers, testing companies and clinics that serve children, youth, and their families. Our scientist–practitioner training model consists of formal instruction and apprenticeship. Course work provides students with a strong foundation in psychological theory and research as well as its application to (a) the instruction and learning of school-related subjects, and (b) the understanding, promotion, and treatment of mental health problems. Practicum and internship experiences provide students with the opportunity to apply this knowledge directly to their work with clients. Clients are seen in a variety of contexts, including the Dean Hope Center (our College clinic) in the first year, collaborating schools in the second year (we provide school psychological services to children and youth in schools that serve children from ethnically and linguistically diverse low- and middle-income environments), organized externships in public schools, hospitals, and clinics in the New York City area in the third and fourth years, and a formal internship in the 5th year. Under close supervision by faculty, doctoral students apprentice in teaching (as TAs for various courses) and clinical supervision of first-year students with practicum clients in the Dean Hope Center.

Students also take on leadership roles in research labs, admissions, faculty searches, and in mentoring younger Ph.D. students. Faculty research provides yet another vehicle for students to develop and apply their knowledge.

The goal of the Ed.M. program is to train beginning-level certified school psychologists to work in public schools. Course work provides students with a strong foundation in psychological theory and research as well as its application to (a) instruction and learning of school-related subjects, and (b) the understanding, promotion, and treatment of mental health in school settings. Practica and internship experiences provide students with the opportunity to apply this knowledge directly to their work with clients who are seen in the Dean Hope Center in the first year, our collaborating schools in the second year, and internships in schools in the New York City area or other parts of the country in the third year.

Specifically, we prepare school psychologists who:

- Goal 1: Demonstrate a sound theoretical foundation in psychological science and use this knowledge as scientists/practitioners to plan, conduct, and evaluate psychological and educational research.
- Goal 2: Demonstrate knowledge and skills concerning fundamentals of measurement and assessment and the use of psychological and educational assessment measures in a non-biased, reliable and valid manner. Demonstrate knowledge and skills concerning the theories and tactics used to guide the design, implementation, and evaluation of effective interventions for children and adolescents and their families.
- Goal 3: Demonstrate the ability to apply theoretical knowledge and skills when consulting with teachers, parents, and other professionals.
- Goal 4: Demonstrate the ability to apply knowledge of individual cultural differences (e.g., race/ethnicity, gender, language, socioeconomic status, religion, sexual orientation, etc.) to effective professional practice in multicultural social contexts.
- Goal 5: Demonstrate (a) active involvement in the profession, (b) commitment to professional ethics and standards, and (c) commitment to lifelong learning.

Program Degrees

Expand the accordion(s) to view the degree requirements:

School Psychology

Ed.M. | Points/Credits: 69 | Entry Terms: Summer, Fall | Certification: NY State Provisional: School Psychology

Master of Education (Ed.M., 69 points)

Master of Education-Regular Track (Ed.M., 69 points)

Our National Association of School Psychologists (NASP)-accredited Master of Education program requires 69 points of coursework. The course of study stresses a firm grounding in the core areas of psychology, especially cognitive psychology, as well as in the tools traditionally used by school psychologists to apply their knowledge and skills to school settings. Completion of the Ed.M. program in School Psychology can lead to certification as a school psychologist in New York State.

Ed.M. students should plan on three years of full-time attendance, including summers. Ed.M. students must be available to spend a minimum of one full day per week for practica in their first year and two full days per week for fieldwork in their second year. Internships in the third year are full-time.

(The fieldwork sequence conforms to the calendar of our cooperating schools, NOT to the Teachers College academic calendar.)

Suggested sequence of courses by year and semester:

First Year

Fall (15 credits)

- HBSK 5320 3 Individual Psychological Testing I
- HBSK 5321 3 Individual Psychological Testing II
- HBSK 4073 3 Childhood Disorders
- HBSK 4025 3 Professional and Ethical Functions of School Psychologists
- HBSE 4082 3 Assessment and Evaluation of Infants, Children and Youth with Exceptionalities

Spring (15 credits)

- HBSK 6380 3 Psychoeducational Assessment of Culturally Diverse Students
- HBSK 5378 3 Practicum: Psychoeducational Assessment of School Subject Differences
- HBSK 5050 3 Evidence-Based Interventions for Youth and Adolescents I
- HBSE 4015 3 Applied Behavior Analysis I
- HBSK 4030 3 Multicultural Issues in School Psychology

Summer (6 credits)

Session A

- HBSS 6100 3 Measurement and Program Evaluation
- HUDM 4122 3 Probability and Statistical Inference

Second Year

Fall (9 credits)

- HBSK 5280 3 Fieldwork in School Psychological Services
- HBSK 6382 3 Evidence-Based Mental Health Interventions for Youth and Adolescents II
- HBSK 6584 3 Seminar: School Psychology Consultation

Spring (9 credits)

- HBSK 5280 3 Fieldwork in School Psychological Services
- HBSK 5031 3 Consultation II: Families, Systems, Partnerships, and Advocacy
- HBSK 4199 3 Academic Skill Interventions*

*New course number to be assigned in 2026-2027

Summer (3 credits)

Session B

- BBS 5069 3 Brain and Behavior 1 & 2 (Combined Class)
  - *Students take 3 credits total across BBS 5068 and BBS 5069

Third Year

Fall & Spring (6 credits)

- HBSK 5480 3 Internship Supervision (3 credits per semester)

*In addition to the above courses, students take electives to reach 69 credits.

Master of Education- with ABA Advanced Certificate (75-82 points)

While completing the Master of Education, students choosing to complete course requirements for the Advanced Certificate in Applied Behavior Analysis have the opportunity to obtain certification as a school psychologist and a license as a Behavior Analyst (LBA) in New York State, plus meet the requirements for certification as a Board Certified Behavior Analyst (BCBA) by earning a Certificate in Applied Behavior Analysis.

Suggested sequence of courses by year and semester:

First Year

Summer (6 credits)

- HBSE 4014 3 Applied Behavior Analysis I
- HBSE 4048 3 Working with Families with Autism

Fall (15 credits)

- HBSK 5320 3 Individual Psychological Testing I: Cognitive Assessment
- HBSK 5321 3 Individual Psychological Testing II: Socioemotional Assessment
- HBSK 4073 3 Childhood Disorders
- HBSK 4025 3 Professional and Ethical Functions of School Psychologists
- HBSE 4082 3 Assessment for Evaluation of Infants, Children, and Youth with Exceptionalities

Spring (15 credits)

- HBSK 5378 3 Practicum: Psychoeducational Assessment of School Subject Differences
- HBSK 6380 3 Psychoeducational Assessment of Culturally Diverse Students
- HBSK 5050 3 Evidence-Based Interventions for Youth and Adolescents: Behavioral Interventions

- HBSE 4016 3 Applied Behavior Analysis 2
- HBSK 4030 3 Multicultural Issues in School Psychology

Summer (9 credits)

Session A (6 credits)

- HBSE 4049 3 Professional and Ethical Issues in ABA
- HBSS 6100 3 Measurement and Program Evaluation

Session B (3 credits)

- BBS 5068 3 Brain & Behavior

Second Year

Fall (12 credits)

- HBSK 5280 3 Fieldwork in School Psychological Services
- HBSK 6382 3 Evidence-Based Interventions for Youth and Adolescents
- HBSK 6584 3 Seminar: School Psychology Consultation
- HBSE 4044 3 Research Methods 1

Spring (9 credits)

- HBSK 5280 3 Fieldwork in School Psychological Services
- HBSK 5031 3 Consultation II: Families, Systems, Partnerships, and Advocacy
- HBSE 4045 3 Research Methods 2

Summer (3 credits)

Session A

- HUDM 4122 3 Probability and Statistical Inference

Third Year

Fall (6 credits)

- HBSK 5480 3 Internship Supervision
- HBSE 4304 3 Practicum in ABA

Spring (3 credits)

- HBSK 5480 3 Internship Supervision

School Psychology

Ph.D. | Points/Credits: 90 | Entry Terms: Fall | Certification: NY State Provisional: School Psychology

Doctor of Philosophy (Ph.D., 90 points)

Our American Psychological Association (APA)- and National Association of School Psychologists (NASP)-accredited doctoral program (Ph.D.) requires a minimum of 90 points. Students may have to complete courses in addition to those included in the curriculum if their advisor deems it necessary (e.g., an extra statistics course). Attainment of the doctoral degree prepares students for certification as a school psychologist and licensure as a psychologist in New York State. On average, doctoral students should plan on five years of full-time attendance, including summers. This includes three years of coursework, a two-semester externship in the third year, a full-year internship during the fifth year, and a dissertation. Typically, students have two semesters of externship in the fourth year as well. Finally, some students complete their Ph.D. in 6 years to have additional time for research and/or clinical experiences.

Suggested Sequence of Courses by Year and Semester

First Year

Fall (15 credits)

- HBSK5320(3) Individual Psychological Testing I: Cognitive Assessment
- HBSK4025(3) Professional and Ethical Functions of School Psychologists
- HBSK5321(3) Individual Psychological Testing II: Socioemotional Assessment*
- HBSK4073(3) Childhood Disorders
- HBSE 4048: Assessment and Evaluation Infants, Children, and Youth with Exceptionalities*HBSK657_(0) Research Practicum

Spring (12 credits)

- HBSK5378(3) Psychoeducational Assessment of School Subject Difficulties
- HBSK5050(3) Evidence-Based Interventions for Youth and Adolescents I HBSK6380(3) Psychoeducational Assessment with Culturally Diverse Students
- HBSK 4030 (3) Multicultural Issues in School Psychology
- HBSK657_(0) Research Practicum

Summer (9 credits)

- HUDM 5122 (3) Applied Regression Analysis
- BBS 5068/9 (3) Brain and Behavior I & II
- HBSE 4014 (3) Applied Behavior Analysis I

Second Year

Fall

- HBSK 6584 (3) Seminar: School Psychology Consultation
- HBSK5280 (3) Fieldwork in School Psychological Services
- HBSK 6382 (3) Evidence-Based Interventions for Youth and Adolescents II
- HBSK657_(0) Research Practicum

Spring

- HBSK5280 (3) Fieldwork in School Psychological Services
- HBSK 5031 (3) Consultation II: Families, Systems, Partnerships, and Advocacy
- HBSK 657_ (0) Research Practicum
- HBSK 4199 (3) Academic Skill Interventions*
- HUDM5059(3) Psychological Measurement

**Course may be assigned new number in 2026-2027.*

Summer (3 credits)

- HUDM5123(3) Linear Models and Experimental Design

Third Year

Fall (9 credits)

- HBSK5271(3) Externship 1 (Year 1)
- HBSK657_(0) Research Practicum
- ORLJ 5040 (3) Research Methods in Social Psychology
- HUDM 5122 (3) Applied Regression Analysis

Spring (9 credits)

- HBSK4199(3) Cognition and Emotion in Educational Settings
- HBSK5273(3) Externship II (Year 1)
- HBSK 6383 (3) Neuropsychological Assessment of Children and Adults
- HBSK657_(0) Research Practicum:

Summer (3 credits)

- CCPX6020(3) History and Systems of Psychology

Fourth Year

Fall (4 credits)

- ORLJ5540 (3) Pro-seminar in Social Psychology
- HBSK7503(1) Dissertation Seminar (Taken the semester that a student proposes the dissertation)
- HBSK5271(3) Externship I (Year 2)

Spring (3 credits)

- HBSK5273(3) Externship II (Year 2)
- HBSK8902(0) Dissertation Advisement (although taken for zero credits, it comes with fees similar to a class)

Fifth Year

- HBSK6480(0) School Psychology Internship

Finally, some students will take electives to get to 90 credits.

Program Faculty

Faculty

- Prerna Arora

  Associate Professor of Psychology and Education

- Melissa Collier-Meek

  Associate Professor of Psychology and Education

- Benjamin Lovett

  Professor of Psychology and Education

Professors of Teaching

- Mykelle Coleman

  Assistant Professor of Teaching

- Kaitlin Gould

  Assistant Professor of Teaching

Emeriti

- Ann E Boehm

  Professor Emerita of Psychology and Education

- Marla Ruth Brassard

  Professor Emerita of Psychology and Education

- Dolores Perin

  Professor Emerita of Psychology and Education

- Stephen T Peverly

  Professor Emeritus of Psychology and Education

- Philip A Saigh

  Professor Emeritus of Psychology and Education

Adjunct Faculty

- Angela Dewey

  Adjunct Assistant

- Peter J Faustino

  Adjunct Assistant Professor

- Kamauru Johnson

  Adjunct Assistant

- Leah Anne Mcguire

  Adjunct Assistant Professor

Program Courses

HBSK4025 Professional and Ethical Functions of School Psychologists

Permission required. Overview of issues associated with the school psychologist's roles within educational settings including assessment, intervention, and consultation. Education and disability law and ethics are stressed.

HBSK4072 Theory and Techniques of Assessment and Intervention in Reading

Provides an overview of theories and research pertaining to reading acquisition and assessment and intervention techniques for reading across the lifespan. Content is organized according to four major themes: the psychology of reading development, language structures, assessment, and intervention.

HBSK4073 Childhood Disorders

Information involving the symptoms, life-course, prevalence, and etiology of a number of psychiatric disorders that are manifested in childhood and adolescence is presented. Information involving assessment and treatment is also considered. This course considers psycho-educational assessment, diagnosis, and treatment of child and adolescent disorders. A testing lab is included.

HBSK4074 Development of Reading Comprehension

Reading and study skills: Practical procedures based on research findings appropriate for teachers, counselors, and others. Discussion focuses on students in the middle elementary grades through young adulthood.

HBSK5031 Consultation II: Families, Systems, Partnerships, and Advocacy

Prerequisite: Any introductory developmental psychology course. Examines theories of family functioning and empirical evidence of family processes that mediate child and adolescent development outcomes. Emphasis on family factors associated with children's cognitive, emotional, and academic development, including home-school collaboration and social functioning within cultural contexts.

HBSK5050 Cognitive and Behavioral Interventions for Youth

This course is intended to provide graduate students in psychology with an introduction to the application of cognitive behavioral interventions for the treatment of childhood disorders. The theoretical foundations of major cognitive-behavioral therapies for the treatment of psychological disorders will be studied. Treatment skills, including clinical interviewing and basic therapeutic skills, will be presented. Further, empirically supported therapeutic interventions for some of the most common psychological disorders experienced by school age children will be discussed. An introduction to cognitive behavioral case formulation and individual treatment planning will be integrated throughout the class. Empirical data pertaining to the use and efficacy of cognitive behavioral interventions with diverse populations will be reviewed. Ethical considerations will be presented and highlighted.

HBSK5085 Observing and assessing preschool children

Overview of assessment procedures used with preschool and kindergarten-age children including review of related tests, the development of observation procedures, and the development of screening programs. Materials fee: $75.

HBSK5096 The psychology of memory: Cognitive and affective bases

The course focuses on several themes related to cognition and affect: historical and philosophical foundations, the effects of context. An analysis of perspectives on human memory with particular attention to knowledge, attention, strategic processes, meta-cognition, transfer, and context. The application of this information to practice is stressed.

HBSK5271 Externship I

Supervised experience in a school, hospital, or community clinic focusing on psychoeducational assessment, counseling, remediation, and consultation. Prerequisite: HBSK 5280. Students can register for this course up to six times.

HBSK5273 Externship II

Advanced doctoral students are supervised in their supervision of the comprehensive psychoeducational assessments with clients in the Center for Educational and Psychological Services performed by first-year school psychology students enrolled in HBSK 6380.

HBSK5280 Fldwk:School Psychological Svc

Permission required. Limited to second-year students in School Psychology. Must be taken concurrently with HBSK 6382-HBSK 6383. Supervised school-based experience in psychoeducational practice (two days per week for the entire academic year). Includes university-based supervision.

HBSK5320 Individual Psychological Testing I

Permission required. This is a course open to Ed.M. and doctoral students in School Psychology. Background, administration, and interpretation of major psychological tests from both nomothetic and ideographic perspectives. Both courses cover the administration of major cognitive and personality measures and the interpretation and integration of data into case reports. Lecture plus lab/supervisory section. Supervisory fee: $100; materials fee: $50 per term.

HBSK5321 Individual Psychological Testing II

Permission required. This is a year-long course open to Ed.M. and doctoral students in School Psychology. Background, administration, and interpretation of major psychological tests from both nomothetic and ideographic perspectives. Both courses cover the administration of major cognitive and personality measures and the interpretation and integration of data into case reports. Lecture plus lab/supervisory section. Supervisory fee: $50

HBSK5378 Practicum in Psychoeducational Assessment

Covers the assessment of academic skills, especially reading and cognitive functioning. The administration, scoring, and meaningful interpretation of test performance are addressed. Students work in pairs with client.

HBSK5480 School Psychology Internship - EdM

Permission required. Limited to Ed.M. or doctoral students in school psychology. Supervised experience in the delivery of psychological services in approved and appropriate agencies, institutions, and schools.

HBSK6380 Practicum in psycho-educational assessment with culturally diverse students

Permission required. Supervised experience in psychoeducational assessment, including observation, interviewing, and testing of children and youth from culturally diverse backgrounds; integration and interpretation of data. Consideration of intervention procedures. Students work with clients in the Dean Hope Center. Additional supervisory session required. Materials fee: $150. Course fee covers purchasing of assessment materials.

HBSK6382 Evidence-based Mental Health Interventions for Youth and Adolescents II

Permission required. Concurrent registration in HBSK 5280 required for all School Psychology students. Cognitive-behavioral interventions with children, adolescents, and their families.

HBSK6383 Neuropsychological Assessment of Children and Adults

Permission required. Prerequisites: HBSK 5320 and either BBSN 5033 or BBSN 5070. Analysis, administration, and interpretation of special procedures used to assess brain damage/dysfunction in adults and children. Special fee: $35.

HBSK6480 School Psychology Internship (Ph.D.)

Permission required. Limited to Ed.M. or doctoral students in school psychology. Supervised experience in the delivery of psychological services in approved and appropriate agencies, institutions, and schools.

HBSK6570 Research in applied educational psychology: Neurosciences and Education

Permission required. Prerequisite: familiarity with statistical procedures and research design. Students participate in ongoing research or other special projects under the direction of a faculty member.

HBSK6571 Research in applied educational psychology: Family Well-being and Developmental Disabilities

Permission required. Prerequisite: familiarity with statistical procedures and research design. Students participate in ongoing research or other special projects under the direction of a faculty member.

HBSK6572 Research in Applied Educational Psychology: Minoritized Youth and School Mental Health

Permission required. Prerequisite: familiarity with statistical procedures and research design. Students participate in ongoing research or other special projects under the direction of a faculty member.

HBSK6574 Research in applied educational psychology: Cognitive processes related to studying

Permission required. Prerequisite: familiarity with statistical procedures and research design. Students participate in ongoing research or other special projects under the direction of a faculty member.

HBSK6576 Research in applied educational psychology: Acquisition of reading and writing ability

Permission required. Prerequisite: familiarity with statistical procedures and research design. Students participate in ongoing research or other special projects under the direction of a faculty member.

HBSK6577 Research in applied educational psychology: Psychoeducational aspects of deafness

Permission required. Prerequisite: familiarity with statistical procedures and research design. Students participate in ongoing research or other special projects under the direction of a faculty member.

HBSK6578 Research: School Psychology

Permission required. Prerequisite: familiarity with statistical procedures and research design. Students participate in ongoing research or other special projects under the direction of a faculty member.

HBSK6584 Seminar: school psychology consultation

In this course, students develop and practice basic skills in school consultation and counseling. Through readings, discussions, presentations, and role plays, students demonstrate an understanding of counseling theories and approaches, approaches to consultation, as well as practices consistent with professional ethics and legal standards. Students reflect on their own cultural background and acquire knowledge relevant to cross-cultural consultations.

HBSK7503 Dissertation Seminar

Permission required.

HBSK8902 Dissertation Advisement

Permission required. Individual advisement on doctoral dissertations. Fee to equal 3 points at current tuition rate for each term. For more information please see section on continuous registration for Ed.D. degree.

Teachers College
COLUMBIA UNIVERSITY

Academic Catalog 2026-2027

Human Development

56 pages

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Human Development

Department Mission

The Department of Human Development is devoted to promoting an understanding of human development in families, schools, and institutions across the lifespan. The department provides social scientists and educators with theories, empirical methods, and analytical tools for understanding and conducting research in human development and cognition and for helping solve educational and psychological problems.

Cognitive Science in Education

Program Description

In the Cognitive Science in Education Program, students examine the cognitive mechanisms that underlie learning and thinking in school and non-school settings. The program trains students in basic theories of human cognition, the practice and interpretation of empirical cognitive and developmental research, as well as how to use research to improve educational practices and develop innovative methods built around new technologies. Studies in cognitive, developmental and educational psychology, and computer science provide students with a valuable perspective on cognition and learning.

The curriculum and degree program requirements are designed to prepare graduates for careers in several possible settings. For the master's degree programs, these settings include

- school systems seeking instructional technology coordinators and teachers who are knowledgeable about cognitive and developmental theories and research.
- publishers and software companies looking for people with knowledge of cognition and development, and experience in instructional design.
- research organizations seeking people to conduct basic research and work on instructional applications of computers and related technologies.

For the doctoral programs, work settings after graduation might include research organizations or universities seeking faculty in cognitive psychology, educational psychology, educational technology, reading, and learning analytics.

Students in the Cognitive Science in Education Program begin by taking a set of core background courses, then pursue one of three areas of focus: Foundations of Cognition and Learning, Applications, and Intelligent Technologies.

In addition, each student registers for research practicum seminars during which they complete a substantive project as a culminating experience for the degree. Choice of advanced courses and research seminars should be shaped by the student's area of focus. Students whose interests do not fit one of these tracks may design their own area of focus, in consultation with their advisor.

Program Degrees

Expand the accordion(s) to view the degree requirements:

Cognitive Science in Education

Ed.D. | Points/Credits: 75 | Entry Terms: Fall

In the Cognitive Science in Education Program, students examine the cognitive mechanisms that underlie learning and thinking in school and non-school settings. The program trains students in basic theories of human cognition, the practice and interpretation of empirical cognitive and developmental research, as well as how to use research to improve educational practices and develops innovative methods built around new technologies. Studies in cognitive,developmental, and educational psychology and computer science provide students with a valuable perspective on cognition and learning.

The curriculum and program requirements are designed to prepare graduates for careers in several possible settings. For the doctoral programs, work settings after graduation might include: research organizations, or universities seeking faculty in cognitive psychology, educational psychology, educational technology, reading, and learning analytics.

Students in the Cognitive Science in Education Program begin by taking a set of core background courses, then pursue one of three areas of focus: Foundations of Cognition and Learning, Applications, and Intelligent Technologies.

In addition, each student registers for research practicum seminars during which they complete a substantive project as a culminating experience for that degree. Choice of advanced courses and research seminars should be shaped by the student's area of focus, as described below. Students whose interests do not fit one of these tracks may design their own area of focus, in consultation with their advisor.

Required Courses (9 points):

- HUDK 4029 Human cognition and learning (3)
- HUDK 4080 Educational psychology (3)
- HUDK 5023 Cognitive development (3)

Statistics (12 points):

Optional: HUDM 4120: Basic concepts in statistics (3) This course is not recommended for those who have taken undergraduate statistics.

Required:

- HUDM 4122 Probability and statistical inference (3)
- HUDM 5122 Applied regression analysis (3)
- HUDM 5123 Linear models and experimental design (3)
- HUDM 6122 Multivariate analysis (3)

Specialized Courses (minimum of 20 points):

Selected in consultation with an advisor and focusing on one of the following areas:

1. Foundations of Cognition and Learning

- HUDK 4015 Psychology of thinking (3)
- HUDK 4027 Development of mathematical thinking (3)
- HUDK 4050 Core methods in educational data mining (3)
- HUDK 4051 Learning analytics: process and theory (3)
- HUDK 4052 Data, Learning, and Society (3)
- HUDK 4054 Managing education data (3)
- HUDK 5020 Development of creativity (3)
- HUDK 5024 Language development (2-3)
- HUDK 5025 Spatial thinking (3)
- HUDK 5029 Personality development and socialization across the lifespan (3)
- HUDK 5030 Visual explanations (3)
- HUDM 5058 Choice and decision making (3)
- HBSK 5096 Psychology of memory (3)
- HUDK 5042 Motivation in education (3)
- HUDK 5053 Learning Analytics Practicum (3)
- HUDK 5063 Cognitive development beyond childhood (3)
- HUDK 5120 Development of creativity: the case study method (3)
- HUDK 5125 Cross-cultural psychology (3)

1. Applications

- HUDK 4015 Psychology of thinking (3)
- HUDK 4027 Development of mathematical thinking (3)
- HUDK 4035 Technology and human development (3)
- HUDK 5024 Language development (3)
- HUDK 5035 Psychology of media (3)
- HUDK 5042 Motivation in education (3)
- HUDK 5063 Cognitive development beyond childhood (3)
- HUDK 5090 Psychology of language and reading (3)
- HUDK 5100 Supervised research and practice (1-6)

- HBSK 4074 Development of reading comprehension strategies and study skills (3)
- EDPS 4021 Sociology of education (3)
- HBSK 4074 Reading comprehension strategies and study skills (3)
- ORL 5522 Evaluation methods I (3)

1. Intelligent Technologies:

- HUDK 4015 Psychology of thinking (3)
- HUDK 4021 Developmental psychology – infancy (2-3)
- HUDK 4022 Developmental psychology – childhood (2-3)
- HUDK 4023 Developmental psychology – adolescence (2-3)
- HUDK 4025 Cognition of handheld devices (3)
- HUDK 4029 Cognition and learning (3)
- HUDK 4035 Technology and human development (3)
- HUDK 4040 Social media and users (3)
- HUDK 4050 Core methods in educational data mining (3)
- HUDK 4051 Learning analytics: Process and theory (3)
- HUDK 5025 Spatial thinking (3)
- HUDK 5030 Visual explanations (3)
- HUDK 5035 Psychology of media (3)
- HUDK 5036 Psychology of children's television (3)
- HUDK 5063 Cognitive development beyond childhood (3)
- HUDK 5120 Development of creativity: the case study method (3)
- HUDK 5197 Psychology of eLearning in business and industry (3)
- HUDK 5037 Psychology of children's television (3)
- HUDK 5063 Cognitive development beyond childhood (3)
- MSTU 4039 Video games in education (3)
- MSTU 5000 Possibility of virtual worlds (3)
- ORLD 4015 How adults learn (3)
- ORLJ 4005 Organizational psychology (3)

Research Apprenticeship (9 points):

Three or more semesters in a research practicum:

HUDK 6539 Research practicum in educational psychology, cognition, and learning (1-3), taken over multiple semesters for a total of 9 points. The first 3 point Research Practicum has to be taken in the Spring term of the first year. The student needs to submit a report of participation in a research study by the end of that Spring term.

Flexible Course (3 points)

In consultation with a faculty advisor the student can choose to take either another 3 points of Research Practicum (HUDK 6539) or another 3 points of Specialized Course.

Special Seminars (minimum of 5 points):

- HUD 6500 Doctoral Proseminar (3 points), taken during the Fall term of the first year
- HUDK 7502 Dissertation seminar (1-3), taken two semesters for minimum of 1 pt each
- HUDK 8901 Dissertation Advisement (0), taken after registration in HUDK 7502 or the approval of the dissertation proposal whichever comes first.
- TI 8900 PhD Dissertation defense

Breadth/Foundation Courses (9 Points):

3 points in measurement and 6 points in the following foundation courses:

1. Biological Basis of Behavior:
   - BBS 5068-5069 Brain and behavior I and II (combined for 3 points)
   - BBSN 4000 Cognitive neuroscience
   - BBSN 5033 Human clinical neuropsychology
   - MSTC 5000 Neurocognitive models of information processing
1. Cognitive Basis of Behavior:
   - HBSK 5096 Psychology of memory
   - HUDK 4015 Psychology of thinking
   - HUDK 5025 Spatial thinking
   - HUDK 5090 Psychology of language and reading
1. Social Cultural Factors and Individual Differences:
   - CCPX 5034 Child psychopathology
   - HBSK 5031 Family as a context for child development
   - HUDK 5029 Personality development and socialization across the lifespan
   - HUDK 5040 Development and psychopathology: Atypical contexts and populations
   - HUDK 5121 Personality development and socialization in childhood
   - HUDK 5125 Cross-cultural psychology

- ORLJ 5017 Small group intervention: Theory and method
- ORLJ 5540 Pro-seminar in social and organizational psychology

1. Measurement:

- HUDM 5059 Psychological measurement

Please note: Courses used to fill Breadth/Foundation course requirements may not be used to fulfill requirements in another area.

Non-departmental Courses (minimum of 8 points):

At least three courses outside the department selected in consultation with an advisor.

Additional Requirements:

- Two approved papers: an empirical study and an integrative research literature survey
- Successful performance on the Certification Examination
- Approved dissertation

Transfer Credit:

Relevant courses with earned grades of B or higher taken in other accredited graduate schools to a maximum of 30 points. For more information, please contact the Transfer Credit Coordinator in the Registrar's Office.

Satisfactory Progress:

Students are expected to make satisfactory progress toward the completion of degree requirements. If satisfactory progress is not maintained, a student may be dismissed from the program. Where there are concerns about satisfactory progress, students will be informed by the program faculty.

Cognitive Science in Education

M.A. | Points/Credits: 32 | Entry Terms: Summer, Fall

In the M.A. program students examine the cognitive mechanisms that underlie learning and thinking in school and non-school settings. Our program and coursework trains students in basic theories of human cognition, the practice and interpretation of empirical cognitive and developmental research.

The curriculum and program requirements are designed to prepare graduates for careers in several possible settings:

- School systems seeking instructional technology coordinators and teachers who are knowledgeable about cognitive and developmental theories and research.
- Publishers and software companies looking for people with knowledge of cognition and development, and experience in instructional design.

- Research organizations seeking people to conduct basic research and work on instructional applications of computers and related technologies.

Program Requirements

Master of Arts: 32 points total

Core Courses (9 points):

Three courses selected from the following:

- HUDK 4015 Psychology of thinking (3)
- HUDK 4029 Human cognition and learning (3)
- HUDK 4080 Educational psychology (3)
- HUDK 5023 Cognitive development (3)
- HUDK 5042 Motivation in education (3)
- HUDK 5125 Cross-Cultural psychology (3)
- HUD 4120 Methods of Empirical Research (3)

Statistics/Research Design (3 points):

At least one of the following:

- HUDM 4120 Basic concepts in statistics (3)
- HUDM 4122 Probability and statistical inference (3)
- HUDM 5122 Applied regression analysis (3)
- HUDM 5123 Linear models and experimental design (3)

Research Practicum (3 points):

- HUDK 5324 Research work practicum (3) by permission,
- HUD 6500 Proseminar in Human Development (1), and HUDK 5324 Research work practicum (2) by permission

(The Integrative Project is done in conjunction with these courses)

Specialized Courses (11 points):

Selected in consultation with an advisor and focusing on one of the following three areas of study:

1. Foundations of Cognition and Learning

- HUDK 4015 Psychology of thinking (3)

- HUDK 4027 Development of mathematical thinking (3)
- HUDK 4050 Core methods in educational data mining (3)
- HUDK 4051 Learning analytics: process and theory (3)
- HUDK 4052 Data, Learning, and Society (3)
- HUDK 4054 Managing education data (3)
- HUDK 5020 Development of creativity (3)
- HUDK 5024 Language development (2-3)
- HUDK 5025 Spatial thinking (3)
- HUDK 5029 Personality development and socialization across the lifespan (3)
- HUDK 5030 Visual explanations (3)
- HUDM 5058 Choice and decision making (3)
- HBSK 5096 Psychology of memory (3)
- HUDK 5042 Motivation in education (3)
- HUDK 5053 Learning Analytics Practicum (3)
- HUDK 5063 Cognitive development beyond childhood (3)
- HUDK 5120 Development of creativity: the case study method (3)
- HUDK 5125 Cross-cultural psychology (3)

2. Applications

- HUDK 4015 Psychology of thinking (3)
- HUDK 4027 Development of mathematical thinking (3)
- HUDK 4031 Data, testing, and meritocracy (3)
- HUDK 4035 Technology and human development (3)
- HUDK 5024 Language development (3)
- HUDK 5035 Psychology of media (3)
- HUDK 5042 Motivation in education (3)
- HUDK 5063 Cognitive development beyond childhood (3)
- HUDK 5090 Psychology of language and reading (3)
- HUDK 5100 Supervised research and practice (1-6)
- HBSK 4074 Development of reading comprehension strategies and study skills (3)
- EDPS 4021 Sociology of education (3)

- HBSK 4074 Reading comprehension strategies and study skills (3)
- ORL 5522 Evaluation methods I (3)

3. Intelligent Technologies:

- HUDK 4011 Networked and online learning (3)
- HUDK 4015 Psychology of thinking (3)
- HUDK 4021 Developmental psychology – infancy (2-3)
- HUDK 4022 Developmental psychology – childhood (2-3)
- HUDK 4023 Developmental psychology – adolescence (2-3)
- HUDK 4025 Cognition of handheld devices (3)
- HUDK 4029 Cognition and learning (3)
- HUDK 4035 Technology and human development (3)
- HUDK 4040 Social media and users (3)
- HUDK 4050 Core methods in educational data mining (3)
- HUDK 4051 Learning analytics: Process and theory (3)
- HUDK 5025 Spatial thinking (3)
- HUDK 5030 Visual explanations (3)
- HUDK 5035 Psychology of media (3)
- HUDK 5036 Psychology of children's television (3)
- HUDK 5063 Cognitive development beyond childhood (3)
- HUDK 5120 Development of creativity: the case study method (3)
- HUDK 5197 Psychology of eLearning in business and industry (3)
- HUDK 5037 Psychology of children's television (3)
- HUDK 5063 Cognitive development beyond childhood (3)
- MSTU 4039 Video games in education (3)
- MSTU 5000 Possibility of virtual worlds (3)
- ORLD 4015 How adults learn (3)
- ORLJ 4005 Organizational psychology (3)

Breadth Courses (6 points):

At least 2 Teachers College courses outside the program (non-HUDK) selected in consultation with an advisor.

Integrative Project: One of the following

1. Research Literature Review
2. Design (and perhaps Implementation) Project Paper
3. Empirical Research Design Paper

Program of Study

At least 20 points must be earned in Teachers College courses. The remaining coursework, through Teachers College registration, may be completed in Teachers College or other graduate divisions of Columbia University, but no more than 12 points of graduate credit from other faculties of the University will be credited toward the minimum point requirement. Graduate level courses in the University are numbered from 4000 and above. For the MA degree, no transfer credit is granted for work completed at other universities.

Satisfactory Progress

Students are expected to make satisfactory progress toward the completion of degree requirements. If satisfactory progress is not maintained, a student may be dismissed from the program. Program faculty annually review each student's progress. Where there are concerns about satisfactory progress, students will be informed by the program faculty. If a student is performing below expectations, remedial work within an appropriate timeline may be required. If satisfactory progress is not maintained, a student may be dismissed from the program.

Cognitive Science in Education

Ph.D. | Points/Credits: 75 | Entry Terms: Fall

In the Cognitive Science in Education Program, students examine the cognitive mechanisms that underlie learning and thinking in school and non-school settings. The program trains students in basic theories of human cognition, the practice and interpretation of empirical cognitive and developmental research, as well as how to use research to improve educational practices and develop innovative methods built around new technologies. Studies in cognitive, developmental, and educational psychology and computer science provide students with a valuable perspective on cognition and learning.

The curriculum and program requirements are designed to prepare graduates for careers in several possible settings. For the doctoral programs, work settings after graduation might include: research organizations, or universities seeking faculty in cognitive psychology, educational psychology, educational technology, reading, and learning analytics.

Students in the Cognitive Science in Education Program begin by taking a set of core background courses, then pursue one of three areas of focus: Foundations of Cognition and Learning, Applications, and Intelligent Technologies.

In addition, each student registers for research practicum seminars during which they complete a substantive project as a culminating experience for that degree. Choice of advanced courses and research seminars should be shaped by the student's area of focus, as described below. Students whose interests do not fit one of these tracks may design their own area of focus, in consultation with their advisor.

Doctor of Philosophy-75 points

Required Courses (9 points):

- HUDK 4029 Human cognition and learning (3)
- HUDK 4080 Educational psychology (3)
- HUDK 5023 Cognitive development (3)

Statistics (12 points):

Optional: HUDM 4120 Basic concepts in statistics (3) This course is not recommended for those who have taken undergraduate statistics.

Required:

- HUDM 4122 Probability and statistical inference (3)
- HUDM 5122 Applied regression analysis (3)
- HUDM 5123 Linear models and experimental design (3)
- HUDM 6122 Multivariate analysis (3)

Specialized Courses (minimum of 15 points): Selected in consultation with an advisor and focusing on one of the following areas of focus:

1. Foundations of Cognition and Learning

- HUDK 4015 Psychology of thinking (3)
- HUDK 4027 Development of mathematical thinking (3)
- HUDK 4050 Core methods in educational data mining (3)
- HUDK 4051 Learning analytics: process and theory (3)
- HUDK 4052 Data, Learning, and Society (3)
- HUDK 4054 Managing education data (3)
- HUDK 5020 Development of creativity (3)
- HUDK 5024 Language development (2-3)
- HUDK 5025 Spatial thinking (3)
- HUDK 5029 Personality development and socialization across the lifespan (3)

- HUDK 5030 Visual explanations (3)
- HUDM 5058 Choice and decision making (3)
- HBSK 5096 Psychology of memory (3)
- HUDK 5042 Motivation in education (3)
- HUDK 5053 Learning Analytics Practicum (3)
- HUDK 5063 Cognitive development beyond childhood (3)
- HUDK 5120 Development of creativity: the case study method (3)
- HUDK 5125 Cross-cultural psychology (3)

2. Applications

- HUDK 4015 Psychology of thinking (3)
- HUDK 4027 Development of mathematical thinking (3)
- HUDK 4031 Data, testing, and meritocracy (3)
- HUDK 4035 Technology and human development (3)
- HUDK 5024 Language development (3)
- HUDK 5035 Psychology of media (3)
- HUDK 5042 Motivation in education (3)
- HUDK 5063 Cognitive development beyond childhood (3)
- HUDK 5090 Psychology of language and reading (3)
- HUDK 5100 Supervised research and practice (1-6)
- HBSK 4074 Development of reading comprehension strategies and study skills (3)
- EDPS 4021 Sociology of education (3)
- HBSK 4074 Reading comprehension strategies and study skills (3)
- ORL 5522 Evaluation methods I (3)

3. Intelligent Technologies:

- HUDK 4011 Networked and online learning (3)
- HUDK 4015 Psychology of thinking (3)
- HUDK 4021 Developmental psychology – infancy (2-3)
- HUDK 4022 Developmental psychology – childhood (2-3)
- HUDK 4023 Developmental psychology – adolescence (2-3)
- HUDK 4025 Cognition of handheld devices (3)

- HUDK 4029 Cognition and learning (3)
- HUDK 4035 Technology and human development (3)
- HUDK 4040 Social media and users (3)
- HUDK 4050 Core methods in educational data mining (3)
- HUDK 4051 Learning analytics: Process and theory (3)
- HUDK 5025 Spatial thinking (3)
- HUDK 5030 Visual explanations (3)
- HUDK 5035 Psychology of media (3)
- HUDK 5036 Psychology of children's television (3)
- HUDK 5063 Cognitive development beyond childhood (3)
- HUDK 5120 Development of creativity: the case study method (3)
- HUDK 5197 Psychology of eLearning in business and industry (3)
- HUDK 5037 Psychology of children's television (3)
- HUDK 5063 Cognitive development beyond childhood (3)
- MSTU 4039 Video games in education (3)
- MSTU 5000 Possibility of virtual worlds (3)
- ORLD 4015 How adults learn (3)
- ORLJ 4005 Organizational psychology (3)

Research Apprenticeship (9 points):

Three or more semesters in a research practicum:

HUDK 6539 Research practicum in educational psychology, cognition, and learning (1-3), taken over multiple semesters for a total of 9 points. The first 3 point Research Practicum has to be taken in the spring term of the first year. The student needs to submit a report of participation in a research study by the end of that Spring term.

Flexible Course (3 points)

In consultation with a faculty advisor the student can choose to take either another 3 points of Research Practicum (HUDK 6539) or another 3 points of Specialized Course.

Special Seminars (minimum of 5 points):

- HUD 6500 Doctoral Proseminar (3 points), taken during the Fall term of the first year
- HUDK 7502 Dissertation seminar (1-3), taken two semesters for minimum of 1 pt each
- HUDK 8901 Dissertation Advisement (0), taken after registration in HUDK 7502 or approval of the dissertation proposal whichever comes first and until registration for TI 8900

- TI 8900 PhD Dissertation defense

Breadth/Foundation Courses (12 Points):

One course (minimum of 3 points) in each of the 4 following areas:

1. Biological Basis of Behavior:

- BBS 5068-5069 Brain and behavior I and II (combined for 3 points)
- BBSN 4000 Cognitive neuroscience
- BBSN 5033 Human clinical neuropsychology
- MSTC 5000 Neurocognitive models of information processing

1. Cognitive Basis of Behavior:

- HBSK 5096 Psychology of memory
- HUDK 4015 Psychology of thinking
- HUDK 5025 Spatial thinking
- HUDK 5090 Psychology of language and reading

1. Social Cultural Factors and Individual Differences:

- CCPX 5034 Child psychopathology
- HBSK 5031 Family as a context for child development
- HUDK 5029 Personality development and socialization across the lifespan
- HUDK 5040 Development and psychopathology: atypical contexts and populations
- HUDK 5121 Personality development and socialization in childhood
- HUDK 5125 Cross-cultural psychology
- ORLJ 5017 Small group intervention: theory and method
- ORLJ 5540 Pro-seminar in social and organizational psychology

1. Measurement:

- HUDM 5059 Psychological measurement (3)

*Please note: Courses used to fill Breadth/Foundation course requirements may not be used to fulfill requirements in another area.

Non-Departmental Courses (minimum of 8 points):

At least three courses outside the Department and selected in consultation with an advisor.

Additional Requirements:

- Two approved papers: an empirical study and an integrative research literature survey

- Successful performance on the Certification Examination
- Approved dissertation

M.Phil. Degree:

The M. Phil is an en passant degree awarded to those nearing the completion of the Ph.D. degree. The student contacts the Office of Doctoral Studies to file for the award of the degree.

To receive the M. Phil., the student must satisfactorily complete the following requirements:

1. File an approved "Program Plan of Study" with the Office of Doctoral Studies
2. Complete at least six courses with evaluative grades under Teachers College registration
3. Pass the Certification Examination
4. Complete an approved empirical research paper
5. Complete an approved theoretical research paper
6. Complete all 75 points of coursework required for the degree.

Please note: Students must submit a copy of their "Program Plan of Study" and both research papers to the Department of Human Development for record keeping purposes.

Transfer Credit:

Relevant graduate courses with earned grades of B or higher taken in other accredited graduate schools to a maximum of 30 points, or 45 points if completed in another Faculty of Columbia University, may be accepted toward the minimum point requirement for the Ph.D. degree. For more information, please contact the Transfer Credit Coordinator in the Registrar's Office.

Satisfactory Progress:

Students are expected to make satisfactory progress toward the completion of degree requirements. If satisfactory progress is not maintained, a student may be dismissed from the program. Where there are concerns about satisfactory progress, students will be informed by the program faculty.

Educational Psychology: Cognitive, Behavioral, and Developmental Analysis

Ed.M. | Points/Credits: 60 | Entry Terms: Summer, Fall

Core Courses (9 points):

Three courses selected from the following:

- HUDK 4015 Psychology of thinking (3)
- HUDK 4029 Human cognition and learning (3)

- HUDK 4080 Educational psychology (3)
- HUDK 5023 Cognitive development (3)
- HUDK 5042 Motivation in education (3)
- HUDK 5125 Cross-Cultural psychology (3)

Statistics/Research Design (12 points):

- HUDM 4120 Basic concepts in statistics (3)
- HUDM 4122 Probability and statistical inference (3)
- HUDM 5122 Applied regression analysis (3)
- HUDM 5123 Linear models and experimental design (3)

Research Practicum (6 points):

- HUDK 5324 Research work practicum (3) by permission,
- HUD 6500 Proseminar in Human Development (1), and
- HUDK 5324 Research work practicum (2) by permission

(The Integrative Project is done in conjunction with these courses)

Specialized Courses (24-27 points):

Selected in consultation with an advisor and focusing on one of the following areas of focus:

1. Foundations of Cognition and Learning

- HUDK 4015 Psychology of thinking (3)
- HUDK 4027 Development of mathematical thinking (3)
- HUDK 4050 Core methods in educational data mining (3)
- HUDK 4051 Learning analytics: process and theory (3)
- HUDK 4052 Data, Learning, and Society (3)
- HUDK 4054 Managing education data (3)
- HUDK 5020 Development of creativity (3)
- HUDK 5024 Language development (2-3)
- HUDK 5025 Spatial thinking (3)
- HUDK 5029 Personality development and socialization across the lifespan (3)
- HUDK 5030 Visual explanations (3)
- HUDM 5058 Choice and decision making (3)
- HBSK 5096 Psychology of memory (3)

- HUDK 5042 Motivation in education (3)
- HUDK 5053 Feature engineering studio (3)
- HUDK 5063 Cognitive development beyond childhood (3)
- HUDK 5120 Development of creativity: the case study method (3)
- HUDK 5125 Cross-cultural psychology (3)

2. Applications

- HUDK 4015 Psychology of thinking (3)
- HUDK 4027 Development of mathematical thinking (3)
- HUDK 4035 Technology and human development (3)
- HUDK 5024 Language development (3)
- HUDK 5035 Psychology of media (3)
- HUDK 5042 Motivation in education (3)
- HUDK 5063 Cognitive development beyond childhood (3)
- HUDK 5090 Psychology of language and reading (3)
- HUDK 5100 Supervised research and practice (1-6)
- HBSK 4074 Development of reading comprehension strategies and study skills (3)
- EDPS 4021 Sociology of education (3)
- HBSK 4074 Reading comprehension strategies and study skills (3)
- ORL 5522 Evaluation methods I (3)

3. Intelligent Technologies:

- HUDK 4015 Psychology of thinking (3)
- HUDK 4021 Developmental psychology – infancy (2-3)
- HUDK 4022 Developmental psychology – childhood (2-3)
- HUDK 4023 Developmental psychology – adolescence (2-3)
- HUDK 4025 Cognition of handheld devices (3)
- HUDK 4029 Cognition and learning (3)
- HUDK 4035 Technology and human development (3)
- HUDK 4040 Social media and users (3)
- HUDK 4050 Core methods in educational data mining (3)
- HUDK 4051 Learning analytics: Process and theory (3)

- HUDK 5025 Spatial thinking (3)
- HUDK 5030 Visual explanations (3)
- HUDK 5035 Psychology of media (3)
- HUDK 5036 Psychology of children's television (3)
- HUDK 5063 Cognitive development beyond childhood (3)
- HUDK 5120 Development of creativity: the case study method (3)
- HUDK 5197 Psychology of eLearning in business and industry (3)
- HUDK 5037 Psychology of children's television (3)
- HUDK 5063 Cognitive development beyond childhood (3)
- MSTU 4039 Video games in education (3)
- MSTU 5000 Possibility of virtual worlds (3)
- ORLD 4015 How adults learn (3)
- ORLJ 4005 Organizational psychology (3)

Non-departmental Courses (minimum of 6 points):

At least 2 Teachers College courses outside the Department selected in consultation with an advisor.

Integrative Project:

One of the following

- Empirical Research Paper
- Design (and perhaps Implementation) Project Paper
- Research Literature Review Paper

Program of Study

Thirty points must be completed under the auspices of Teachers College, including 18 points in Teachers College courses. A maximum of 30 points of graduate credit may be transferred from other accredited institutions. Candidates who have completed an M.A. or M.S. degree through Teachers College must register for a minimum of 45 points of the required 60 through Teachers College.

Satisfactory Progress

Students are expected to make satisfactory progress toward the completion of degree requirements. If satisfactory progress is not maintained, a student may be dismissed from the program. Program faculty annually review each student's progress. Where there are concerns about satisfactory progress, students will be informed by the program faculty. If a student is performing below expectations, remedial work within an appropriate timeline may be required. If satisfactory progress is not maintained, a student may be dismissed from the program.

Program Faculty

Faculty

- James E Corter

  Professor of Statistics and Education

- Xiaodong D Lin

  Cleveland E. Dodge Professorship in Cognitive Studies

- Gary J Natriello

  Ruth L. Gottesman Professor in Educational Research

- Robert Stuart Siegler

  Jacob H. Schiff Foundations Professor of Psychology and Education

Professors of Teaching

- Jie Gao

  Assistant Professor of Teaching

- Talia Robbins

  Assistant Professor of Teaching

Emeriti

- John B Black

  Cleveland E. Dodge Professor Emeritus of Telecommunications & Ed.

- Deanna Kuhn

  Research Professor Emerita of Psychology and Education

- Barbara Tversky

  Professor Emerita of Psychology and Education

Program Courses

HUDK4011 Networked and Online Learning

The course explores the social dimensions of online learning. The course begins by reviewing the uniquely social dimensions of learning in general and then turns to an examination of the transition to the information age that has made online or networked learning possible. The course next covers how traditional social forms such as classrooms, schools, professions, and libraries have been represented in online learning venues followed by consideration of new and emerging social forms such as digital publishing, social networks and social media, adaptive learning technologies, and immersive and interactive environments. The course concludes by examining macro-level factors that shape the opportunities for online learning.

HUDK4015 Psychology of thinking

Examines cognitive psychology theories and research about various kinds of thinking, what each kind is best suited for, and problems people have with it. Also examines the best ways of learning from each kind of thinking. Critically examines the various thinking skills curricula that have been proposed.

HUDK4027 How Children Learn Math

The development of informal and formal mathematical thinking from infancy through childhood with implications for education.

HUDK4029 Human cognition and learning

Cognitive and information-processing approaches to attention, learning, language, memory, and reasoning.

HUDK4035 Technology and human development

Examines the use and design of various educational technologies (computer software, multimedia shareware, TV, World Wide Web sites, etc.) from the perspective of basic research and theory in human cognitive and social development. Provides a framework for reasoning about the most developmentally appropriate uses of technology for people at different ages.

HUDK4080 Educational psychology

Examines landmark issues in educational psychology, highlighting philosophical underpinnings and empirical evidence, tracing each issue from its roots to contemporary debates and evaluating current educational practice.

HUDK4902 Research and independent study

Permission required.

HUDK5020 The development of creativity

Major theories and contemporary research in creative work, emphasizing case studies of exceptional and historically influential individuals.

HUDK5023 Cognitive development

Theory and research on the development of cognitive processes across the lifespan.

HUDK5025 Spatial thinking

Analyzes research on how people learn, mentally represent, mentally transform, describe, and act on the spaces they encounter. Mental models of and transformations of space underlie the way people think about abstract domains, so thought about space has implications for thought in general. Implications for education and HCI are considered.

HUDK5030 Visual explanations

Surveys production and comprehension of visualizations ranging from ancient cave paintings and petroglyphs to diagrams, charts, graphs, comics, picture books, photographs, gesture, and film to extract and apply techniques for conveying objects, actions, forces relations, and emotions, meanings that are both inherently visible and non-visible. Implications for education, art, media, and HCI are drawn.

HUDK5035 Psychology of media

Covers psychological theories and research that relate to various media and what people learn directly and indirectly from them.

HUDK5042 Motivation in Education

Overview of student motivation in an academic context from a cognitive psychology perspective. Examines theories of academic motivation, their constructs, and linkages between constructs and student engagement and academic achievement.

HUDK5063 Cognitive development beyond childhood

Examination of all aspects of cognitive functioning over the major portion of the life cycle that occurs beyond childhood, addressing both common patterns and individual and cultural variations. A particular focus will be critical examination of the research methods by which such knowledge is gained.

HUDK5090 Psychology of language and reading

Basic theories, empirical findings, and educational applications in the psychology of language and reading: the cognitive processes involved in the perception and production of oral and written language.

HUDK5197 The Psychology of E-learning in Business and Industry

This course will focus on the design of online learning experiences in workplace environments, from a perspective that looks to put academic research into practice. Real-world cases, including numerous demonstrations of real-life courses and systems, will be used to explore uses of online learning in the workplace for both training and “just-in-time” performance support purposes. This course will cover a variety of online learning methods, including simulations, games, mobile learning, social learning, uses of artificial intelligence, and learning in virtual reality environments. The methods and case studies will be examined with an eye toward relevant research in the areas of education, software usability, and cognitive psychology. Potential career paths for someone interested in the field of workplace e-learning will also be discussed.

HUDK5324 Research Work Practicum

Students learn research skills by participating actively in an ongoing faculty research project.

HUDK6523 Seminar in cognitive development

Permission required. Advanced topics in research and theory in cognitive development.

HUDK6539 Research practicum in educational psychology, cognition, and learning

Permission required. Limited to doctoral candidates in psychology.

HUDK6902 Advanced research and independent study

Permission required.

HUDK7502 Diss Sem:Human Cognit & Learn

Permission required. Development of doctoral dissertation and presentation of plans for approval. Registration limited to two terms.

HUDK8901 Dissertation Advisement - Human Cognition/Learning

Individual advisement on doctoral dissertation. Fee to equal 3 points at current tuition rate for each term. See catalog section on Continuous Registration for Ed.D./Ph.D. degrees.

Developmental Psychology

Program Description

The Program in Developmental Psychology focuses on the development of individuals across their lifespan; at Teachers College, our focus is on the infant, preschool, school, and early adulthood life phases/years. Development occurs within contexts; at Teachers College, our focus is on the family, the preschool and school, the neighborhood, and the media. We are interested in both how development unfolds and how trajectories may be altered by interventions and programs. Development involves interactions between the individual and environments; at Teachers College, our focus is on how biological characteristics and vulnerabilities are expressed in various contexts and on how genes by environmental interactions are expressed (and may be altered).

Master of Arts (M.A.)

The Master of Arts degree in Developmental Psychology minimally requires completion of 32 points. In accordance with individual interests and objectives, students acquire familiarity with basic theoretical and research orientations as well as exposure to substantive knowledge in the areas of cognitive, language, personality, and social functioning and development. Opportunity exists for the study of deviants as well as normal psychological functioning within a developmental framework.

Students may pursue independent study in order to undertake theoretical or empirical research projects or fieldwork. Students whose goal is to acquire professional skills in clinical or counseling psychology may enroll in introductory course offerings, which in many cases may be applicable if the student is later admitted to one of the more advanced master's or doctoral programs in those areas.

In order to accommodate the diverse aims of individual students, a considerable degree of flexibility has been built into the course of study leading to the M.A. degree. An attempt has been made to minimize specific course requirements, and the student will find that there is a good deal of freedom to choose from among the many offerings provided by Teachers College.

The course of study has these main components:

- A basic course in methods of research.
- Required courses in cognitive development, personality development in atypical populations, and social and personality development.
- A basic course in statistics.
- Electives in developmental psychology plus relevant electives offered by other Teachers College programs.

- A special project
- HUDK5500 Capstone
- One additional course in the Developmental Psychology Program (Research Practicum is recommended)

Students completing the M.A. degree accept positions in research laboratories or field settings, biomedical institutions, educational and child care agencies, foundations, public policy settings, state and local governments, community programs, and as instructors in community colleges; or they go on to pursue more advanced degrees in particular areas of specialization.

Doctor of Philosophy (Ph.D.)

The 75-credit doctoral degree prepares students for faculty positions in colleges, graduate schools of education, and universities, and for positions as research associates in research laboratories, biomedical schools, foundations, public policy, and arts and sciences, as well as policy research firms, governmental agencies, and non-profit organizations. Throughout their program, doctoral candidates work in a close apprentice relationship with a faculty advisor. The Ph.D. degree requires completion of 75 credits with an empirical research dissertation.

The aim of instruction at the doctoral level is to produce a psychologist who can make a sound and innovative research contribution to the study of human development, who is concerned with the relationship between development and education, and who is equipped to teach about such matters. Students acquire the conceptual background and methodological skills necessary for faculty positions in colleges and universities or for positions as associates and consultants in research laboratories, biomedical schools, and other applied settings.

While consultation between student and faculty advisor is considered to be the best way to decide which steps should be taken towards these goals, there are specific requirements for all students in Developmental Psychology that serve to define the character of the Program and to ensure that all students have a common experience and acquire a common level of expertise in dealing with the core issues in the field.

The courses offered through the program provide content in the research and theoretical literature relating to all phases of the psychology of human development. All age groups are covered, from infancy through childhood, adolescence to adulthood, and later life. Coursework in developmental psychology can be supplemented by courses in the other psychology programs at Teachers College as well as by courses in the social sciences, linguistics, and other fields offered at Teachers College and the graduate faculty of Columbia University (including the Columbia University College of Physicians and Surgeons). The doctoral program is focused primarily on training in the conduct of empirical (e.g., experimental, observational, and interview) research. Other types of research (theoretical, descriptive, and historical) may be undertaken in special circumstances of student and advisor competence.

Program Degrees

Expand the accordion(s) to view the degree requirements:

Developmental Psychology

M.A. | Points/Credits: 32 | Entry Terms: Summer, Fall

1. Five CORE courses taken for 3 points each.
    - The following three courses:
        - HUD 4120 Methods of Empirical Research
        - HUDK 5023 Cognitive Development
        - HUDK 5040 Development and Psychopathology: Atypical Contexts and Populations
    - One of the following two courses on Social-Emotional Development:
        - HUDK 5029 Personality Development and Socialization across the Lifespan
        - HUDK 5121 Children's Social and Emotional Development in Context
    - A fifth course selected from among the following options:
        - BBS 5068 - 5069 Brain and Behavior I and II (taken for a total of 3 points)
        - BBSN 5193 - Neuroscience of Adversity
        - HUDK 4027 Development of Mathematical Thinking
        - HUDK 4029 Human Cognition and Learning
        - HUDK 4080 Educational Psychology
        - HUDK 5024 Language Development
        - BBSN 5007 Neuroscience Applications to Education
2. One of the following three STATISTICS courses taken for 3 points:
    - HUDM 4120 Basic Concepts in Statistics (if no undergraduate statistics)
    - HUDM 4122 Probability/Statistical Inference
    - HUDM 5122 Applied Regression Analysis
3. Two SPECIALIZED Courses in the Developmental Psychology Program taken for 3 points each.
    - HUDK 5500 Capstone
    - One additional course in the Developmental Psychology Program
    - Each student shall complete a Departmental Special Project.
    - The Capstone will be the course in which students are mentored on their special projects. The special project is intended to be a "culminating experience" that allows the student to integrate in one paper various aspects of what has been learned at Teachers College. The project does not have to be an empirical study; it can be a literature review or theoretical paper. If the special project

involves an empirical study, it does not have to be a complete investigation; it can be a report of a pilot study or a proposal of a new study. Students should aim to generate an organized, scholarly document, reporting thoughtful, careful and rigorous work.

4. Additional COURSES OUTSIDE the Developmental Psychology Program taken for 1-3 points each. (To meet the College breadth requirement, students must take a total of six points in Teachers College courses outside the Program, by any combination of courses).
5. One ELECTIVE COURSE selected in consultation with an advisor. Note: Students doing a field-based internship should enroll in HUDK5100.

Transfer Credit

For the M.A. degree, no transfer credit is granted for work completed at other universities.

Satisfactory Progress

Students are expected to make satisfactory progress toward the completion of degree requirements. If satisfactory progress is not maintained, a student may be dismissed from the program. Where there are concerns about satisfactory progress, students will be informed by the program faculty. If a student is performing below expectations, remedial work within an appropriate timeline may be required.

Developmental Psychology

Ph.D. | Points/Credits: 75 | Entry Terms: Summer, Fall

Courses and Requirements

Core Courses:

Students are generally advised to take the following four courses in developmental psychology in their first year of doctoral studies.

- HUDK 5040 Developmental and psychopathology: Atypical contexts and populations
- HUDK 6520 Seminar on lifespan development
  OR HUDK 5121 OR HUDK 5029
- HUDK 5023 Cognitive Development
- HUD 4120 Methods of Empirical Research
  OR ORLJ 5040 Research methods in social psychology I

Statistics Sequence:

The following four statistics courses are required, and students are advised to begin enrollment during the first semester of study. HUDM 4122 may be waived for students who have taken appropriate coursework in statistics at the undergraduate/graduate level or who have passed an equivalency examination. Please contact HUD Staff at hud1@tc.columbia.edu for more information.

- HUDM 4122 Probability and statistical inference
- HUDM 5122 Applied regression analysis
  OR EDPA5002 - Data Analysis for Policy Decision Making
- HUDM 5123 Linear models and experimental Design
  OR EDPE6023 - Advanced Causal Methods
- HUDM 6122 Multivariate analysis

Once this sequence is finished, students may find it helpful to take one or more of the following courses, which provide instruction on more advanced topics:

- HUDM 6030 Multilevel and longitudinal data analysis
- HUDM 6055 Latent structure analysis
- HUDM 5133 Casual Inference Program Evaluation

Breadth Requirement:

All doctoral students must take at least one course for a minimum of 3 points in each of the following four areas listed below. The courses must be other than courses required as part of the degree program core. Students should consult with their advisors about whether specific courses meet program requirements. Examples of suitable courses are included below. Students may also consult the TC course catalog for other examples. Note that courses used to fill the Breadth/Foundation course requirements may not be used to fulfill requirements in another area.

Biological Basis of Behavior:

- BBS 5068 Brain & behavior I and BBS 5069 Brain and behavior II (total 3 points)
- MSTC 5000 Neurocognitive Models of Information Processing
- BBSN 5007 Neuroscience Applications to Education

Cognitive Basis of Behavior:

- CCPX 5020 Cognition, emotion, and culture
- HBSK 5096 Psychology of memory
- HUDK 4015 Psychology of thinking
- HUDK 4029 Human cognition and learning
- HUDK 5024 Language development
- HUDK 4080 Educational Psychology

Social Cultural Factors & Individual Differences:

- BBSN 5152 Neuroscience, Ethics and the Law
- BBSN 5193 Neuroscience of Adversity
- HBSK 5031 Family as context for child development
- HUDK 5029 Development and Socialization Across the Lifespan
- HUDK 5121 Children's social and emotional development in context
- HUDK 5125 Cross cultural psychology
- HUDK 6036 Child and family policy I
- ORLJ 5017 Small group intervention: Theory and method
- ORLJ 5106 Psychological aspects of organizations
- ORLJ 5540 Proseminar in social and organizational psychology

Measurement:

- HUDM 5059 Psychological measurement
- HUDM 6051 Psychometric theory
- HUDM 6055 Latent structure analysis

Proseminar Requirement:

Doctoral Students are required to enroll in proseminar during the Fall of their first year. The course is taken for 3 credits, and students only need a total of 3 credits to fulfill the requirement. This course covers various topics integral to the doctoral experience and is a great way for students to present their work amongst peers and gain feedback.

HUD 6500 Doctoral Proseminar (Fall semesters)

Out-of-Department Requirement:

Doctoral students must take at least three courses outside the Department.

Course Assistantship Requirement:

Doctoral students must be a course assistant for two master's-level courses, which may include HUDK 5324, the Master's Practica. For more information, please email the HUD Staff at hud1@tc.columbia.edu.

Certification Papers:

The two advanced requirements that are met prior to presenting a dissertation proposal are an original theoretical paper and an original empirical research paper in the student's area of specialization.

Certification Examination:

As part of their certification requirements, all students must take a three-hour examination in research methods.

Post-Certification Requirement:

Ph.D. candidates must take a minimum of 15 additional points after meeting certification requirements, including the points enrolled during the semester in which certification occurs.

Dissertation Seminar:

For a dissertation proposal to be approved, the student must enroll in Dissertation Seminar (HUDK 7501). Dissertation Seminar is typically taken for one semester--the semester in which the student wishes to finish the dissertation proposal and have it approved. It can be taken for a maximum of two semesters. If the proposal is not approved in the first semester, the student must register for a second semester. After the approval of the proposal or the completion of the second semester, whichever comes first, the student proceeds automatically into registration for Dissertation Advisement.

Dissertation Proposal Hearing:

When the student and the advisor have agreed on a proposal for dissertation research, a proposal hearing will be scheduled.

Advanced Seminar:

After completing the collection of data, the student will request that an Advanced Seminar be scheduled. The purpose of the Advanced Seminar is for the committee to review data and their analysis before the final Dissertation Defense.

Dissertation Defense:

Requirements for the scheduling of the dissertation defense and composition of the dissertation committee can be found in the requirements bulletin for the Degree of Doctor of Philosophy (obtainable from the Office of Doctoral Studies).

M.Phil. Degree:

The M. Phil is an en passant degree awarded to those nearing the completion of the Ph.D. degree. The student contacts the Office of Doctoral Studies to file for the award of the degree.

To receive the M. Phil., the student must satisfactorily complete the following requirements:

1. File an approved "Program Plan of Study" with the Office of Doctoral Studies
2. Complete at least six courses with evaluative grades under Teachers College registration
3. Pass the Certification Examination
4. Complete an approved empirical research paper
5. Complete an approved theoretical research paper
6. Complete all 75 points of coursework required for the degree.

Transfer Credit:

Relevant graduate courses with earned grades of B or higher taken in other accredited graduate schools to a maximum of 30 points, or 45 points if completed in another Faculty of Columbia University, may be accepted toward the minimum point requirement for the Ph.D. degree. For more information, please contact the Transfer Credit Coordinator in the Registrar's Office.

Satisfactory Progress:

Students are expected to make satisfactory progress toward the completion of degree requirements. If satisfactory progress is not maintained, a student may be dismissed from the program. Where there are concerns about satisfactory progress, students will be informed by the program faculty.

Program Faculty

Faculty

- Emily Quinn Rosenzweig
  Associate Professor of Developmental Psychology
- Sonya Violet Troller-Renfree
  Assistant Professor, Developmental Psychology
- Tyler Wayne Watts
  Associate Professor of Psychology and Education

Professors of Teaching

- Laura Mielcarek DeRose
  Assistant Professor of Teaching

Program Courses

HUD4120 Methods of empirical research

An introduction to the methods of scientific inquiry, research planning, and techniques of making observations and analyzing and presenting data.

HUDK4021 Developmental psychology: Infancy

Review of research and theory in early perceptual, cognitive, and social/emotional development, with particular attention to the interaction of biological and environmental factors in early life.

HUDK4022 Developmental psychology: Childhood

Children's cognition, perception, representation, language, affect, personality, and sexuality. Family structure and school as they influence these aspects of childhood.

HUDK4023 Developmental psychology: Adolescence

Theoretical and empirical studies of classic and current theories of how adolescents construct their identity and develop physically, cognitively, morally, emotionally, and socially.

HUDK4027 How Children Learn Math

The development of informal and formal mathematical thinking from infancy through childhood with implications for education.

HUDK4080 Educational psychology

Examines landmark issues in educational psychology, highlighting philosophical underpinnings and empirical evidence, tracing each issue from its roots to contemporary debates and evaluating current educational practice.

HUDK4901 Research and independent study

Permission required.

HUDK5020 The development of creativity

Major theories and contemporary research in creative work, emphasizing case studies of exceptional and historically influential individuals.

HUDK5023 Cognitive development

Theory and research on the development of cognitive processes across the lifespan.

HUDK5024 Language Development

Survey of research and theory in the development of language, beginning with communication and the origins of language in infancy and emphasizing acquisition of the forms of language in relation to their content and use.

HUDK5029 Development and socialization across the lifespan

Theory and research regarding the interaction between naturally developing personality structures and socialization processes throughout life.

HUDK5040 Development and psychopathology: Atypical contexts and populations

Using contemporary research as the basis, the focus is on the interface between classical developmental psychology theories and patterns of development identified in atypical contexts (e.g., poverty) and among atypical populations (e.g., resilient youth). Implications for interventions and policy are also discussed.

HUDK5121 Children's Social and Emotional Development in Context

Contemporary theory and research on children adaptation to developmental tasks of childhood. Comparison of typical and atypical pathways in social-personality development. Analysis of the logic and method of empirical studies of development.

HUDK5125 Cross-cultural psychology

Survey of psychological studies of development in different cultures, with emphasis on perceptual and cognitive issues and methodological problems specific to cross-cultural research.

HUDK5324 Research Work Practicum

Students learn research skills by participating actively in an ongoing faculty research project.

HUDK6036 Child and Family Policy I

Provides a multi-disciplinary perspective on child and family policy. Also provides a foundation of knowledge concerning the role of child and family perspectives in informing policy.

HUDK6520 Development Over the Lifespan: Doctoral Seminar

Permission required. How people become socialized and how psychology deals with the process in terms of developmental concepts.

HUDK6901 Advanced research and independent study

Permission required.

HUDK7501 Dissertation seminar

Permission required. Development of doctoral dissertations and presentation of plans for approval. Registration limited to two terms.

HUDK8900 Dissertation advisement - Developmental Psychology

Individual advisement on doctoral dissertation. Fee to equal 3 points at current tuition rate for each term. See the section on Continuous Registration for Ed.D./Ph.D. degrees for details.

Learning Analytics

Program Description

The Masters Program in Learning Analytics prepares students to understand and use emerging quantitative methods, drawn from computer science, statistics, and cognitive science, for handling the vast amounts of data generated by online and digital learning environments. Students complete coursework in learning analytics and educational data mining methods, tools, and theory over the course of a year of full-time study beginning in the fall semester and concluding in the summer. Part-time study for those working in related fields is also available.

In addition to learning about relevant policy, legal, and ethical issues involved in conducting analytics on educational data, students will be challenged to use learning analytics methods to improve learning opportunities for a range of student populations. Students in the Master of Science in Learning Analytics program work with real-world data collected from online and digital learning environments in the K-12 and post-secondary sectors.

The program includes face-to-face and online components and opportunities for individual instruction and advice. Students are encouraged to develop industry connections, which can result in internships and other experiential learning opportunities.

Program Degrees

Expand the accordion(s) to view the degree requirements:

Learning Analytics

M.S. | Points/Credits: 32 | Entry Terms: Fall

Degree Requirements (32 points)

Required Program Core Courses: (minimum of 5 courses for 15 points/credits)

- HUDK 4050: Core Methods in Educational Data Mining
- HUDK 4051: Learning Analytics: Process and Theory
- HUDK 4052: Data, Learning, and Society OR HUDK 4011 Networked and Online Learning
- HUDK 4054: Managing Educational Data OR HUDK 4031 Data, Testing, and Meritocracy
- HUDK 5053: Learning Analytics Practicum OR HUDK 5324 Research Work Practicum

Additional Courses in Learning (HUDK): (minimum of 3 courses for 9 points/credits)

- Three courses with the HUDK prefix selected in consultation with your advisor

Courses in Statistics (minimum of 2 courses for 6 points/credits) Also satisfies the College Breadth Requirement

- HUDM 4122 Probability and statistical inference OR HUDM 4125 Statistical inference
- HUDM 5122 Applied regression analysis

Students with prior coursework in statistics may place out of one or more statistics courses and consider these additional options:

- HUDM 5026 Introduction to data analysis in R
- HUDM 5123 Linear models and experimental design
- HUDM 5124 Multidimensional scaling and clustering
- HUDM 5133 Causal inference for program evaluation
- HUDM 5001 Programming for data science

(Note that the two courses in statistics (HUDM) also satisfy the college breadth requirement.)

Electives (minimum of 1 course for 2 points/credits)

- HUDK5100 (required for those doing an internship) or other courses at Teachers College that are related to the program.

Capstone Project:

Students will complete an integrative capstone project, involving analysis on real-world educational data to solve a real-world problem or answer a real-world question.

For the M.S. degree, no transfer credit is granted for work completed at other universities.

Satisfactory Progress

Students are expected to make satisfactory progress toward the completion of degree requirements. If satisfactory progress is not maintained, a student may be dismissed from the program. Program faculty annually review each student's progress. Where there are concerns about satisfactory progress, students will be informed by the program faculty. If a student is performing below expectations, remedial work within an appropriate timeline may be required. If satisfactory progress is not maintained, a student may be dismissed from the program. Further policy details can be found in the Teachers College Student Handbook: https://www.tc.columbia.edu/student-handbook/

Full-time Program

Students can apply for and be admitted to the full-time program in the fall semester only. This program takes up to 3 semesters of study.

For International Students on Visas: Each semester international students must maintain 9 points for full time status. In the last semester, you will need a “Reduced Course load” form approved by the Program Director.

For all students: In their last semester, students will need to submit an “Intent to Graduate” form early in the semester.

Program Faculty

Faculty

- James E Corter

  Professor of Statistics and Education

- Bryan Sean Keller

  Associate Professor of Practice in Applied Statistics

- Gary J Natriello

  Ruth L. Gottesman Professor in Educational Research

- Youmi Suk

  Assistant Professor of Applied Statistics

Professors of Teaching

- Jie Gao

  Assistant Professor of Teaching

- Yasemin Gulbahar Guven

  Associate Professor of Teaching

- Talia Robbins

  Assistant Professor of Teaching

Adjunct Faculty

- Chad J. Coleman

  Adjunct Assistant Professor

Program Courses

HUDK4011 Networked and Online Learning

The course explores the social dimensions of online learning. The course begins by reviewing the uniquely social dimensions of learning in general and then turns to an examination of the transition to the information age that has made online or networked learning possible. The course next covers how traditional social forms such as classrooms, schools, professions, and libraries have been represented in online learning venues followed by consideration of new and emerging social forms such as digital publishing, social networks and social media, adaptive learning technologies, and immersive and interactive environments. The course concludes by examining macro-level factors that shape the opportunities for online learning.

HUDK4031 Data, Testing, and Meritocracy

Individuals in modern societies live in a world in which evaluation is ubiquitous. More and more aspects of our performances are subject to informal and/or formal assessment. Everything from our health as infants, to our performance in schools as youngsters, our potential to benefit from higher education, and our capacity to contribute in the workplace is evaluated. This course examines the social dimensions of the development and operation of different kinds of evaluation systems in modern societies. Major topics include the social, political, and intellectual contexts for evaluation, the institutional bases of evaluation activities, the social settings in which evaluation takes place, and the effects of evaluations on individuals and groups

HUDK4050 Core methods in Educational Data Mining

The Internet and mobile computing are changing our relationship to data. Data can be collected from more people, across longer periods of time, and a greater number of variables, at a lower cost and with less effort than ever before. This has brought opportunities and challenges to many domains, but the full impact on education is only beginning to be felt. Core Methods in Educational Data Mining provides an overview of the use of new data sources in education with the aim of developing students' ability to perform analyses and critically evaluate their application in this emerging field. It covers methods and technologies associated with Data Science, Educational Data Mining and Learning Analytics, as well as discusses the opportunities for education that these methods present and the problems that they may create. The overarching goal of this course is for students to acquire the knowledge and skills to be intelligent producers and consumers of data mining in education. By the end of the course students should be able to systematically develop a line of inquiry utilizing data to make an argument about learning and be able to evaluate the implications of data science for educational research, policy, and practice.

HUDK4051 Learning Analytics: Process and theory

Learning Analytics, Theory & Practice provides advanced techniques in the use of new data sources in education with the aim of developing students' ability to perform analyses and critically evaluate their application in this emerging field. It covers methods and technologies associated with data science, machine learning and learning analytics, as well as discusses the opportunities for education that these methods present and the problems that they may create.

HUDK4052 Data, Learning, and Society

Introduction to multiple perspectives on activities connected to progress in our capacity to examine learning and learners, represented by the rise of learning analytics. Students develop strategies for framing and responding to the ranges of values-laden opportunities and dilemmas presented to research, policy, and practice communities as a result of the increasing capacity to monitor learning and learners.

HUDK4054 Managing educational data

Attaining, compiling, analyzing, and reporting data for academic research. Includes data definitions, forms, and descriptions; data and the research lifecycle; data and public policies; and data preservation practices, policies, and costs.

HUDK5053 Learning Analytics Practicum

Learning Analytics Practicum is a core course of the M.S. in Learning Analytics Program and a gateway for students to transition from their education to a professional career. The course introduces principles and procedures in real-world educational data problems, provides support for students' capstone projects with external organizations, and helps students access resources and develop skills necessary for a career in education and data science.

HUDK5100 Supervised Research & Practice

HUDK5324 Research Work Practicum

Students learn research skills by participating actively in an ongoing faculty research project.

HUDM4122 Probability and statistical inference

An introduction to statistical theory, including elementary probability theory; random variables and probability distributions; sampling distributions; estimation theory and hypothesis testing using binomial, normal, T, chi square, and F distributions. Calculus not required.

HUDM4125 Statistical inference

Prerequisite: Course in Calculus. Calculus-based introduction to mathematical statistics. Topics include an introduction to calculus-based probability; continuous and discrete distributions; point estimation; method of moments and maximum likelihood estimation; properties of estimators including bias and mean squared error; large sample properties of estimators; hypothesis testing including the likelihood ratio test; and interval estimation.

HUDM5122 Applied Regression Analysis

Prerequisite: HUDM 4122, HUDM 4125, HUDM 4120 or equivalent. This course is an introduction to regression with emphasis on the practical aspects. Topics include: simple linear regression, multiple linear regression, regression with categorical independent variables and/or interactions, role of assumptions, model diagnostics, and generalized linear models. Class time includes lab time devoted to applications with IBM SPSS.

Measurement, Evaluation, and Statistics

Program Description

The Measurement, Evaluation, and Statistics Program offers degree programs in Applied Statistics and in Measurement and Evaluation.

M.S. in Applied Statistics

The M.S. in Applied Statistics is a 32-point program that typically requires three semesters of full-time study. Students may complete the program on either a fall–spring–fall or fall–spring–summer schedule.

The program prepares students for positions in applied research settings, testing organizations, government agencies, and business organizations. In addition to satisfactorily completing the required coursework, students must complete an integrative project.

Ed.M. in Measurement and Evaluation

The Ed.M. in Measurement and Evaluation is a 60-point, two-year master's degree program. It prepares students for positions in educational research, program evaluation, and testing organizations.

In addition to satisfactorily completing the required coursework, students must complete an integrative project.

Ph.D. in Measurement and Evaluation

The Ph.D. in Measurement and Evaluation prepares graduates for careers in a wide range of educational, research, testing, government, health care, and business settings. Students develop specialized knowledge and skills in test theory; test and instrument development and validation; program evaluation and causal inference; and the quantitative analysis of educational and psychological data.

Graduates pursue careers as college and university professors teaching measurement, evaluation, and statistics. Others work in city and state departments of education, where they plan and supervise testing programs and research and evaluation projects. Graduates are also employed by test publishers, licensure and certification boards, and government agencies, where they contribute to test development or manage large-scale testing programs. Still others work in evaluation, research design, and statistics for contract research firms, health care organizations, and businesses.

A Doctor of Philosophy degree is generally required for college and university teaching positions and for positions involving substantial professional responsibility in testing organizations, departments of education, and licensure and certification boards.

The 75-point Ph.D. program is appropriate for individuals with strong quantitative and technical skills who wish to study theoretical issues in measurement and evaluation. It is also appropriate for individuals with a strong background in a substantive area of psychology or education who wish to advance the development and application of measurement techniques in that area.

Academic Progress

Students must make satisfactory progress toward completion of their degree. A grade of C– or lower may result in dismissal from the program.

Program Degrees

Expand the accordion(s) to view the degree requirements:

Applied Statistics

M.S. | Points/Credits: 32 | Entry Terms: Fall

The master's degree in Applied Statistics offers preparation in applied statistics, data analysis and research methods, to prepare students for a number of research and applied positions in educational settings, testing bureaus, business, industry, and government.

The M.S. degree requires at least one year of study. In addition to the satisfactory completion of course work, a culminating project is required.

Statistics RequirementsApplied Statistics Core Courses (27 points):

The following courses are required (in special circumstances, substitute courses may be approved by an advisor.):

- HUDM 4125 Statistical inference (3)
- HUDM 5126 Linear models and regression analysis (3)*
- HUDM 5150 Statistical Careers, Communications and Capstone (3)**
- HUDM 6026 Computational statistics (3)

and at least one of:

- HUDM 5123 Linear models and experimental design (3)
- HUDM 6030 Multilevel and longitudinal data analysis (3)

and at least one of:

- HUDM 6055 Latent structure analysis (3)
- HUDM 6122 Multivariate analysis (3)

*Under special circumstances HUDM 5122 may be substituted for HUDM 5126; advisor approval is required.

**This should be taken in the last Fall semester of study. This course includes completion of a culminating project.

Statistics Electives:

Other advanced statistics courses offered by the Program or by other Departments/ Schools of Columbia University may be selected, in consultation with an advisor, to complete the 27-point requirement. Examples of candidate courses include: HUDM 5001, HUDM 5059, HUDM 5124, HUDM 5128, HUDM 5130, and HUDM 5133.

Breadth Requirement (6 points):

At least 6 points must be taken at Teachers College from outside the Program in Measurement, Evaluation, and Applied Statistics. (Non-HUDM)

Culminating Experience:

A special project that is conducted in consultation with an advisor.

Transfer Credit:

For the M.S. degree program, no transfer credit is granted for work completed at other universities.

Satisfactory Progress

Students must also make satisfactory progress towards completion of the degree. A grade of C- or lower may result in dismissal from the program.

Measurement and Evaluation

Ed.D. | Points/Credits: 75 | Entry Terms: Fall

Measurement Core (15 points):

- HUDM 5059 Psychological measurement (3)
- HUDM 5124 Multidimensional scaling and clustering (3)
- HUDM 6051 Psychometric theory I (3)
- HUDM 6052 Psychometric theory II (3)
- HUDM 6055 Latent structure analysis (3)

Evaluation Core (12 points):

- HUDM 5130 Meta-analysis (3)
- HUDM 5133 Causal inference for program evaluation (3)
- ORLJ 5040 Research methods in social psychology (3)

with at least one Evaluation course selected from the following:

- HP8640 Methods in program evaluation (3) (at Mailman School of Public Health)
- P8705 Evaluation of health programs (3) (at Mailman School of Public Health)

Quantitative Methods Core (18 points):

- HUDM 4122* Probability and statistical inference (3)
- HUDM 5122* Applied regression analysis (3)
- HUDM 5123 Linear models and experimental design (3)
- HUDM 6026 Computational statistics (3)
- HUDM 6030 Multilevel and longitudinal data analysis (3)
- HUDM 6122 Multivariate analysis I (3)

*HUDM 4125 may be substituted for HUDM 4122 and HUDM 5126 may be substituted for HUDM 5122.

Measurement, Evaluation, and Statistics Electives (18 points):

In consultation with an advisor, students choose 18 points of courses from the below list, or from advanced courses offered at Columbia University Statistics Department, Mailman School of Public Health, and Programs across Teachers College. The following are suggested but not required:

1. HUDM 5058 Choice and decision making (3)
2. P8120 Analysis of categorical data (3) (at Mailman School of Public Health)
3. P8121 Generalized linear models (3) (at Mailman School of Public Health)
4. W4640 Bayesian statistics (3) (at the Columbia Statistics Program)
5. HUDM 5250 Research practicum in measurement and evaluation (0-4)

Psychology (18 points):

In consultation with an advisor, a group of courses aimed at substantive preparation in the field of psychology.

Related Courses (6 points):

Selected from the areas of curriculum development, guidance, applied human development, supervision, and administration, and in consultation with an advisor.

Dissertation Advisement and Seminar (minimum of 3 points):

HUDM 7500* Dissertation seminar (1-3 credits each for two semesters) required

HUDM 8900 Dissertation advisement (0)

Special Requirements:

The first two years require full-time study. In addition to the above coursework, an approved certification paper, successful performance on the certification examination, and completion of an approved doctoral dissertation are also required.

Transfer Credit

Of a planned program of 90 points, at least 45 points must be taken through Teachers College registration. A maximum of 45 points may be transferred from another university for the Ed.D. degree. Only completed graduate courses with earned grades of B or higher that appear on the student's transcript from a regionally accredited institution may be considered for transfer credit.

The student files a "Request for an Allocation of Graduate Credit" with the Office of the Registrar. Once the Registrar's Office determines the eligibility of courses for transfer, final determination of transfer credit is awarded at the discretion of the faculty advisor after evaluation of the courses for content and relevance to program requirements. The Office of the Registrar notifies the student of the results.

Satisfactory Progress

Students must also make satisfactory progress towards completion of the degree. A grade of C- or lower may result in dismissal from the program.

Measurement and Evaluation

Ed.M. | Points/Credits: 60 | Entry Terms: Spring, Summer, Fall

Degree Requirements - 60 Points

Measurement Core Courses (12 points):

- HUDM 5059 Psychological measurement (3)
- HUDM 6051-6052 Psychometric theory I and II (3 each)
- HUDM 6055 Latent structure analysis (3)

Evaluation Core (6 points): :

- HUDM 5133 Causal inference for program evaluation (3) (recommended)
- T6416 Program evaluation in social services (3) at School of Social Work
- P8582 Program evaluation design for health policy and management (3) at Mailman School of Public Health
- P8640 Methods in program evaluation (3) at Mailman School of Public Health
- P8705 Evaluation of health programs (3) at Mailman School of Public Health
- EDPS 5646 Evaluation of Education and Social Programs (3)
- EDPA 6002 Quantitative Methods for Evaluating Educational Policies and Programs (3)

Quantitative Methods (15 points):

- HUDM 4122 Probability and statistical inference (3)*
- HUDM 5122 Applied regression analysis (3)*

- HUDM 5123 Linear models and experimental design (3)
- HUDM 6030 Multilevel and longitudinal data analysis (3)
- HUDM 6122 Multivariate analysis (3)

*HUDM 4125 may be substituted for HUDM 4122 and HUDM 5126 may be substituted for HUDM 5122.

Psychology (12 points):

- Courses are taken in one or more of the following areas: developmental psychology, cognitive studies, counseling psychology, organizational psychology, or social psychology.

Research Methods (6 points):

- HUD 4120 Methods of empirical research (3)
- HUDM 5250 Research practicum in measurement and evaluation (0-4)

Other Aspects in Education (6 - 9 points):

One course in foundations of education and two courses in curriculum and teaching and/or educational leadership, chosen in consultation with an advisor.

Electives:

Chosen in consultation with an advisor and designed to strengthen and broaden the student's professional preparation.

Culminating Experience:

A project that is conducted in consultation with an advisor.

Transfer Credit:

For the Ed.M. degree, 30 points must be completed under the auspices of Teachers College, including 18 points in Teachers College courses. A maximum of 30 points of graduate credit may be transferred from other accredited institutions. Only completed graduate courses with earned grades of B or higher will be considered for transfer credit. For more information, please speak with the Transfer Credit Coordinator in the Office of the Registrar.

The student files a "Request for an Allocation of Graduate Credit" with the Office of the Registrar. Once the Registrar's Office determines the eligibility of courses for transfer, final determination of transfer credit is awarded at the discretion of the Program Director after evaluation of the courses for content and relevance to program requirements. The Office of the Registrar notifies the student of the results.

Satisfactory Progress

Students must also make satisfactory progress towards completion of the degree. A grade of C- or lower may result in dismissal from the program.

Measurement and Evaluation

Ph.D. | Points/Credits: 75 | Entry Terms: Fall

Degree Requirements - 75 Points

Measurement Core (15 points):

- HUDM 5059 Psychological measurement (3)
- HUDM 5124 Multidimensional scaling and clustering (3)
- HUDM 6051 Psychometric theory I (3)
- HUDM 6052 Psychometric theory II (3)
- HUDM 6055 Latent structure analysis (3)

Evaluation Core (9 points):

- HUDM 5130 Meta-analysis (3)
- HUDM 5133 Causal inference for program evaluation (3)
- ORLJ 5040 Research methods in social psychology (3)
- HBSS 6100 Measurement and Program Evaluation (3)

Quantitative Methods Core (21 points):

- MSTM 5030 Topics in probability theory (3)
- HUDM 4125 Statistical inference (3)
- HUDM 5123 Linear models and experimental design (3)
- HUDM 5126 Linear models and regression analysis (3)
- HUDM 6026 Computational Statistics (3)
- HUDM 6030 Multilevel and longitudinal data analysis (3)
- HUDM 6122 Multivariate analysis I (3)

Measurement, Evaluation, and Statistics Electives (18 points):

In consultation with an advisor, students select courses from the following list, as well as more generally from courses offered at other Departments and Schools at Columbia University:

- HUDM 5058 Choice and decision making (3)
- HUDM 5128 Applied Categorical Data Analysis
- HUDM 5100 Programming for Data Science (3)
- HUDM 5250 Research practicum in measurement and evaluation (0-4)

- P8121 Generalized linear models (3) (at Mailman School of Public Health)
- GU4224 Bayesian Statistics (3) (at the Columbia Statistics Program)
- P8640 Methods in program evaluation (3) (at Mailman School of Public Health)
- P8705 Evaluation of health programs (3) (at Mailman School of Public Health)
- EDPS 5646 Evaluation of Educational and Social Programs (3) Quantitative
- EDPA 6002 Methods for Evaluating Educational Policies and Programs (3)

Psychology (minimum of 9 points):

In consultation with an advisor, a group of courses aimed at substantive preparation in the field of psychology.

Dissertation Advisement and Seminar (minimum of 3 points):

HUDM 7500* Dissertation seminar (1-3 credits each for two semesters)

HUDM 8900 Dissertation advisement (0)

Special Requirements:

The first two years require full-time study. In addition to the above coursework, an approved empirical paper, an approved theoretical research paper, successful performance on the certification examination, and completion of an approved doctoral dissertation are required for the Ph.D degree.

M.Phil. Degree

The M.Phil. is an en passant degree awarded to those nearing the completion of the Ph.D. degree. Students contact the Office of Doctoral Studies (ODS) to file for the award of the degree.

To receive the M.Phil., the student must satisfactorily complete the following requirements:

1. Complete at least six courses with evaluative grades under Teachers College registration
2. Pass the Certification Examination (i.e., Research Methods Examination)
3. Complete an approved empirical research paper
4. Complete an approved theoretical research paper
5. Complete all 75 points of coursework required for the degree
6. Be recommended by the Program Advisor and Department Chair for the award of the M.Phil. degree, which signifies certification as a Ph.D. degree candidate who may continue the dissertation requirement under the auspices of the Teachers College faculty.

Candidates should provide copies of both research papers to the Department of Human Development for inclusion in the student's records.

Transfer Credit

Relevant courses completed in other accredited graduate schools to a maximum of 30 points, or 45 points if completed in another Faculty of Columbia University, may be accepted toward the minimum point requirement for the degree.

Only completed graduate courses with earned grades of B or higher that appear on the student's transcript from a regionally accredited institution may be considered for transfer credit.

The student files a "Request for an Allocation of Graduate Credit" with the Office of the Registrar. Once the Registrar's Office determines the eligibility of courses for transfer, final determination of transfer credit is awarded at the discretion of the faculty advisor after evaluation of the courses for content and relevance to program requirements. The Office of the Registrar notifies the student of the results.

Satisfactory Progress

Students must also make satisfactory progress towards completion of the degree. A grade of C- or lower may result in dismissal from the program.

Program Faculty

Faculty

- Chia-Yi Chiu

  Associate Professor Applied Statistics

- James E Corter

  Professor of Statistics and Education

- Lawrence T DeCarlo

  Professor of Psychology and Education

- Bryan Sean Keller

  Associate Professor of Practice in Applied Statistics

- Young-Sun Lee

  Associate Professor of Psychology and Education

- Youmi Suk

  Assistant Professor of Applied Statistics

Professors of Teaching

- Jie Gao

  Assistant Professor of Teaching

Program Courses

HUD4120 Methods of empirical research

An introduction to the methods of scientific inquiry, research planning, and techniques of making observations and analyzing and presenting data.

HUDM4050 Introduction to measurement

An introduction to basic concepts and issues in measurement. Descriptive statistics, scales of measurement, norms, reliability, validity. Advantages and limitations of measurement techniques are discussed and illustrated.

HUDM4120 Basic concepts in statistics

Designed as a one-semester introduction to statistical concepts and methods. An overview of data analysis techniques, including organizing, graphing, analyzing, reporting, and interpreting data. Both descriptive and inferential techniques will be introduced. Use of statistical software is discussed.

HUDM4122 Probability and statistical inference

An introduction to statistical theory, including elementary probability theory; random variables and probability distributions; sampling distributions; estimation theory and hypothesis testing using binomial, normal, T, chi square, and F distributions. Calculus not required.

HUDM4125 Statistical inference

Prerequisite: Course in Calculus. Calculus-based introduction to mathematical statistics. Topics include an introduction to calculus-based probability; continuous and discrete distributions; point estimation; method of moments and maximum likelihood estimation; properties of estimators including bias and mean squared error; large sample properties of estimators; hypothesis testing including the likelihood ratio test; and interval estimation.

HUDM4901 Research and independent study: Measurement and evaluation

Permission required.

HUDM4902 Research and independent study: Applied statistics

Permission required.

HUDM5000 Statistics Lab

Students in this lab must also be enrolled in HUDM 5122 or HUDM 5123.

HUDM5001 Programming for Data Science

This course is an introduction to essential programming concepts, structures, and techniques for data science. Topics covered include data types, data structures, control statements, and functions, using the NumPy and Pandas libraries in the programming language Python. The course also covers version control using GitHub and database management using SQLite. Additionally, the course includes content on data visualizations and coding practices using AI.

HUDM5026 Intro to Data Analysis in R

Prerequisite: HUDM 4122 or HUDM 4125. This course provides an introduction to the R language and environment for statistical computing with an emphasis on the application of fundamental graphical and statistical techniques. While some theory will be presented (for example, when discussing regression models), the focus will be on implementation and interpretation as opposed to study of the statistical properties of the methods.

HUDM5058 Choice and decision making

Surveys research on psychological judgment and decision making, including historical and modern versions of utility theory, Tversky and Kahneman's influential Prospect Theory, emotion and decision making, decisions from experience, and decisions in a social context. The focus is on psychological or descriptive models of how people make decisions, although methods for decision analysis are briefly discussed.

HUDM5059 Psychological measurement

A previous course in statistics or measurement is recommended. An in-depth examination of measurement and associated techniques, norms, classical test theory, reliability, validity, item response theory, issues, and applications.

HUDM5122 Applied Regression Analysis

Prerequisite: HUDM 4122, HUDM 4125, HUDM 4120 or equivalent. This course is an introduction to regression with emphasis on the practical aspects. Topics include: simple linear regression, multiple linear regression, regression with categorical independent variables and/or interactions, role of assumptions, model diagnostics, and generalized linear models. Class time includes lab time devoted to applications with IBM SPSS.

HUDM5123 Linear Models Experimentl Dsgn

Prerequisite: HUDM 5122 or HUDM 5126. This course provides an overview of experimental design and analysis from the perspective of the general linear modeling framework. Topics include the incremental F test for model comparisons, dummy and effect coding, single and multiple factor ANOVA and ANCOVA, analysis of categorical outcome data via generalized linear models, and repeated measures. The course includes lab time devoted to computer applications.

HUDM5124 Multidimensional scaling and clustering

An introduction to exploratory multivariate data analysis techniques, known in machine learning contexts as "unsupervised learning" methods, for analyzing multivariate profiles or proximity data (similarities, correlations, etc.). The surveyed methods include multidimensional scaling, which represents similarities among items by plotting the items into a geometric space, and cluster analysis for grouping items or entities. Graph and network models will also be discussed. Applications in psychology, marketing, education. Familiarity with R recommended.

HUDM5126 Linear models and regression analysis

Prerequisite: HUDM 4125 or HUDM 4122. Introduction to the theory and application of linear regression using calculus and matrix algebra. Focus on multiple regression models including dummy variables and polynomial models, regression diagnostics, and advanced methods such as weighted least squares, multilevel models, and an introduction to the generalized linear model.

HUDM5128 Applied Categorical Data Analysis

Prerequisite: HUDM 5122 or HUDM 5126. This course provides an introduction to basic concepts and common statistical models and analyses for categorical data. It includes enough theory, examples of applications, and practice using categorical techniques so that students can use these methods in their own research, as well as critically read

research papers that use such methods. Topics include description and inference for binomial and multinomial; analysis of contingency tables; generalized linear models for discrete data; logistic regression; multicategory logit models; inference for matched pairs and correlated clustered data; and loglinear models.

HUDM5133 Causal inference for program evaluation

This course will prepare students to start research in causal inference. It will provide an introduction to the theoretical and practical aspects of causal inference methods, along with real-world applications in education. Topics include: the Neyman-Rubin potential outcomes framework, Pearl's directed acyclic graphical models, single-world intervention graphs, non-equivalent control group designs using both traditional methods (e.g., matching, weighting, regression) and machine learning methods, optimal treatment regimes, regression discontinuity designs, and sensitivity analysis.

HUDM5150 Statistical Careers, Communication, and Capstone

This is a capstone course for the M.S. degree in Applied Statistics. In this course we will discuss best practices in statistical analyses, including the role of a consultant and ethical issues encountered in analyses. Students will also study best practices for effective communication of statistics, including verbal, written, and graphical means of communication. Students will produce a capstone paper integrating the methods and skills they have learned across the M.S. degree. Internships that align with the goals of the M.S. program are recommended as opportunities for students to develop and apply statistical skills through practical experience in relevant professional and industry settings.

HUDM5250 Research practicum in measurement and evaluation

Permission required. Students enrolled are expected to spend a semester involved in a research project, either assisting a faculty member or in an applied setting. A formal report will be submitted.

HUDM6026 Computational statistics

Prerequisite: HUDM 4125 and either HUDM 5122 or HUDM 5126. Provides an introduction to computationally intense methods in applied statistics, taught in R. Topics include methods of evaluating statistical estimators; design, implementation, and reporting of Monte Carlo simulation studies; resampling and reordering methods; and nonparametric and data mining approaches to regression.

HUDM6030 Multilevel longitudinal data analysis

Multilevel models include a broad range of models called by various names, such as random effects models, multi-level models, and growth curve models. This course introduces the background and computer skills needed to understand and utilize these models.

HUDM6051 Psychometric Theory I

Permission required. Prerequisites: Both HUDM 5059 and HUDM 5122 or 5126. Classical test theory, and test/instrument development and validation.

HUDM6052 Psychometric theory II

Prerequisite: HUDM 6051 or equivalent. Item response theory & applications, and cognitive diagnostic models.

HUDM6053 Cognitive Diagnosis in Psychometrics

To equip our students with the cutting-edge methods for analyzing educational data, the course provides an in-depth introduction to cognitive diagnosis models and methods, a novel psychometric framework for developing educational and psychological tests and analyzing item-response data. This course covers the rationale, bases and frameworks for analyzing cognitive diagnosis data, as well as the most recent developments in the area. Specific topics include

parametric and nonparametric methods for cognitive diagnosis, algorithms for model estimation and procedures for model comparison, theories on skill and item associations and their validations, and computerized adaptive testing. These topics are taught through lectures, discussions, inquiry-based strategies, and hands-on data analysis.

HUDM6055 Latent structure analysis

Prerequisite: HUDM 5122. Recommended: HUDM 6122. Study of latent structure analysis, including measurement models for latent traits and latent classes, path analysis, factor analysis, structural equations, and categorical data analysis.

HUDM6122 Multivariate analysis I

An introduction to multivariate statistical analysis, including matrix algebra, general linear hypothesis and application, profile analysis, principal components analysis, discriminant analysis, and classification methods.

HUDM6900 Advanced research and independent study

Permission required.

HUDM7500 Dissertation seminar

Permission required. Development of doctoral dissertations and presentation of plans for approval. Registration limited to two terms. Ph.D & Ed.D students must complete 3 points over 2 semesters prior to proposing their dissertation.

HUDM8900 Dissertation advisement

Individual advisement on doctoral dissertation. Fee to equal 3 points at current tuition rate for each term. See section in catalog on Continuous Registration for Ed.D./ Ph.D. degrees. Ed.D & Ph.D students must register for this every semester while completing their dissertation.

Data, Learning, and Society

Program Description

The online Masters of Science in Data, Learning, and Society Program offers students an opportunity to acquire basic techniques in statistics and data science as they apply to the study of learning in the context of the growing reliance on data as a foundation for the operation of the learning sector.

The program aims to equip students with the skills, techniques, and perspectives for the socially responsible application of data to understand and support learning in contemporary society. The program prepares students for positions as analysts of learning programs and activities in public and private institutions. Graduates will be able to approach their work with a solid grounding in contemporary data techniques, an understanding of the unique aspects of empirical work on learning, and an appreciation of the social and ethical issues presented by the growing availability of data on learners and learning.

The program: 1) introduces students to statistical and data science fundamentals, 2) provides a solid understanding of the study of learning in its various forms, and 3) allows students to consider both the possibilities and the problems attendant to the growing use of learning data.

The program is particularly attractive to students who are recent college graduates, early career professionals, and established educators who wish to develop a more sophisticated understanding of the potential of the growing availability of data on learning.

Program Degrees

Expand the accordion(s) to view the degree requirements:

Data, Learning, and Society (Online)

M.S. | Points/Credits: 32 | Entry Terms: Fall

Program Requirements Master of Science: 32 Points Total

Core Requirements (12 credits):

- HUD 4120 - Methods of Empirical Research (3 credits)
- HUDM 4122 - Probability and Statistical Inference (3 credits)
- HUDK 4029 - Human Cognition and Learning (3 credits)
- HUDK 4052 - Data, Learning, and Society (3 credits)

Two Additional Courses in Data (6 credits):

- HUDK 4050 - Core Methods in Educational Data Mining (3 credits)
- HUDK 4054 - Managing Educational Data (3 credits)
- HUDM 5026 - Intro to Data Analysis in R (3 credits)
- HUDM 5059 - Psychological Measurement (3 credits)
- HUDM 5122 - Applied Regression Analysis (3 credits)

One Additional Course in Learning (3 credits):

- HUDK 4011 - Networked and Online Learning (3 credits)
- HUDK 5023 - Cognitive Development (3 credits)
- HUDK 5035 - Psychology of Media (3 credits)
- HUDK 5037 - Psychology of Children's Television (3 credits)
- HUDK 5197 - The Psychology of E-Learning in Business and Industry (3 credits)

One Additional Course in Social Impact (3 credits):

- HUDK 4031 - Data, Testing, and Meritocracy (3 credits)
- HUDK 5029 - Development and Socialization Across the Life Span (3 credits)
- HUDK 5040 - Development and Psychopathology: Atypical Contexts and Populations (3 credits)
- HUDK 5125 - Cross Cultural Psychology (3 credits)
- HUDK 5135 - Poverty, Inequality, and Child Development (3 credits)

Breadth Requirement (6 credits):

Two courses approved by your program advisor draw from other online courses across the College.

Masters Culminating Requirement: Integrated Project

- HUDK 5324 - Research Practicum (2 credits)

Students will complete an independent project drawing on their studies in the program.

For the M.S. Degree, no transfer credit is granted for work completed at other universities.

Satisfactory Progress:

Students are expected to make satisfactory progress toward the completion of degree requirements. If satisfactory progress is not maintained, a student may be dismissed from the program. Program faculty annually review each student's progress. Where there are concerns about satisfactory progress, students will be informed by the program faculty. If a student is performing below expectations, remedial work within an appropriate timeline may be required. If satisfactory progress is not maintained, a student may be dismissed from the program. Further policy details can be found in the Teachers College Student Handbook: https://www.tc.columbia.edu/student-handbook/.

Program Faculty

Faculty

- James E Corter

  Professor of Statistics and Education

- Bryan Sean Keller

  Associate Professor of Practice in Applied Statistics

- Gary J Natriello

  Ruth L. Gottesman Professor in Educational Research

Professors of Teaching

- Yasemin Gulbahar Guven

  Associate Professor of Teaching

- Talia Robbins

  Assistant Professor of Teaching

Adjunct Faculty

- Chad J. Coleman

  Adjunct Assistant Professor

- David Guralnick

  Adjunct Full Professor

- Jayadhurganandh Jayaraman

  Adjunct Associate Professor

- Jamie L. Krenn

  Adjunct Associate Professor

Program Courses

HUD4120 Methods of empirical research

An introduction to the methods of scientific inquiry, research planning, and techniques of making observations and analyzing and presenting data.

HUDK4029 Human cognition and learning

Cognitive and information-processing approaches to attention, learning, language, memory, and reasoning.

HUDK4031 Data, Testing, and Meritocracy

Individuals in modern societies live in a world in which evaluation is ubiquitous. More and more aspects of our performances are subject to informal and/or formal assessment. Everything from our health as infants, to our performance in schools as youngsters, our potential to benefit from higher education, and our capacity to contribute in the workplace is evaluated. This course examines the social dimensions of the development and operation of different kinds of evaluation systems in modern societies. Major topics include the social, political, and intellectual contexts for evaluation, the institutional bases of evaluation activities, the social settings in which evaluation takes place, and the effects of evaluations on individuals and groups

HUDK4050 Core methods in Educational Data Mining

The Internet and mobile computing are changing our relationship to data. Data can be collected from more people, across longer periods of time, and a greater number of variables, at a lower cost and with less effort than ever before. This has brought opportunities and challenges to many domains, but the full impact on education is only beginning to be felt. Core Methods in Educational Data Mining provides an overview of the use of new data sources in education with the aim of developing students' ability to perform analyses and critically evaluate their application in this emerging field. It covers methods and technologies associated with Data Science, Educational Data Mining and Learning Analytics, as well as discusses the opportunities for education that these methods present and the problems that they may create. The overarching goal of this course is for students to acquire the knowledge and skills to be intelligent producers and consumers of data mining in education. By the end of the course students should be able to systematically develop a line of inquiry utilizing data to make an argument about learning and be able to evaluate the implications of data science for educational research, policy, and practice.

HUDK4052 Data, Learning, and Society

Introduction to multiple perspectives on activities connected to progress in our capacity to examine learning and learners, represented by the rise of learning analytics. Students develop strategies for framing and responding to the ranges of values-laden opportunities and dilemmas presented to research, policy, and practice communities as a result of the increasing capacity to monitor learning and learners.

HUDK5324 Research Work Practicum

Students learn research skills by participating actively in an ongoing faculty research project.

HUDM4122 Probability and statistical inference

An introduction to statistical theory, including elementary probability theory; random variables and probability distributions; sampling distributions; estimation theory and hypothesis testing using binomial, normal, T, chi square, and F distributions. Calculus not required.

Teachers College
COLUMBIA UNIVERSITY

Academic Catalog 2026-2027

International & Transcultural Studies

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International and Transcultural Studies

Department Mission

In recognition of the interconnectedness of all human beings around the globe, Teachers College has a long-standing commitment to the international arena.

New technologies have led to a rapidly increasing flow of people, information, goods, and services within and across national boundaries. As these boundaries become more permeable, modern societies are characterized by greater diversification of people and resources. Such diversification introduces complex forces that can be best understood as transcultural. As individual and institutional identities increasingly reflect diverse cultural traditions and values, a major challenge to education is to promote new ways of understanding and negotiating these identities.

The United States is a powerful example of an international and transcultural society, and the metropolitan area in which Teachers College is located is a particularly vivid expression of such a society. New York City and the United States are, in many ways, harbingers of what the 21st century will bring to cities and countries around the world.

International and transcultural forces will be increasingly present in all societies, and these forces will be crucial in understanding education in every domain of human experience—family, community, school, the workplace. Such education will take place not only in schools, colleges, and universities, but in all societal institutions—families; churches, synagogues, mosques, and temples; libraries, museums, and parks; mass media such as newspapers, magazines, radio, television, and computer networks; and the various kinds of workplaces that are emerging in our technological era.

Our department prepares professionals by offering a range of disciplinary and professional programs and concentrations with distinct emphases within the collective mission. The programs in Anthropology, and International and Comparative Education, emphasize research on the social, cultural, economic, and political aspects of global processes. The programs prepare professionals and scholars across the whole range of educational practice to gain a global perspective.

Students work with faculty within the department on a variety of topics including civic education, humanitarian intervention, policy, culturally relevant pedagogies, and language and literacy. We work with other departments at the College to provide our students additional concentrations in areas such as adult education, conflict resolution, curriculum and teaching, educational leadership, health education, higher education, and policy studies.

Anthropology and Education

Program Description

Within Columbia University, Teachers College has been a pioneer in exploring how anthropology can be engaged in public conversations about practical matters. This has led to the creation of two academic programs, one in Anthropology and Education and the other in Applied Anthropology. These two programs function as one entity and provide a unique research and training experience for a very select group of students. This highly personal academic environment within the larger university maximizes the interaction between students and faculty while offering a variety of scholarly and professional resources.

Both programs prepare students to enter current research and policy conversations about education, health, the environment, and other fields to which anthropology may contribute. The programs are built on the premise that one can apply anthropology only to the extent that one has been rigorously trained in the theory and methodology of the discipline. The program combines systematic theoretical training with courses on qualitative research methods, including participant observation, advanced ethnographic methods, and discourse analysis. We encourage students to conduct "on- the-ground" research, applying their emerging methodological expertise to situations across the globe. Many of our students also use their training to better social inequality around the world.

The faculty has a distinguished record of publications and research projects, most of which have been conducted in the United States, the Caribbean, South America, and Europe.

Anthropology and Education

The Program in Anthropology and Education prepares professionals and researchers to analyze and understand educational processes in schools and classrooms, in families, on street corners, in community centers, in churches, and in all settings where education may proceed. The International & Transcultural Studies Department houses the largest group of anthropologists of education to be found in any university in the world. It has been, for decades, one of the prominent places to study the anthropology of education.

Applied Anthropology (a joint program)

In 1968, Teachers College and the Graduate School of Arts and Sciences of Columbia University implemented a joint Program of Applied Anthropology. This joint venture is open to graduate students registered at either graduate school. By this agreement, all applied anthropological training at Columbia University is administered through Teachers College. The joint Program offers a course of study and thorough training in applied anthropology that is certified by both institutions and capitalizes on the strength of the university's faculty.

This program focuses on the complex issues involved in applying anthropological knowledge and approaches to matters of policy at global, national, and local levels. Students work in a variety of areas, including education, international development, businesses and corporations, the environment, and health.

Resources

Both the Anthropology and Education and the Applied Anthropology Programs are conducted in collaboration with the Department of Anthropology at Columbia University, Graduate School of Arts and Sciences, Barnard College, the School of International and Public Affairs, and other professional schools and institutions within the University. Students have access to courses across the university.

In addition, our location in New York City allows students easy access to a myriad of prestigious academic and research institutions. Doctoral students may take courses through the Inter-University Doctoral Consortium (for participating institutions, see the Inter-University Doctoral Consortium section in this catalog). They frequently become involved in the plethora of international organizations in New York, and they collaborate with the diverse individuals who call New York home.

Most graduates find academic posts and administrative positions in colleges, universities, and professional schools. Others locate in federal and international agencies, research institutes, private foundations, medical institutions, consulting firms, and social welfare and community service organizations in the United States and abroad.

Program Degrees

Expand the accordion(s) to view the degree requirements:

Anthropology and Education

Ed.D. | Points/Credits: 75 | Entry Terms: Summer, Fall

The Doctor of Education degree program is for students who plan to engage in scholarly writing and research, applied research and evaluation, or teaching and administrative responsibilities at colleges, universities, professional schools of education and medicine, research institutes, or state, federal, and international agencies and bureaus.

An objective understanding of education and educational institutions, of persons and the learning process, and the various forms of measurement and evaluation in cognate areas prepare program graduates with the knowledge and skills necessary for researching and working in a variety of formal and non-formal educational settings.

Each student, in collaboration with an advisor, develops a program of study in anthropology designed to establish a high level of competency. A minimum of 75 points of acceptable graduate credit is required for the Doctor of Education (Ed.D.).

Of these 75 points, a maximum of 30 points may be transferred in courses from other accredited graduate schools. 45 points of major courses are required overall. Of these, up to 15 points in anthropology courses may be taken at other graduate institutions which are members of the Inter-University Doctoral Consortium.

These courses prepare students with the requisite knowledge of epistemological, theoretical, methodological, ethnographic, and substantive areas of anthropology. They aim to develop competency in the discipline, while addressing the specific intellectual interests of the student.

Within the major course requirements, 30 points in required courses must be taken: the four-semester sequence of colloquia and summer field research, which represents the core training module of the program (12 points); two additional research methods courses (6 points); two area courses, one within and one complementary to one's focus (6 points); and two sub-discipline courses outside of sociocultural anthropology (6 points), in linguistic anthropology.

The remaining 15 points of electives are used to increase competence in comparative, regional, or international studies, or to enhance technical skills used in conjunction with but outside the major course of study. At least three of these courses (8-9 points) must be taken in fields foundational to anthropology (economics, history, linguistics, philosophy, psychology, sociology). Of the 75 graduate points required for the degree, a minimum of 45 must be taken for an evaluative letter grade.

Colloquia Sequence (12 points):

- ITSF 4011: Contexts of Education (3)
- ITSF 5610: First- and Second-Year Colloquium in Applied Anthropology (6) (taken for 3 credits in both first and second year Spring semesters)
- ITSF 5611: Advanced Ethnographic Methods and Analysis (3)

Two Area Courses (6 points):

An "area" may be a geographic region as well as a substantial population with self-identifying members such as ethnic, gendered, and racialized groups, subcultures, professions, and transnational populations. One geographic regional ethnographic course must be taken from outside the student's main area of ethnographic interest; the other area course should be from within the student's area of specialization. Students must select their area courses in consultation with their advisors.

Two Subfield Courses in Linguistic Anthropology (6 points):

Course Options:

- ITSF 5003: Communication and Culture (3)
- ITSF 5037: Global Literacies (3)
- ITSF 5050: Language, Cultural Politics, and Education (3)

Two Research Methods and Statistical Courses (6 points):

Course Options:

- ITSF 5000: Introductory Methods of Ethnography and Participant Observation (3)
- ITSF 5001: Ethnography and Participant-Observation (3)
- ITSF 4101: Quantitative Analysis in Comparative and International Education (3)
- ITSF 5009: Social Network Analysis (3)
- Any courses in HUDM

Other Major Courses (15):

15 additional points of anthropological coursework outside of the other Major Requirement categories.

Course Option Examples:

- ITSF 4010: Cultural and Social Bases of Education (3)
- ITSF 4026: Technology and Culture (3)
- ITSF 4014: Urban Situations and Education (3)
- ITSF 5045: Globalization, Mobility and Education (3)

Electives (30):

Courses that do not fulfill any of the above Major Requirement categories.

Certification and Grade Requirements:

Certification is the means of indicating that the student is regarded as having attained the expected competencies of the program. An overall grade average of B+ is expected. Receiving two B grades or lower, two Incomplete grades, or one F grade will lead to a review by the program faculty and may result in dismissal from the program. In addition, students must complete a set of written examinations on topics relevant to Anthropology and Education or Applied Anthropology.

Dissertation Requirements:

After passing the written certification examination, the candidate prepares a dissertation proposal to be defended in oral examination. One or two years of anthropological field research is required for the collection of original field data based on the dissertation research proposal.

Foreign Language Requirement:

Each candidate must satisfy the foreign language requirement by demonstrating a high level of proficiency in one language other than English.

Anthropology and Education

Ed.M. | Points/Credits: 60 | Entry Terms: Spring, Summer, Fall

The Ed.M. in Anthropology and Education is concerned with the cultural, social, and linguistic dimensions of education. Our program offers insight to better understand inequalities, cultural differences, linguistic diversity, and the wealth of human life for educational purposes. We examine educational processes in schools and classrooms, in families, on street corners, in community centers, in churches, and in all other non- conventional education settings.

The Ed.M. is for students who have already obtained a master's degree and are looking to extend their knowledge of anthropology and/or education. Students can usually transfer up to 30 credits from their previous master's degree. The program description reflects the same broad goals as the Master of Arts program developed to a greater degree.

Anthropology is well positioned to answer some of the toughest questions of education and policymaking because of its emphasis on spending time with and learning from people. The program highlights participatory ethnography: engaging in and observing human activities and conversing with people as a means of improving education and collaborating with local groups and organizations. As one of the only master programs in Anthropology and Education in the world, we offer a unique outlook on how to understand and support diverse approaches to education in and outside the classroom.

The Master of Education degree program is flexible, allowing students to address various professional concerns, satisfy diverse academic needs, and enhance professional skills.

Minimally, candidates for the Ed.M. degree in Anthropology and Education take 40 points in courses related to the main fields of the discipline, including at least 24 points in anthropology. A minimum of five courses (15 points) must be taken in Complementary/Other Concentration Courses (International & Comparative Education, history, applied linguistics, philosophy, psychology, sociology). An additional 21 points must also be taken that directly contribute to the emerging professional interest of the candidate or practical courses relative to future professional settings. Students are also required to conduct an integrative project in addition to the 60 points of coursework. Ed.M. students are also required to attend a bi-weekly one-hour MA/Ed.M. Advising and Career Workshop, also to assist with the IP, for noncredit.

To satisfy program breadth requirements, master's students must complete two Teachers College courses (for this purpose a course is defined as one in which at least 3 points are earned) outside the major program. These courses should be chosen so as to enhance the professional preparation of the student in his or her expected field of practice. Up to 30 of the required 60 points may be transferred from previous coursework to the extent that they fulfill some of the requirements listed above.

Anthropology Courses (24):

Course Option Examples:

- ITSF 4010: Cultural and Social Bases of Education (3)

- ITSF 4014: Urban Situations and Education (3)
- ITSF 5000: Introductory Methods of Ethnography and Participant Observation (3)
- ITSF 5045: Globalization, Mobility and Education (3)

Complementary/Other Concentration Courses (15):

Selected courses from other fields/disciplines such as International & Comparative Education, Applied Linguistics, History, Philosophy and Sociology.

Professional/Practical Courses (21):

Various specialized skills useful in future professional settings, such as Curriculum & Teaching, Education Policy & Social Analysis, Mathematics, Science & Technology, and Organization & Leadership.

Integrative Project (0):

- ITSF 4200: Integrative Project Research & Writing Practicum (0)

Grade Requirements:

An overall grade average of B+ is expected. Receiving two B grades or lower, two Incomplete grades, or one F grade will lead to a review by the program faculty and may result in dismissal from the program.

Integrative Project Requirement:

A non-course, advisor-approved, culminating project is a requirement of all masters' degrees in Anthropology and Education. The exact nature of this requirement is determined with a faculty member. If the student has already completed an IP at TC during prior studies for the MA, they should consult with their advisor to design a suitable culminating project for the Ed.M.

Anthropology and Education

M.A. | Points/Credits: 32 | Entry Terms: Spring, Summer, Fall

The Master of Arts degree program in Anthropology and Education offers a disciplinary approach that carefully explores and contributes to the analysis and understanding of educational processes in all settings where education may proceed. Our program offers insight to better understand inequalities, cultural differences, linguistic diversity, and the wealth of human life for educational purposes. We examine educational processes in schools and classrooms, in families, on street corners, in community centers, in churches, and in all other non-conventional education settings.

Administrators, counselors, evaluators, and research associates can improve their work through learning how anthropological methods are applied to educational problems, policy, and practice. Students should choose an area of emphasis from Urban Education or Ethnographic Methods for Education Analysis.

Anthropology is well positioned to answer some of the toughest questions of education and policymaking because it emphasizes spending time with and learning from people. The program highlights participatory ethnography: engaging in and observing human activities and conversing with people as a means of improving education and collaborating with local groups and organizations. As one of the only master programs in Anthropology and Education in the world, we offer a unique outlook on how to understand and support diverse approaches to education in and outside the classroom.

The program requires at least five courses (15 points minimum) in anthropology; courses (9 points) in Complementary/Other Concentration Courses (International & Comparative Education, applied linguistics, philosophy, psychology, sociology); and four other courses (8-9 points) that directly contribute to the emerging professional interest of the candidate or practical courses relative to future professional settings. The M.A. program requires an integrative project in addition to the 32-point program. M.A. students are also required to attend a bi-weekly one-hour MA Advising and Career Workshop, also to assist with the IP, for noncredit.

To satisfy program breadth requirements, master's students must complete two Teachers College courses (for this purpose a course is defined as one in which at least 3 points are earned) outside the major program.

Anthropology & Education Courses (15):

Course Option Examples:

- ITSF 4010: Cultural and Social Bases of Education (3)
- ITSF 4014: Urban Situations and Education (3)
- ITSF 5000: Introductory Methods of Ethnography and Participant Observation (3)
- ITSF 5045: Globalization, Mobility and Education (3)

Complementary/Other Concentration Courses (9):

Selected courses from other fields/disciplines such as International & Comparative Education, Applied Linguistics, History, Philosophy and Sociology.

Professional/Practical Courses (8):

Various specialized skills useful in future professional settings, such as Curriculum & Teaching, Education Policy & Social Analysis, Mathematics, Science & Technology, and Organization & Leadership.

Integrative Project (0):

- ITSF 4200: Integrative Project Research & Writing Practicum (0)

Grade Requirements:

An overall grade average of B+ is expected. Receiving two B grades or lower, two Incomplete grades, or one F grade will lead to a review by the program faculty and may result in dismissal from the program.

Integrative Project Requirement:

A non-course, advisor-approved, culminating project is a requirement of all masters' degrees in Anthropology and Education. The exact nature of this requirement is determined with a faculty member.

Anthropology and Education

Ph.D. | Points/Credits: 75 | Entry Terms: Summer, Fall

The Doctor of Philosophy degree program in Anthropology and Education is for students who plan to engage in scholarly writing and research, applied research and evaluation, or teaching and administrative responsibilities at colleges; universities; professional schools of education and medicine; research institutes; or state, federal, and international agencies and bureaus.

Each student develops, in collaboration with an advisor, a program of study in anthropology designed to establish a high level of competency. A minimum of 75 points of acceptable graduate credit is required for the Doctor of Philosophy (Ph.D.).

Of these 75 points, a maximum of 30 points may be transferred in courses from other accredited graduate schools. 45 points of Anthropology courses are required overall. Of these, up to 15 points in anthropology courses may be taken at other graduate institutions which are members of the Inter-University Doctoral Consortium.

These courses prepare students with the requisite knowledge of epistemological, theoretical, methodological, ethnographic, and substantive areas of anthropology. They aim to develop competency in the discipline, while addressing the specific intellectual interests of the student.

Within the major course requirements, 30 points in required courses must be taken: the four-semester sequence of colloquia and summer field research, which represents the core training module of the program (12 points); two additional research methods courses (6 points); two area courses, one within and one complementary to one's focus (6 points); and two sub-discipline courses outside of sociocultural anthropology (6 points), in linguistic anthropology.

The remaining 15 points of electives are used to increase competence in comparative, regional, or international studies, or to enhance technical skills used in conjunction with but outside the major course of study. At least three of these courses (8-9 points) must be taken in fields foundational to anthropology (economics, history, linguistics, philosophy, psychology, sociology). Of the 75 graduate points required for the degree, a minimum of 45 must be taken for an evaluative letter grade.

Colloquia Sequence (12 points):

- ITSF 4011: Contexts of Education (3)
- ITSF 5610: First- and Second-Year Colloquium in Applied Anthropology (6) (taken for 3 credits in both first and second year Spring semesters)
- ITSF 5611: Advanced Ethnographic Methods and Analysis (3)

Two Area Courses (6 points):

An “area” may be a geographic region as well as a substantial population with self-identifying members such as ethnic, gendered, and racialized groups, subcultures, professions, and transnational populations. One geographic regional ethnographic course must be taken from outside the student’s main area of ethnographic interest; the other area course should be from within the student’s area of specialization. Students must select their area courses in consultation with their advisors.

Two Subfield Courses in Linguistic Anthropology (6 points):

Course Options:

- ITSF 5003: Communication and Culture (3)
- ITSF 5037: Global Literacies (3)
- ITSF 5050: Language, Cultural Politics, and Education (3)

One Ethnographic Methods Course (3 points):

Course Options:

- ITSF 5000: Introductory Methods of Ethnography and Participant Observation (3)
- ITSF 5001: Ethnography and Participant-Observation (3)

One Additional Research Methods or Statistical Course (3):

Course Options:

- ITSF 4101: Quantitative Analysis in Comparative and International Education (3)
- ITSF 5009: Social Network Analysis (3)
- Any courses in HUDM

Other Major Courses (15):

15 additional points of anthropological coursework outside of the other Major Requirement categories.

Course Option Examples:

- ITSF 4010: Cultural and Social Bases of Education (3)
- ITSF 4026: Technology and Culture (3)
- ITSF 4014: Urban Situations and Education (3)
- ITSF 5045: Globalization, Mobility and Education (3)

Electives (30):

Courses that do not fulfill any of the above Major Requirement categories.

Certification and Grade Requirements:

Certification is the means of indicating that the student is regarded as having attained the expected competencies of the program. An overall grade average of B+ is expected. Receiving two B grades or lower, two Incomplete grades, or one F grade will lead to a review by the program faculty and may result in dismissal from the program. In addition, students must complete a set of written examinations on topics relevant to Anthropology and Education or Applied Anthropology.

Dissertation Requirements:

After passing the written certification examination, the candidate prepares a dissertation proposal to be defended in oral examination. One or two years of anthropological field research is required for the collection of original field data based on the dissertation research proposal.

Foreign Language Requirement:

Each candidate must satisfy the foreign language requirement by demonstrating a high level of proficiency in one language other than English.

Applied Anthropology

Ph.D. | Points/Credits: 75 | Entry Terms: Summer, Fall

The Doctor of Philosophy degree program in Applied Anthropology is for students who plan to engage in scholarly writing and research, applied research and evaluation, or teaching and administrative responsibilities at colleges, universities, professional schools of education and medicine, research institutes, or state, federal, and international agencies and bureaus.

Each student, in collaboration with an advisor, develops a program of study in anthropology designed to establish a high level of competency. A minimum of 75 points of acceptable graduate credit is required for the Doctor of Philosophy.

Of these 75 points, a maximum of 30 points may be transferred in courses from other accredited graduate schools. 45 points of Anthropology courses are required overall. Of these, up to 15 points in anthropology courses may be taken at other graduate institutions which are members of the Inter-University Doctoral Consortium.

These courses prepare students with the requisite knowledge of epistemological, theoretical, methodological, ethnographic, and substantive areas of anthropology. They aim to develop competency in the discipline, while addressing the specific intellectual interests of the student.

Within the major course requirements, 30 points in required courses must be taken: the four-semester sequence of colloquia and summer field research, which represents the core training module of the program (12 points); two additional research methods courses (6 points); two area courses, one within and one complementary to one's focus (6 points); and two sub-discipline courses outside of sociocultural anthropology (6 points), in linguistic anthropology, archaeology, or biological anthropology.

The remaining 15 points of elective other major courses are used to increase competence in comparative, regional, or international studies, or to enhance technical skills used in conjunction with but outside the major course of study. At least three of these courses (8-9 points) must be taken in fields foundational to anthropology (economics, history, linguistics, philosophy, psychology, sociology). Of the 75 graduate points required for the degree, a minimum of 45 must be taken for an evaluative letter grade.

Colloquia Sequence (12 points):

- ITSF 4011: Contexts of Education (3)
- ITSF 5610: First- and Second-Year Colloquium in Applied Anthropology (6) (taken for 3 credits in both first and second year Spring semesters)
- ITSF 5611: Advanced Ethnographic Methods and Analysis (3)

Two Area Courses (6 points):

An “area” may be a geographic region as well as a substantial population with self-identifying members such as ethnic, gendered, and racialized groups, subcultures, professions, and transnational populations. One geographic regional ethnographic course must be taken from outside the student’s main area of ethnographic interest; the other area course should be from within the student’s area of specialization. Students must select their area courses in consultation with their advisors.

Two Subfield Courses in Linguistic Anthropology, Archaeology, or Biological Anthropology (6 points):

Course Option Examples:

- ITSF 5003: Communication and Culture (3)
- ITSF 5037: Global Literacies (3)
- ITSF 5050: Language, Cultural Politics, and Education (3)

One Ethnographic Methods Course (3 points):

Course Options:

- ITSF 5000: Introductory Methods of Ethnography and Participant Observation (3)
- ITSF 5001: Ethnography and Participant-Observation (3)

One Additional Research Methods or Statistical Course (3):

Course Options:

- ITSF 4101: Quantitative Analysis in Comparative and International Education (3)
- ITSF 5009: Social Network Analysis (3)
- Any courses in HUDM

Other Major Courses (15):

15 additional points of anthropological coursework outside of the other Major Requirement categories.

Course Option Examples:

- ITSF 4010: Cultural and Social Bases of Education (3)
- ITSF 4026: Technology and Culture (3)
- ITSF 4014: Urban Situations and Education (3)
- ITSF 5045: Globalization, Mobility and Education (3)

Electives (30):

Courses that do not fulfill any of the above Major Requirement categories.

Certification and Grade Requirements:

Certification is the means of indicating that the student is regarded as having attained the expected competencies of the program. An overall grade average of B+ is expected. Receiving two B grades or lower, two Incomplete grades, or one F grade will lead to a review by the program faculty and may result in dismissal from the program. In addition, students must complete a set of written examinations on topics relevant to Anthropology and Education or Applied Anthropology.

Dissertation Requirements:

After passing the written certification examination, the candidate prepares a dissertation proposal to be defended in oral examination. One or two years of anthropological field research is required for the collection of original field data based on the dissertation research proposal.

Foreign Language Requirement:

Each candidate must satisfy the foreign language requirement by demonstrating a high level of proficiency in one language other than English.

Applied Anthropology

M.A. | Points/Credits: 32 | Entry Terms: Spring, Summer, Fall

The Master of Arts degree program in Applied Anthropology provides rigorous training in using ethnographic methods to solve real-world problems. Comprised of 32 credits, the curriculum balances social theory with practical skill-building in qualitative research, preparing graduates for careers in NGOs, government agencies, and the private sector by teaching them to navigate the cultural dimensions of diverse global settings and their social and political infrastructures.

There are four core components to the program: (1) foundational coursework in social theory and applied anthropology; (2) research methods; (3) an area of specialization for applying anthropology (developed through elective courses); and (4) a capstone experience in the form of an applied practicum.

The MA in Applied Anthropology is designed to meet the needs of students interested in applying anthropological knowledge and approaches to matters of policy concern in economic and community development, education, medicine, psychiatry, business and corporations, institutional programs, and ecological and environmental change. Because applied anthropologists are concerned with practical problem-solving, they find employment in a wide range of sectors, and work on a variety of topics spanning environmental change, information technology, public health, international development, cultural heritage and museums, disaster management, and more.

Students in the MA of Applied Anthropology program gain practical experience applying anthropological theory and methods to real-world concerns through a semester-long practicum with an agency/organization external to the ITS Department. Students select an organization, agency, community group, or business to engage in applied research. The placement must be approved by the student's faculty advisor. Working collaboratively with the practicum organization's staff, students engage in applied research to address an issue of mutual interest and concern. The practicum experience culminates in the Integrated Project, where the student produces a tangible product or products reviewed by both the anthropology faculty (IP) and host agency.

The program requires two core anthropology courses (6 points) that provide a foundational understanding of anthropological theory and praxis; three core research methods courses (9 points); practicum and Integrated Project (5 points); and four elective courses (12 points) that support students' areas of specialization and intended career pathways. M.A. students are also required to attend a bi-weekly one-hour MA Advising and Career Workshop, also to assist with the IP, for noncredit. To satisfy program breadth requirements, Master's students must complete two Teachers College courses (for this purpose a course is defined as one in which at least 3 points are earned) outside the major program.

Anthropology Courses (6):

- ITSF 4011: Contexts of Education (3)
- ITSF 4510: Scholarship and Practice: Applying Anthropology (3)

Research Methods Courses (9):

Choose 2 or 3:

- ITSF 5000: Introductory Methods of Ethnography and Participant Observation (3)
- ITSF 5001: Ethnography and Participant-Observation (3)
- ITSF 5611 Advanced Ethnographic Methods and Analysis: From Fieldwork to Text (3)

Choose 1:

- ITSF 4101: Introduction to Quantitative Data Analysis (3)

- ITSF 4092: Qualitative Methods
- ITSF 5009: Social Network Analysis (3)
- ITSF 5040: Mixed Methods in International Comparative Education (3)

Practicum & Integrated Project (5):

- ITSF 5020: Practicum in Anthropological Field Techniques (3)
- ITSF 4200: Integrative Project Research & Writing Practicum (2)

Electives (12):

Course Option Examples:

- ITSF 5003: Communication and Culture (3)
- ITSF 4014: Urban Situations and Education (3)
- ITSF 5015: Political Anthropology: Labor, Race, and Belief (3)
- ITSF 5504: Feminist Anthropology for Teaching and Research (3)
- ITSF 4026: Technology and Culture (3)
- ITSF 4092: Qualitative Methods (3)
- ITSF 4034: Dynamics of Family Interaction (3)
- ITSF 5050: Language, Cultural Politics, and Education (3)
- ITSF 5037: Global Literacies (3)
- ITSF 5045: Globalization, Mobility and Education (3)
- ORL 5362: Group dynamics: A systems perspective (3)
- MSTC 5041: The nature and practice of science (3)
- MSTU 4022: Online learning, online communities, and collaborative interchange (3)

Grade Requirements:

An overall grade average of B+ is expected. Receiving two B grades or lower, two Incomplete grades, or one F grade will lead to a review by the program faculty and may result in dismissal from the program

Program Faculty

Faculty

- Keri Brondo

  Lambros Comitas Chair in Applied Anthropology

- Nicholas Limerick

  Associate Professor of Anthropology and Education

- Herve Varenne

  Gardner Cowles Professor of Anthropology and Education

Professors of Teaching

- Amina Tawasil

  Associate Professor of Teaching

Visiting Professors

- Ellen Grey Gundaker

  PT Visiting Professor

Program Courses

ITSF4010 Cultural & Social Bases of Education

This course is designed as an introduction to cultural anthropology for educators and education researchers.

ITSF4011 Contexts of education

Permission required. This is a year-long critical review of important works in anthropology and education and applied anthropology for the analysis of educational institutions and processes around the world. During the spring semester, students present proposals for their summer fieldwork before the members of both programs. Required of first- and second-year doctoral students.

ITSF4012 Cross-cultural studies of learning

Analyses of basic anthropological concepts, with particular reference to the influence of cultures and subcultures on the learning process, to education in multicultural classrooms, and to the relevance of psychological anthropology to educational issues. Four-point enrollment requires attendance at film showings before or after class and additional discussion sessions held at hours to be arranged.

ITSF4014 Urban situations and education

Increasing populations from disparate places, expanding geographical spaces as political, and widening social inequality continue to mark urban environments as particular types of living spaces. Such processes are as important as ever as over half of the world's youth now lives in cities. An anthropology of education asks researchers and practitioners to

consider how educational events, including those of schools, index phenomena from larger domains of social, political and economic life. In this course, we will analyze what else makes a space urban, what assumptions undergird our imagination of the urban, as well as the varied ways other localities constitute what is urban. Through this localized lens, we also examine forms and structures of education (including but not limited to schooling), as well as the problems and potentials for varied forms of education in urban environments. We will be looking closely at several urban phenomena, asking how do urbanites educate themselves and each other? What might potential answers to this question teach us about 'education' and greater systems at play? Some of these phenomena are schooling, gentrification and displacement, the gig economy, educative possibilities in less noticeable spaces like community gardens or street corners, graffiti writing, spaces of cooperation. *As a final project, students in this course will have an option to submit a 15-page research paper or produce/record a simulate podcast episode.

ITSF4016 Culture and society in Africa

A general survey of sub-Saharan Africa, using contributions from theoretical approaches to anthropological research in the area. Emphasis on socioeconomic, ideological and religious, educational, and political analysis of African communities.

ITSF4018 Anthropology & Development: Critical and Local Approaches

This seminar considers issues and problems of development in sub-Saharan Africa. It examines specific development projects from different theoretical and empirical perspectives.

ITSF4026 Technology and culture

An exploration of technologies, broadly defined, and the contexts of their development, use, and politics of distribution locally and globally, drawing on research in anthropology and related disciplines.

ITSF4034 Dynamics of family interaction

This course has been developed with practitioners of anthropology, educators, health professionals and globalization in mind. This course focuses on family as an agentive space where people construct with what they have around them. Culture of family is understood as processual and distributive situated in context and history and is also a politicized concept. This course engages categories such as biological and social bases of family, honor, sexuality, love, wealth, religion, and institutions such as schools, the humanitarian /development/human rights regimes, and the nation-state. The course will begin with an overview of anthropological research on kinship and relatedness by exploring the various possibilities in the composition of a typical family, how the family is formed, and how belongingness is maintained in different parts of the world. The second portion of the course will be devoted to variables that impact the family and vice versa. Ethnographic examples throughout the semester will focus on the socio-historical context, concreteness of actions, and use of resources.

ITSF4510 Scholarship and Practice: Applying Anthropology

This course promotes the development of an engaged anthropological praxis by surveying the history, ethics, and methods of applied anthropology, and preparing for the implementation of successful applied research that benefits both students and their interlocutors. It also reviews case studies of major applied projects to understand how people can make their training in anthropology work in a broad array of fields such as education, health and medicine, business and industry, environment, development, etc. We consider the following questions: What does it mean to be an applied, engaged, public, action, or activist anthropologist? What ethical issues need to be considered in anthropological application? How can anthropological theories, methods, and ethics be implemented through research design?

ITSF4900 Internship, Research, Independent Study in Anthropology & Education

Advanced masters students may register for internships, research projects related to the IP, or intensive individual study of some aspect of their concentration. Registration is only by permission of the instructor under whose guidance the work will be undertaken. Times for individual conferences will be arranged. Enrollment may be for 1 or more points each term, and registration is not limited to one or two terms. Advisor Approval Required.

ITSF5000 Mth Inqury:Ethngrphy Part Obsr

This course provides training in knowledge-production through ethnographic research using participant-observation. Students will be able to gain an understanding of ethnography as a way of knowing how people do what they do. Part one of the course will be devoted to research design, which includes developing different types of research questions, selecting sites and anthropological methods suitable for answering these questions, and examining anthropological approaches for applied purposes. Part two of the semester consists of looking at the difficulties of conducting research driven by established categories like culture, as well as the challenges inherent in ethnography such as objectivity, representation, and ethical dilemmas. This half of the semester will be dedicated to helping students produce a research study proposal that they will present to their cohort. Throughout the course, students will be reading examples of ethnographic research relevant to policy-making in order to understand how approaches to ethnography have developed. The peer-review process will be heavily implemented in this course, where students are given the opportunity to evaluate and comment on each other's work. Students will be expected to study and read the assigned readings, and be able to participate in class discussions on the course readings. This course is foundational for students who are doing ethnographic fieldwork for their master's IP or doctoral dissertation. There are no prerequisites.

ITSF5001 Ethnography and Participant-Observation

What can we learn about human experience that numbers alone cannot reveal? This course puts ethnographic methods into practice at one of New York City's most iconic public spaces: Coney Island. From the boardwalk to the beach, the amusement parks to the community gathering spots, you'll develop your skills in participant-observation, fieldnote writing, audiovisual documentation, and ethnographic analysis— culminating in the legendary Mermaid Parade on June 20th. Building on ITSF 5000, this course moves from research design to hands-on fieldwork. After three intensive lecture sessions covering methods, ethics, and analytical frameworks, we spend the remaining Saturdays in the field. You'll observe, converse, document, and ultimately write about what you discover in this vibrant seaside neighborhood where leisure, community, and spectacle intersect.

ITSF5003 Communication and culture

This course covers theories and ethnographies from linguistic anthropology, or the study of how communication shapes and is shaped by social life. It considers examples from different educational contexts, such as literacy, exams, and teaching, and how they intersect with major categories of inequality such as race, class, and gender. Students are encouraged to think critically about communicative norms in institutions like schools and to apply the themes of the course to their own interests and backgrounds.

ITSF5007 Race, class and schooling: Ethnographic approaches

This course asks how "race" and "class" shape and are shaped by schooling in the United States and other regions around the globe, privileging ethnography as the best way to find out how these broad concepts play out for diverse participants in diverse contexts, on the ground.

ITSF5012 The anthropology of the Caribbean and postcolonial society

Caribbean experiences have been central to the development of postcolonial theory. This course draws on this work as well as research in anthropology and related fields to investigate how peoples in one of the most culturally and linguistically diverse regions on earth make sense of the past, flourish or just get by in the present, and envision workable futures in a globalizing and media saturated world.

ITSF5015 Political anthropology: Labor, race, and belief

This course considers the theories and concepts used by anthropologists and other social scientists in the analysis of political behavior and institutions. It analyzes contemporary theories for the study of power and their use in ethnographies of education. It also considers political topics, such as social movements and the state.

ITSF5016 Anthropology in Education

Introduction to the anthropological investigation of educative institutions (villages, neighborhoods, families, peer groups, schools, etc.) and of the policy issues anthropology addresses.

ITSF5018 Drugs and Society

Utilizing theoretical and methodological perspectives from social and cultural anthropology, this course is designed to explore the contextual dimensions of illicit drug use as well as other drug-related issues. A comparative, cross-cultural approach will be utilized and case material drawn from traditional as well as modern settings.

ITSF5020 Practicum in anthropological field techniques

For anthropologists and non-anthropologists contemplating independent, qualitative research, this course provides hands-on experience in basic techniques for generating, recording, and managing anthropological data in the field.

ITSF5037 Global Literacies

This course draws upon the anthropology of literacy, sociology of language, sociolinguistics, and critical, interdisciplinary studies of reading and writing to address basic questions about the nature of writing, reading, and graphic/material communication; the politics and processes of access to various systems; and the significance of various literacies around the world.

ITSF5045 Globalization, Mobility & Education

Drawing on the anthropology of globalization and sociology of immigration, the course reviews major theories of immigrant incorporation and exclusion processes, examines case studies of im/migrants, refugees, and displaced persons and their adaptation processes inherent in the process of migration, and considers educational practices and policies that develop in order to address mobility in diverse contexts. The course asks how cultural, social, political, and economic factors influence im/migrant incorporation, and how educators can facilitate im/migrant students' opportunities for learning through changes in policies, pedagogies, and curricula.

ITSF5504 Feminist Anthropology for Teaching and Research

What is the relationship between feminist theory and anthropology? This class explores feminist critiques of science, feminist and womanist epistemologies, research ethics, and methodologies to study intersectionality. Students will learn about the history of feminist anthropology and explore how it has challenged the broader discipline of anthropology. We will consider key questions and contestations surrounding the politics representation and the relationship between one's personal identity and positionality and ethnographic research and writing. We will critically

analyze core concepts such as gender, embodiment, power, equality, and so on, and practice a range of feminist research methods for engaging and elevating the diversity of experiences among underrepresented, understudied, and marginalized populations.

ITSF5610 First- and Second-Year Colloquium in Applied Anthropology

Permission required. This is a year-long critical review of important works in anthropology and education and applied anthropology. During the spring semester, students present proposals for their summer fieldwork before the members of both programs. Required of first- and second-year doctoral students.

ITSF5611 Advanced Ethnographic Methods and Analysis: From Fieldwork to Text

How do you analyze field notes, discourse, and social media and contribute to larger theoretical questions and practical solutions? How do you write a paper based on qualitative and ethnographic research? This course asks students to reflect upon what qualitative research is and its role in scholarly and practical knowledge production. Topics include: relationships between evidence and theory; storing, transcribing, analyzing, and portraying ethnographic evidence; writing about people while shifting away from anthropology's colonial history; and authoring an above average draft of an article-length paper. It is required for second-year anthropology doctoral students, who will report on their completed summer fieldwork. This course is also open to doctoral students in other programs, as well as advanced anthropology master's students. Students are required to have already carried out pilot research that they will analyze during the class.

ITSF6510 Education and cultural production

Education intersects cultural production in myriad ways involving large scale planning, environmental interventions, institutions like museums and parks, heritage initiatives, media old and new, and individual and local projects. This course investigates these and other modes of cultural production through the lenses of semiotic theories, anthropology, and related fields.

ITSF6900 Research independent study anthropology and education

Advanced students may register for intensive individual study of some aspect of their concentration. Registration is only by permission of the instructor under whose guidance the work will be undertaken. Times for individual conferences will be arranged. Enrollment may be for 1 or more points each term, and registration is not limited to one or two terms.

International and Comparative Education

Program Description

The International and Comparative Education Program brings together faculty committed to the improvement of education policies and practices around the world. We approach education (broadly defined) from critical interdisciplinary and multidisciplinary perspectives, and we draw on multiple ways of knowing with sensitivity to social contexts. In our collective work, faculty, students, and alumni engage with multiple stakeholders across national and international contexts, including government institutions such as education ministries, bi- and multilateral donors, United Nations agencies, non-governmental organizations, private organizations, community organizations, families, and social movements. Our scholarship is responsive to current developments in the field, including international cooperation and educational development, education in conflict and post-conflict regions, sustainable development, and multilingual education for inclusiveness.

The Program prepares scholars, practitioners, and policymakers for leadership positions in the field of international and comparative education. Our teaching framework emphasizes theory, content knowledge specific to areas of expertise and related sub-fields, research methods (quantitative analysis, qualitative inquiry, and mixed methods), and applied skills (e.g., program design, policy analysis, policy design, strategic planning, curriculum development, program monitoring and evaluation). Our Master's students typically aim to work in support of educational practices and programs upon graduation, while our doctoral students are poised to enter academia and/or assume leadership positions in various international organizations or governments.

Program History and Legacy

In 1899, Teachers College became the first graduate institution in the United States to develop a Program in Comparative Education. In 1956, its faculty members co-founded the Comparative and International Education Society (CIES) and created one of the field's most prominent peer-reviewed journals, Comparative Education Review. By the 1960s, Teachers College became instrumental in the study of the international development of education and founded the Program in International Educational Development. For many decades, the International and Comparative Education Program (ICEP) was organized as two distinct but closely related programs: Comparative and International Education (CIE), and International Educational Development (IED). Today, these programs are unified at the Masters' level, continuing a rich legacy while responding to contemporary challenges in education worldwide. We continue to offer two doctoral degree programs (CIE and IED).

Students in the International and Comparative Education Program are encouraged to develop expertise in both a topical/disciplinary area and a geographical area of specialization. Students may choose to focus on one of the traditional disciplines offered at Teachers College—such as

Anthropology, Economics, History, Philosophy, Political Science, or Sociology—or pursue a sub-field within International and Comparative Education, such as Global Governance, Policy, and Planning; Human Rights, Emergencies, and Peacebuilding; or Multilingual and Decolonial Dimensions of Education. Students may also focus on another sub-field available at Teachers College, such as Curriculum and Teaching, Educational Leadership, or Higher and Postsecondary Education. Course offerings in these areas vary by academic year.

In addition, students are encouraged to select a geographical area of specialization. Faculty in the Department of International and Transcultural Studies represent expertise in a wide range of regions, including Africa, the Caribbean, Central Asia, East Asia, Europe, Latin America, the Middle East, South Asia, and the United States (with a focus on transcultural and immigration issues). Area studies courses are available within our program as well as through other departments at Teachers College and across Columbia University, providing students in International and Comparative Education with access to a broad and diverse set of regional offerings.

Applications are reviewed once a year for matriculation in the fall semester only. The deadlines for applications are in December for doctoral programs and in January (priority deadline) and April for master's programs.

The following section provides descriptions of areas of expertise or sub-fields within the International and Comparative Education Program. Some courses within these areas of expertise are offered directly by the program, while others are available through different departments and can be found under the respective degree programs in other sections of the catalog.

Global Governance, Policy, and Planning

Faculty Leads: Associate Professor Oren Pizmony-Levy and Professor Gita Steiner-Khamsi

Students who pursue the Global Governance, Policy, and Planning area of expertise develop the knowledge and skills needed for policy analysis, planning, and advocacy in international and comparative contexts. They learn to prepare data-informed policy reports, develop education sector plans and strategies, monitor and evaluate programs, and apply comparative approaches to analyzing educational systems. Alongside these practical skills, students critically examine the opportunities and limitations of global governance and international norm-setting, including the influence of large-scale assessments such as PISA, TIMSS, and other cross-national studies on national education policy and reform.

Graduates of the master's program pursue careers in policy, planning, research, and evaluation across government agencies, intergovernmental organizations, non-governmental organizations, foundations, and consulting firms. Alumni work with organizations such as the OECD, Global Partnership for Education, UNESCO, UNICEF, and the World Bank; bilateral development agencies including FCDO,

JICA, and USAID; international NGOs such as Save the Children, Open Society Foundations, and World Vision; and philanthropic organizations including the Al Qasimi Foundation, the LEGO Foundation, and the Mastercard Foundation.

Human Rights, Emergencies and Peacebuilding

Faculty Leads: Associate Professor Mary Mendenhall and Associate Professor S. Garnett Russell

Students who pursue the **Human Rights, Emergencies, and Peacebuilding** area of expertise develop the knowledge and skills needed to design, implement, and evaluate education programs in humanitarian, forced displacement, post-conflict, and peacebuilding contexts. They learn to design programs and curricula, conduct policy analysis, monitor and evaluate interventions, and carry out empirical research across diverse emergency and recovery settings. Alongside these practical skills, students critically examine the role—and limitations—of education in advancing human rights, social justice, social cohesion, and sustainable peace across the humanitarian-development nexus. Students also have opportunities to broaden their interdisciplinary training through cross-registration in relevant courses at the Graduate School of Arts and Sciences (GSAS), the Mailman School of Public Health, and the School of International and Public Affairs (SIPA).

Graduates of the master's program pursue careers in program design, implementation, technical assistance, research, monitoring and evaluation, and learning across humanitarian, development, and peacebuilding organizations. Alumni work with intergovernmental organizations such as the Global Partnership for Education, UNESCO, UNESCO-IIEP, UNHCR, UNICEF, and the World Bank; international NGOs including ChildFund International, Concern Worldwide, Education Development Center, FHI 360, the International Rescue Committee, IREX, the Norwegian Refugee Council, Save the Children, Sesame Workshop, World Education, and Facing History & Ourselves; global networks such as the Inter-agency Network for Education in Emergencies (INEE); philanthropic organizations including the LEGO Foundation and Open Society Foundations; and bilateral development agencies such as USAID.

Multilingual and Decolonial Dimensions of Education

Faculty Leads: Professor Regina Cortina, Associate Professor Nicholas Limerick, and Associate Professor Prem Phyak

Students who pursue the **Multilingual and Decolonial Dimensions of Education** area of expertise develop the knowledge and skills needed to analyze and advance equitable language and education policies and practices in international and comparative contexts. They learn to examine language policy, multilingual education, Indigenous education, intercultural education, and community-based approaches through comparative policy analysis, ethnographic research, discourse analysis, and

participatory methodologies. Alongside these practical and research skills, students critically examine how language, culture, identity, and power shape educational opportunities and outcomes, with particular attention to decolonizing education, promoting multilingualism, and advancing access, equity, and social justice, especially in the Global South and immigrant communities worldwide.

Graduates of the master's program pursue careers in education policy, research, program development, advocacy, and teaching across international organizations, non-governmental organizations, foundations, schools, universities, and consulting organizations. Alumni work with intergovernmental organizations such as UNICEF, UNESCO, the World Bank, and USAID; international organizations and NGOs including the Education Development Center, PASO Education, Fundación Escuela Nueva, and the Alas Foundation; research organizations such as the Brookings Institution; and schools and universities around the world. Graduates also serve as educators, consultants, and project managers supporting multilingual education, Indigenous and bilingual education, immigrant and Latinx communities, language rights, and educational equity in diverse local and global contexts.

Note: Students may also focus on another sub-field available at Teachers College, such as Curriculum and Teaching, Educational Leadership, or Higher and Postsecondary Education. Course offerings in these areas vary by academic year.

Disciplinary Foundations

Anthropology

Anthropology has a long and distinguished history of contributing directly to the major issues facing all educators. Throughout its history, the discipline has offered powerful alternatives. Anthropologists have participated in the shaping of policy and reform at all levels, from the most general to the most local. The anthropology concentration offers a disciplinary approach to analyzing the entry of matters of social class, ethnicity, language, race, gender, and other factors into issues of educational achievement, health disparity, disability, among other concerns. It also helps students understand the ways of knowing specific to the discipline, how to apply them to practical issues, and participate in the continuing evolution of the field, including better methods for application.

Economics

Economics is a powerful tool for scholars and educational practitioners who wish to develop a better understanding of educational institutions and decisions. The concentration in Economics and Education allows students in the program to develop an array of skills in the application of economic concepts and theory, in benefit-cost analysis and other evaluative procedures, and in the statistical treatment of mass data.

History

The History and Education concentration addresses important educational questions, first, by examining the ideas, individuals, and institutions of the past to determine their influence on their own times; and, second, by bringing historical knowledge and perspective to bear on current educational issues. Courses cover a range of topics including the educational history of urban areas, women, immigrants, and African-Americans. Students acquire a deep understanding of education in historical perspective through a comparative lens.

Philosophy

The concentration in Philosophy and Education offers students a unique opportunity to develop their humanistic and critical thinking about comparative and international education. Coursework allows educators to broaden and deepen their understanding of the processes and aims of education through inquiry into the fields of aesthetics, ethics and moral philosophy, and epistemology and the philosophy of science. Study of a variety of historical and conceptual frameworks enables students to develop theoretical perspectives on education and to effectively critique arguments in contemporary educational debates.

Politics

How do societies handle conflicting visions of what schools should be doing? What changes in political and governance processes might facilitate better decision-making and policy implementation? The Politics and Education concentration serves students who wish to study the ways in which governance institutions, political ideologies, and competing interests influence the content, form, and functioning of schooling. Students study in-depth the ways power and politics affect and are affected by such issues as reform and innovation, privatization and school choice, race and ethnicity, poverty and inequality, and more.

Sociology

The Sociology and Education concentration examines basic issues in education from a sociological perspective. Training and hands-on experience in evaluation methods and both quantitative and qualitative research methods are central to the program. The curriculum emphasizes issues in urban education, including the social organization of urban schools and school systems, and the success or failure in serving educationally disadvantaged populations.

Multidisciplinary

In addition to these individual disciplines, the Ph.D. Program in Comparative and International Education offers a multidisciplinary track that allows students to combine courses from two or more disciplines to fulfill the disciplinary concentration requirement.

Program Degrees

Expand the accordion(s) to view the degree requirements:

Comparative and International Education

Ph.D. | Points/Credits: 75 | Entry Terms: Fall

Check the Course Planning sheet in the Student Handbook for the most recent degree requirements.

Coursework (at least 75 graduate level points, including up to 30 transferred credits)

Ph.D. coursework falls into four broad areas:

Area 1: Core Courses (9 credits)

- ITSF 6580: Advanced Seminar in Comparative Education
- ITSF 6581: Advanced Seminar in International Educational Development
- ITSF 7500: Dissertation Seminar (variable credits 0-3)
- Other ITSF course (approved by advisor, variable credits 0-3)

Note: Students must complete a total of 3 credits between ITSF 7500 and an additional ITSF course approved by their advisor. For example, if a student enrolls in ITSF 7500 for 1 credit, they must take another ITSF course for 2 credits (advisor approval required). The combined credits for ITSF 7500 and the additional course must not exceed 3 credits.

Area 2: Courses in a Disciplinary Foundation (at least 30 credits)

- Courses counting in this area must be advisor-approved.
- Many of these courses can be taken at Columbia's Graduate School of Arts and Sciences (GSAS).
- This area may include discipline-based research methods (note that Ph.D. students must have at least 12 credits of research methods courses).
- Transferred credits may be applied in this area.

Area 3: Comparative Education/Transcultural/Area Studies (at least 18 credits)

- The majority of these courses will come from the ITS department.
- This area may include research methods (note that Ph.D. students must have at least 12 credits of research methods courses).
- Transferred credits may be applied in this area.

Area 4: Electives (at least 18 credits)

- This includes courses taken outside the primary program of study.
- Transferred credits may be applied in this area.

Languages:

Only graduate-level language courses at an advanced level of proficiency count towards the degree. These require approval from your advisor and the Registrar. No more than 6 credits of language courses can be used towards a graduate degree.

Courses Outside of TC:

Please see the TC Catalog for information about taking courses through the Inter-University Doctoral Consortium.

Transfer credit:

A maximum of 30 credits may be transferred from other accredited institutions. Only graduate courses which have been (1) completed with grades of B or higher, (2) submitted on an official transcript from a regionally accredited institution, (3) granted/assigned graduate credit on the transcript of that institution, and (4) completed prior to enrollment at Teachers College may be considered for transfer credit. Transfer credit is awarded at the discretion of the faculty advisor and according to College policy. After registering for the first semester, students should obtain and fill out an Advanced Standing Review (ASR) application from the Office of the Registrar and return it to the Office of the Registrar. Transcripts will be evaluated and sent to the International and Comparative Education Program Assistant, who will then contact the student with further instructions. The entire process can take several months.

Note:

- Ph.D. students must complete all degree requirements in no more than seven years. Those with 30 points of advanced standing prior to doctoral admission are to complete requirements within six years.
- Up to 45 credits can be transferred in if those points are all from a Columbia University graduate degree.

Departmental Certification Examination

The program certification examination is integrated with the Advanced Seminar and covers all major areas of the International & Comparative Education field, as identified by the certification examination bibliography. It consists of a doctoral portfolio, in which students submit an academic theory paper, an academic CV, an academic statement, a short writing piece (e.g., a book review), and a transcript. The portfolio is due in May (end of the Spring semester) and is evaluated by three faculty examiners from the program. The portfolio will receive a grade of pass or fail. Students must pass the examination in the spring. Students who fail it in the spring can retake it one more time the following semester. Students must be authorized by the Office of Doctoral Studies (ODS) to take this exam; please see advisor for more details. More information is available on the “Ed.D/Ph.D Policies and Procedures” page.

Specialization examination

Each discipline has different examination requirements. Students must register for the exam with ODS during the first week of the semester and should consult the main advisor for more information.

Defense of a dissertation proposal

- The dissertation proposal defense requires two readers. The advisor/sponsor is the first reader, and students are responsible for finding a second reader appropriate for their concentration.

- Students should register for ITSF 7500 during the semester of the proposal hearing. Please note that students are liable for dissertation advisement fees (ITSF 8900) in every semester following registration for ITSF 7500 or following the term in which the dissertation proposal is approved, whichever comes first.
- Students are responsible for making arrangements with the two readers for the proposal hearing. Students should fill out the "Dissertation Proposal Hearing Report," available from the ODS website. After a successful hearing, this form needs to be signed by both readers and the department chair. A copy should be submitted to the International and Comparative Education Program office and the original should be turned into ODS.
- After a successful proposal hearing, students must submit an application to TC's Institutional Review Board (IRB) for the research project. Please refer to the TC IRB website for more information (https://www.tc.columbia.edu/institutional-review-board/). Once approved, copies of the IRB approval letter must be filed with the International and Comparative Education program office and ODS.

Foreign Language Examinations

- Starting from Fall 2023, Ph.D. students are required to pass one proficiency examination in foreign languages before they are recommended for M.Phil Degree. Examinations are usually arranged through the appropriate language department at Columbia University.
- This examination may be replaced by receiving a passing grade for two of the following statistics courses offered at TC: HUDM 4122 (Probability and Statistical Inference), HUDM 5122 (Applied Regression Analysis), HUDM 5123 (Experimental Design).
- Language(s) to be used must be listed on the Program Plan.

Program Plan

- Download the documents, "Instructions for Completing the Ph.D. Course Program Plan" and "Ph.D. Course Program Plan Form" from the ODS website. Students should complete the Program Plan and obtain the advisor's signature on the form. This should be done by the time of the proposal hearing.

M.Phil. Certification

- Once students have 1) completed all required coursework, 2) passed the department exam, the specialization exam, and the proposal hearing, 3) passed the foreign language examinations, 4) received IRB approval for the dissertation research, and 5) submitted the approved Program Plan, students are eligible for M.Phil certification. This process must be completed through the International and Comparative Education program office with the assistance of the International and Comparative Education Program Assistant.

Fieldwork Outside of the United States

- Students who are conducting fieldwork outside of the United States may register for ITSF 6200 up to four semesters. This is a 0-credit course. If this course will be taken, it should be included in the Program Plan.

Preparation and defense of a research dissertation

- After taking ITSF 7500, all Ph.D. candidates are required to continuously register for ITSF 8900 and pay a fee in the term in which the dissertation is defended. Students who are not going to receive advisement may submit a “Personal Exemption for Dissertation Advisement” to ODS.
- Students may also refer to the document "General Instructions for the Preparation of Dissertations for the Degree of Doctor of Philosophy" downloadable from the ODS website for more information on dissertation preparation.
- Consult the Office of Doctoral Studies for requirements on continuous enrollment.

International Comparative Education

Ed.M. | Points/Credits: 60 | Entry Terms: Fall

Check the Course Planning sheet in the Student Handbook for the most recent degree requirements.

Ed.M. coursework falls into four broad areas (at least 60 graduate level credits, including up to 30 transferred credits) and the completion of Integrative Project (IP):

Area 1: Core Courses (12 credits)

- ITSF 4580: International Comparative Education & Development Studies (Part 1)
- ITSF 4581: International Comparative Education & Development Studies (Part 2)
- ITSF 4009: Introduction to Research Methods in International & Comparative Education
- One additional Research Methods Course ((Not Limited to ITS Methods Classes)

Area 2: Area of Expertise Courses (at least 18 credits)

- Courses counting towards this area of expertise must be faculty advisor-approved.
- Transferred credits may be applied in this area.

Area 3: Transcultural/Area Studies (at least 18 credits)

- Courses must come from at least three of the following categories: topics, research methods, professional skills, and internship/practicum.
- Transferred credits may be applied in this area.

Area 4: TC Electives (at least 6 credits)

- To fulfill the TC breadth requirement, Ed.M. students must take at least 6 credits that are at TC but outside of the International and Comparative Education program. This could take the form of two 3-credit courses, three 2-credit courses, or any other combination agreed upon by students and their academic advisors.

- All non-ITSF courses at TC count as TC breadth electives. Courses offered by other programs within the ITS department (anthropology) can also count as TC breadth electives if they are outside of the student's area of expertise.
- Other elective courses can be taken outside of the ITS department or transferred from other schools.

Integrative Project (IP)

- Completion of an IP is required for the Ed.M degree. Please see the Guidelines for Master's Integrative Project (IP) in ICEP Student Handbook.
- Students should consult with the faculty advisor about the IP at least one semester before the intended graduation date. The Faculty After the IP topic has been approved, the IP Advisor is available to guide students through the completion of the IP.
- Students who are working on the IP but are not registered for any other classes may register for IND 4000 or ITSF 4200 (if full time status is needed).

Transfer credit: A maximum of 30 credits may be transferred from other recognized institutions. Only graduate courses that have been (1) completed with grades of B or higher, (2) submitted on an official transcript from a regionally accredited institution, and (3) granted/assigned credit on the transcript of that institution, may be considered for transfer credit. Transfer credit is awarded at the discretion of the faculty advisor. After registering for the first semester, students should obtain and fill out an Advanced Standing Review (ASR) application from the Office of the Registrar and return it to the Office of the Registrar. Transcripts will be evaluated and sent to the Program Assistant, who will then contact the student with further instructions. The entire process can take several months.

Graduation

- Full-time students who transfer the full 30 credits can complete the Ed.M. degree within one academic year (fall semester, spring semester, and summer session); however, most students take 1.5 to 2 years to complete this degree.
- In order to graduate, students must apply online through the myTC portal. See the graduation checklist for details. Once the IP is completed, the student's faculty advisor must approve it through Degree Audit. Students must submit a soft copy of the IP to the Program Assistant. Students will complete a release form indicating whether or not they grant permission for the IP to be viewed by other students.

Important Note: If you entered Teachers College prior to 2024-2025 and you are completing the ME in International Educational Development or Comparative International Education, please find your degree requirements under the corresponding legacy program in the catalog.

International Comparative Education

M.A. | Points/Credits: 32 | Entry Terms: Fall

Check the Course Planning sheet in the Student Handbook for the most recent degree requirements.

M.A. coursework falls into three broad areas (at least 32 graduate level credits) and the completion of Integrative Project (IP):

Area 1: Core Courses (12 credits)

- ITSF 4580: International Comparative Education & Development Studies (Part 1)
- ITSF 4581: International Comparative Education & Development Studies (Part 2)
- ITSF 4009: Introduction to Research Methods in International & Comparative Education
- One additional ITSF Research Methods Course ((Not Limited to ITS Methods Classes)

Area 2: Area of Expertise Courses (at least 12 credits)

- Courses counting towards this area of expertise must be faculty advisor-approved.

Area 3: TC Electives (at least 6 credits)

- To fulfill the TC breadth requirement, M.A. students must take at least 6 credits that are at TC but outside of the International and Comparative Education Program. This could take the form of two 3-credit courses, three 2-credit courses, or any other combination agreed upon by students and their academic advisors.
- All non-ITSF courses at TC count as TC breadth electives.
- Courses offered by other programs within the ITS department (anthropology) can also count as TC breadth electives if they are outside of the student's area of expertise.

Integrative Project (IP)

- Completion of an IP is required for the M.A. degree. Please see below for the Guidelines for Master's Integrative Project (IP) in ICEP Student Handbook
- Students should consult with the faculty advisor about the IP at least one semester before the intended graduation date. The Faculty Advisor is available to guide students through the completion of the IP.
- Students who are working on the IP but are not registered for any other classes may register for IND 4000 or ITSF 4200 (if full time status is needed).

Graduation

- While it is possible to complete the M.A. degree within one academic year (fall semester, spring semester, and summer session), the majority of students complete the degree in two years.

- In order to graduate, students must apply online through the myTC portal. See the graduation checklist page for details. Once the IP is completed, the student's faculty advisor must approve it through Degree Audit. Students must submit a soft copy of the IP to the Program Assistant. Students will complete a release form indicating whether or not they grant permission for the IP to be viewed by other students.

Important Note: If you entered Teachers College prior to 2024-2025 and you are completing the MA in International Educational Development or Comparative International Education, please find your degree requirements under the corresponding legacy program in the catalog.

International Educational Development

Ed.D. | Points/Credits: 75 | Entry Terms: Fall

Check the Course Planning sheet in the Student Handbook for the most recent degree requirements.

Coursework (at least 75 graduate level points, including up to 30 transferred credits).

Ed.D. coursework falls into four broad areas:

Area 1: Core Courses (9 credits)

- ITSF 6580: Advanced Seminar in Comparative Education
- ITSF 6581: Advanced Seminar in International Educational Development
- ITSF Research Methods Course

Area 2: Area of Expertise courses (at least 30 credits)

- Courses counting towards this area of expertise must be advisor-approved.
- In some cases, transferred credits may be applied in this area.

Area 3: Transcultural/Area Studies/Research Methods (18 credits)

- At least 6 credits must be in research methods
- Other Area 3 courses must come from at least two of the following categories: topics, professional skills, internship/practicum
- In some cases, transferred credits may be applied in this area.
- In some cases, language credits may be applied in this area. Please check with the Registrar for restrictions on applying language credits

Area 4: Electives (18 credits)

- Can include courses dealing with the nature of education, the nature of a person's learning processes, and the methods of evaluation and research

- Can include courses that do not fit into any of the previous categories such as courses in related scholarly disciplines, and/or those which give an understanding of the functions of related specialties.
- Transferred credits may be applied in this area

Languages:

Only graduate-level language courses at an advanced level of proficiency count towards the degree. These require approval from your advisor and the Registrar. No more than six credits of language courses can be used towards a graduate degree.

Courses Outside of TC:

Please see the TC Catalog for information about taking courses through the Inter-University Doctoral Consortium.

Transfer credit:

A maximum of 30 credits may be transferred from other accredited institutions. Only graduate courses which have been (1) completed with grades of B or higher, (2) submitted on an official transcript from a regionally accredited institution, (3) granted/assigned graduate credit on the transcript of that institution, and (4) completed prior to enrollment at Teachers College may be considered for transfer credit. Transfer credit is awarded at the discretion of the faculty advisor and according to College policy. After registering for the first semester, students should obtain and fill out an Advanced Standing Review (ASR) application from the Office of the Registrar and return it to the Office of the Registrar. Transcripts will be evaluated and sent to the International and Comparative Education Program Assistant, who will then contact the student with further instructions. The entire process can take several months.

Departmental certification examination

The program certification examination is integrated with the Advanced Seminar and covers all major areas of the International & Comparative Education field, as identified by the certification examination bibliography. It consists of a doctoral portfolio, in which students submit an academic theory paper, an academic CV, an academic statement, a short writing piece (e.g., a book review), and a transcript. The portfolio is due in May (end of the Spring semester) and is evaluated by three faculty examiners from the program. The portfolio will receive a grade of pass or fail. Students must pass the examination in the spring. Students who fail it in the spring can retake it one more time the following semester. Students must be authorized by the Office of Doctoral Studies (ODS) to take this exam; Please see advisor for more details. More information is available on the “Ed.D/Ph.D Policies and Procedures” page.

Specialization examination

- Each professional specialization has different examination requirements. Students must register for the exam with ODS during the first week of the semester and should consult the main advisor for more information.

Defense of a dissertation proposal

- The dissertation proposal defense requires two readers. The advisor/sponsor is the first reader, and students are responsible for finding a second reader appropriate for the concentration.

- Students should register for ITSF 7500 during the semester of the proposal hearing.
- Students are responsible for making arrangements with the two readers for the proposal hearing. Students should fill out the “Dissertation Proposal Hearing Report,” available from the ODS website. After a successful hearing, this form needs to be signed by both readers and the department chair. A copy should be submitted to the International and Comparative Education program office and the original should be turned into ODS.
- After a successful proposal hearing, students must submit an application to TC’s Institutional Review Board (IRB) for the research project.

Please refer to the TC IRB website for more information (https://www.tc.columbia.edu/institutional-review-board/). Once approved, copies of the IRB approval letter must be filed with the International and Comparative Education program office and ODS.

Program Plan

- Download the document "Ed.D. Program Plan Form" from the ODS website. Students should complete the Program Plan and obtain the advisor's signature on the form. This should be done by the time of the proposal hearing.

Ed.D. Certification

- Once students have 1) completed most of the required coursework, 2) passed the department exam, the specialization exam, and the proposal hearing, 3) received IRB approval for the dissertation research, and 4) submitted the approved Program Plan, students are eligible for Ed.D. certification. This process must be completed through the International and Comparative Education Program office with the assistance of the International and Comparative Education Program Assistant. Final determination of certification is by the Office of Doctoral Studies.

Fieldwork Outside of the United States

- Students who are conducting fieldwork outside of the United States may register for ITSF 6200 up to four semesters. This is a 0-credit course. If this course will be taken, it should be included in the Program Plan.

Preparation and defense of a research dissertation

- All Ed.D. students must register for ITSF8900, Doctoral Dissertation Advisement, after the Dissertation Proposal Hearing or the submission of the Recommendation for Certification to the Office of Doctoral Studies, whichever comes first. Students who are unable to receive advisement may be eligible for a waiver. Contact the Office of Doctoral Studies for more information.
- Students may also refer to the document "General Instructions for the Preparation of Dissertations for the Doctor of Education Degree: A Manual of Style" downloadable from the ODS website for more information on dissertation preparation.
- The “Guide to the Dissertation Oral Defense” is available on the ODS website for general guidance on preparing for the dissertation defense.
- Consult the Office of Doctoral Studies for requirements on continuous enrollment.

Program Faculty

Faculty

- Regina Cortina

  Professor of Education

- Nicholas Limerick

  Associate Professor of Anthropology and Education

- Mary Mendenhall

  Associate Professor of International and Comparative Education

- Prem Phyak

  Associate Professor in International and Comparative Education

- Oren Pizmony-Levy

  Associate Professor of International and Comparative Education

- Susan Garnett Russell

  Associate Professor of International and Comparative Education

- Gita Steiner-Khamsi

  William Heard Kilpatrick Professor of Comparative Education

Professors of Teaching

- Amanda Kathleen Earl

  Visiting Assistant Professor of Teaching

Program Courses

ITSF4005 Education in Emergencies & Forced Displacement

This course provides students with a comprehensive introduction to the growing and increasingly complex field of education in emergencies, one which encompasses crises caused by natural disasters and armed conflict and which spans the relief-development spectrum. The course will provide opportunities for students to critically reflect on practice, policy, research, and advocacy efforts within the field and to develop transferable skills related to program design and policy analysis. The course will draw on a combination of readings, lectures, class discussions, simulations, student presentations, multimedia, group work, and guest speakers to deepen our understanding of the education in emergencies field.

ITSF4009 Introduction to Research Methods in International and Comparative Education

This course is designed to serve as an introduction to the concepts, methods, and applications of empirical research in international and comparative education. The course readings, lectures, class discussion, activities, and course assignments will examine fundamental issues and processes of research design and practice from a variety of methodological perspectives —qualitative, quantitative, and mixed methods.

ITSF4013 Literacy and International Development

This course problematizes common assumptions about the relationship between literacy and cognitive, social, political and economic development. A sociocultural approach to languages and literacies is taken, while critical studies of international development are examined, applying a gender lens throughout.

ITSF4025 Languages, Societies, and Schools

This course examines the role that languages play in societal and educational contexts from an interdisciplinary perspective, incorporating economic, cultural, political and historical analyses. Diverse language ideologies are considered, along with how language policies are enacted by stakeholders at different levels, with a focus on non-dominant languages in multilingual contexts.

ITSF4032 Project Planning & Management in International Educational Development

This course is designed to equip students with the skills and knowledge needed to plan, implement, and manage education-focused projects in low- and middle-income countries. Drawing on the evolving landscape of development practice, the course offers a comprehensive understanding of key tools, techniques, and frameworks employed by international development and humanitarian organizations. Using the project management cycle as a guiding framework, students will gain hands-on experience in the essential steps of identifying, planning, implementing, monitoring, and evaluating education development projects. Emphasis is placed on the culturally responsive, ethical, and effective application of these tools, with critical consideration of their limitations and shortcomings. Through case studies, real-world scenarios, and practical exercises, students will deepen their understanding of the complexities involved in managing educational initiatives, while addressing issues such as equity, local capacity, and sustainability in diverse cultural, economic, and political contexts. The course will help prepare students to become effective practitioners in the field of international educational development.

ITSF4038 Monitoring and Evaluation in International Educational Development

This course explores small- and large-scale research and evaluation methods and their potential for valid, reliable, efficient evaluation of educational outcomes as well as project outcomes. Needs assessment, capacity assessment, project evaluations (mid-term and final), performance appraisals and impact evaluations done for a range of agencies and organizations are analyzed for diverse educational programs (including formal and non-formal education) in low-income country contexts.

ITSF4060 Latinx in Urban Schools

In this graduate seminar, we explore theories and research to shed light on the context of Latinx education in the US, including why Latinx are the least likely of all major demographic groups to be enrolled in school and, as adults, are most likely to lack a high school diploma and have limited access to postsecondary education. The course explores the racial/ethnic diversities that exist between and within recent immigrant groups, drawing especially on research that shows the diversity of cultural backgrounds within Latinx subgroups. Framing the discussion within relevant theories, the course's topics will include immigration, educational achievement and persistence, language and schooling, the interplay of race, gender and class with educational attainment, and transnational communities.

ITSF4092 Qualitative Methods

This course examines the meaning-making approach to qualitative research and the social science methods used to examine educational policies and practices in diverse research settings, with particular emphasis on international, development, and humanitarian contexts. Students will gain experience in key aspects of qualitative research, including: designing a study, developing data collection tools, collecting data, analyzing data with computer-assisted qualitative data analysis software such as NVivo, and writing a research prospectus. This course will also prepare students for the practical and ethical dilemmas they may confront conducting fieldwork while also discussing strategies to mitigate these challenges.

ITSF4093 Curriculum and Pedagogy in International Contexts

This course addresses theories, models, planning & policy, design, and implementation of curriculum, as applied across different national contexts. The course addresses key issues in working internationally, such as curriculum borrowing and use of ICTs. Students design a contextually responsive curriculum.

ITSF4094 Education Planning in International & Comparative Education

The course explores educational planning and policy analysis in developing countries. A special focus is placed on aid effectiveness, aid modalities, and the aid architecture in countries where educational reforms are sometimes funded by multilateral organizations, development banks, and non-governmental organizations. Critical issues, such as global benchmarking, target setting, and monitoring by the World Bank, OECD, and other international organizations are examined. Students learn about current debates and controversies in international educational development and reflect on the impact of externally funded projects on educational planning and reform in developing countries.

ITSF4101 Quantitative Analysis in Comparative and International Education

This course serves as an introduction to quantitative analysis as applied to the field of Comparative International Education. The course covers fundamental concepts of quantitative analysis, inferential statistics, and introduces the assumptions and mechanics of the classical normal linear regression model.

ITSF4105 Civil Society and NGOs in IED

This course introduces students to education-related Civil Society Organizations (CSOs) and Non-Governmental organizations' (NGOs) critical strategic issues. Based on teaching cases of NGOs and CSOs from multiple regions, students analyze, improve, and design organizational theories of change, advocacy, service, scaling up strategies, accountability processes, volunteering programs, and resource generating approaches.

ITSF4110 Education, Refugees and Migration Policies and Practices in Morocco

Morocco stands at a critical juncture in global migration flows, serving both as a transit country and increasingly a destination for refugees and migrants en route to Europe. As migration dynamics continue to shift, education emerges as a critical tool—not only for supporting the academic and psychosocial well-being of displaced children but also for fostering their successful integration into host communities. However, formal educational frameworks for refugees and migrants, particularly those in transit, remain fragmented and heavily dependent on the efforts of international organizations, NGOs, and informal community networks. Addressing the policy and practice barriers faced by local, national, and international stakeholders is essential for advancing more cohesive and effective educational responses. This 10-day interdisciplinary study abroad program offers participants an immersive exploration of Morocco's migration ecosystem, with a concentrated focus on education policies and humanitarian responses for refugees and migrants. Through a blend of academic lectures, site visits, stakeholder consultations, policy talks, and cultural engagements, participants will develop a nuanced understanding of the policy frameworks, institutional strategies, and grassroots initiatives shaping educational access and quality for displaced learners. The program fosters a holistic and critical perspective, equipping participants to analyze challenges and contribute to actionable solutions.

ITSF4160 Human Rights Education in Africa: Politics, Policies, and Pedagogies

Students examine the historical conditions that give rise to human rights violations and the efforts to protect rights through policy and education. They explore different approaches to human rights education, apply them to case studies of specific African countries, and develop human rights education curricula.

ITSF4195 Rsch & Wrtng Sem in Intl & Com

This course is designed to help students develop the professional knowledge and skills necessary for effective written communication through their Integrative Projects. We recommend that students take the course at least one semester before they plan to graduate (ie. during your second year or if you plan to graduate in one year, during your second semester of the first year).

ITSF4200 Integrative Project Research & Writing Practicum

The Integrative Project (IP) Research & Writing Practicum will provide an opportunity for students to spend time developing and conducting their integrative project plans. For the IP requirement in the IED and CIE majors, students typically take one of four approaches for completing their IPs: 1) empirical research paper or proposal; 2) theoretical exploration; 3) policy study; or 4) curriculum design and development. Other types of writing projects may also be accepted pending consultation and approval from the student's faculty advisor. The Practicum represents 36 weekly hours of work to reflect the time spent designing projects, collecting data, reviewing literature, analyzing data, and writing up project findings, among other related tasks. Students will have the option of taking the course for 0-3 credits and will consult with their academic advisors to ensure the best approach for their overall program plan.

ITSF4580 International Comparative Education & Development Studies, Part I

Scholars and practitioners in the International & Comparative Education field explore educational issues in comparative and international contexts; they examine the relationship between education and cultural, economic, political, and social processes; and promote strategic approaches to improving education and development worldwide. This year-long course introduces students to the field focusing on theories, issues, methods and skills. It is designed to meet the needs and interests of those who plan to work as educators, administrators, policy analysts, or researchers in educational institutions and/or development organizations. The first part of the course (Fall) focuses on debates in two central areas of the field: globalization and development. The second part (Spring) focuses on critical analysis of the importance of education and considerations of education as a private or public good. Yearlong course, meets in Fall.

ITSF4581 International Comparative Education & Development Studies, Part II

Scholars and practitioners in the International & Comparative Education field explore educational issues in comparative and international contexts; they examine the relationship between education and cultural, economic, political, and social processes; and promote strategic approaches to improving education and development worldwide. This year-long course introduces students to the field focusing on theories, issues, methods and skills. It is designed to meet the needs and interests of those who plan to work as educators, administrators, policy analysts, or researchers in educational institutions and/or development organizations. The first part of the course (Fall) focuses on debates in two central areas of the field: globalization and development. The second part (Spring) focuses on critical analysis of the importance of education and considerations of education as a private or public good. Yearlong course, meets in Spring.

ITSF4603 Human and Social Dimensions of Peace

This course focuses on issues of human rights, global ethics, and various aspects of structural and cultural violence. Students explore notions of identity, diversity and reflexive narrative in relation to the concepts of (positive and negative) peace and human dignity. Students are then introduced to examples of nonviolent social movements and reflect on the process of peaceful transformation.

ITSF4613 International Perspectives on Citizenship and Human Rights Education

This course provides a grounding in the theory, pedagogy, and practice of citizenship and human rights education. It draws from the international literature of the field as it has been developed over the past three decades, and reviews teaching practices relevant to various cultures and learning settings.

ITSF4614 International Organizations, Civil Society and Peace Education

Peace Education is concerned with the prevention of violence, but this theoretical framework also draws on diverse practices, or co-disciplines, including Global Citizenship Education, Human Rights Education and Education for Sustainable Development. This course explores key inter-governmental and non-governmental actors, processes, curriculum and issues in these peace education areas.

ITSF5006 Comparative Policy Studies: Tools & Techniques

The course is designed to help students to understand foundations and techniques of policy analysis underlying education sector strategies of low-income countries. Part 1 will review critical debates over the role of donors and aid recipients in development contexts and introduce students to tools and techniques for producing education sector strategies. Part 2 will provide an overview of theories of the policy process from an international comparative perspective and therefore also include theories of global education policy, "traveling reforms," and transnational policy borrowing and lending. Part 3 will discuss trends in various sub-sectors that international agencies tend to frame as "best practices" and for which they provide technical assistance and external financial support.

ITSF5008 Gender, Education, and International Development

This seminar examines the field of international education development from the standpoint of feminist and gender studies. We will read and discuss relevant studies in anthropology, economics, history, political science, and sociology, as well as interdisciplinary research in the fields of development studies and gender studies. We will begin by considering the political and legal advances in women's rights within the daily reality of people's lives in developing countries through the multiple lenses of democratic theory, neoliberal policies, and multiculturalism.

ITSF5009 Social Network Anlysis: Theory & Methods

Social networks – the relational ties that connect individuals and organizations – affect many important outcomes such as behaviors, opportunities, and the spread of resources. Networks are everywhere, but most often invisible. Therefore mapping and understanding social networks have important implications for policy and practice. This course serves as an introduction to social network analysis, with a special focus on applications in comparative and international education. The theoretical heart of this approach to social science is that actors are interdependent, and that social structure emerges from regularities in this interdependence. The methodological idea behind social network analysis is based on graph theory. Through lectures and discussions of the assigned readings and materials, this course seeks to couple the theoretical and empirical development of social network analysis with methodological tools for conducting social network analysis.

ITSF5023 The Family As Educator

Family and community members are our first human educators. In this course we explore the contributions that those educators outside of formal schooling–such as parents, grandparents, siblings, mentors, and community leaders, among others–can and do make to teaching and learning throughout life. Through a combination of engagement with historical, sociological, anthropological, and philosophical literature and personal reflection, students will examine the roles of families and communities in pedagogical processes across time, place, and domains of knowledge. Special focus is placed on indigenous and decolonial theories and models of education. A central objective is discussion of culturally relevant strategies to bridge divides between formal and non-formal learning and to foster family, school, and community partnerships.

ITSF5027 Multilingualism, Social Justice and Education

This course focuses on the intersection of multilingualism, social justice, and international educational development. Taking an interdisciplinary approach, it explores the centrality of multilingualism in exploring the agenda of social justice, inclusion, and equity in education. The course is informed by the theories of social (in)justice and engages students in applying them in examining education policies and practices from the perspectives of international educational development. Keeping social justice as a broader framework, the course aims to equip students with relevant knowledge and perspectives to analyze and develop multilingual policies, plans, materials, and pedagogies to ensure equity, inclusion and quality in education, particularly in the Global South. While understanding critical and decolonial theories of language, students are expected to develop deeper theoretical and applied insights for creating and implementing multilingual education policies for sustainable development goals. The major topics in the course include multilingual education and international development; multilingualism and inclusive education; language and racism in education; bi-/multilingual education and literacies; social justice and teacher education; language and sustainable development; linguistic human rights in education; and Indigenous/minoritized language education. The course also covers decolonial and transformative practices for equitable language planning and pedagogies. Drawing on studies from diverse global contexts, we will discuss how multilingualism serves as a critical dimension of equity, social justice, and inclusion in education, particularly for ethnic/racialized minorities, immigrants, refugees, and Indigenous communities.

ITSF5029 Education, Conflict, Peacebuilding

This course examines the politics of armed conflict and peace building and the role of education in promoting peace or exacerbating violence in conflict-affected and post-conflict contexts. We will investigate several of the most pressing challenges facing the various stakeholders (external actors such as international organizations, bilateral donors, and NGOs; local actors, such as governments, civil societies, and nationalist/ideological state factions) and the influence of those stakeholders on education systems in times of war and emerging peace and on educational practices, policies, and curricula in conflict and post-conflict situations.

ITSF5031 Education and Sustainable Development: Comparative and International Perspectives

This course critically examines the role of education in sustainable development, specifically the global movement of Environmental and Sustainability Education (ESE). The course focuses on ESE-related policies and practices within a variety of levels, contexts, and perspectives. Beginning with an overview of the foundations of ESE, we will explore key issues in the field: (a) the development of ESE policy in different levels (e.g., supranational, national, and subnational); (b) the links between ESE and other curricular movements (e.g., standards and accountability; human rights and peace education); (c) drivers and barriers that shape ESE policy/practice (e.g., NGOs and characteristics of modern education systems); and, (d) ESE "best practices" and their impact on teaching and learning.

ITSF5034 Climate Change, Society, & Education

This course introduces students to the links between climate change, society, and education. Through assigned readings and materials, lectures, games, and field trips, we will examine different perspectives on climate change (climate science, social science, indigenous knowledge systems), the international architecture behind climate change education (CCE), best practices and their impact on teaching and learning in k-12 schools, the spread of climate information, misinformation and disinformation, and the recent emergence of the global youth movement advocating for climate justice. Our discussion will be based on a variety of literatures including theoretical texts, empirical research, and policy documents.

ITSF5035 Social Analysis of International Large-Scale Assessments

The course introduces students to the growing field of international large-scale assessments of student achievement (such as TIMSS, PIRLS, and PISA). The first section of the course is dedicated to the history of international assessments and to conditions that facilitated their emergence and diffusion. The second section is focused on the methodology behind global and regional projects that produce indicators, standardization, benchmarking, and comparison in education policy and governance. The third section is focused on the politics of these assessments, through critical analysis of the ways in which scholars, media, and policy makers use data from international assessments.

ITSF5040 Mixed Methods in International Comparative Education

The course is designed to develop students' ability to critically consume and produce research in their specialized field within International and Comparative Education or other programs in the department, college and university. Students will be oriented to the epistemological and other assumptions and methodological practices of quantitative and qualitative methods including experimental, survey research, ethnographic, and historical approaches to disciplined inquiry. Students will be exposed to positivist, interpretive, and critical/feminist traditions or paradigms associated with these approaches as well as ethical dilemmas encountered in planning, conducting, reporting, and consuming research.

ITSF5043 Decolonial Theories in Comparative Education

In this graduate seminar, we will explore the application of Decolonial Theories to advance new perspectives and knowledge in comparative education. We will read the work of Walter Mignolo, Arturo Escobar, Catherine Walsh and Boaventura de Sousa Santos, among others.. We will frame the discussion within relevant theories and contexts , such as Internal Colonialism and Indigenous ways of knowing. Among the issues to be discussed are the rights of Indigenous peoples to education and the preservation of cultural and linguistic diversity of people across the world. Topics include the right to education, the nature of citizenship, intercultural and bilingual education, transnational networks in support of Indigenous movements, Indigenous resistance, and decolonizing methodologies. An overarching theme is national policies to improve access, teacher training, and intercultural understanding at all levels of education.

ITSF5050 Language, Cultural Politics, and Education

Over recent decades, discourses of multiculturalism and multilingualism have become standard in the educational initiatives of nation-states, multinational corporations, and nongovernmental organizations. In much of the world, practitioners no longer ask whether they should educate for diversity but rather how they should carry out such efforts within many existing alternatives. This course covers historical moments in which different types of multicultural and multilingual education have arisen; social theories about social inequality, language, and education that help us understand them; and examples of educational initiatives that reinforce or change inequity. Students are encouraged to consider radical possibilities for educational change.

ITSF5102 Public Opinion on Education Around the World

This course provides a broad overview of social research on public opinion, and seeks to inspire students to engage with this work on education development. We consider ways to conceptualize and measure public opinion, sources of variation in public opinion, and recent contributions to the empirical and theoretical assessment of the impact of public opinion on policymaking. We also consider public opinion on a wide variety of topics, including trust/confidence in education systems, teaching and teachers, global educational reform movement, and equal opportunity.

ITSF5110 Education, Refugees and Forced Migration

The world is experiencing record levels of forced displacement, close to 120 million people uprooted by war, persecution, violence, and environmental degradation. More than half are children whose access to education is severely disrupted. At the same time, rising nationalism, xenophobia, and anti-refugee sentiment shape global

responses to displacement. Amid these dynamics lies what Viet Thanh Nguyen calls a “narrative scarcity” — a lack of stories told by refugees themselves about their lives, hopes, and aspirations. This course offers students an opportunity to engage with refugees’ experiences and voices directly, alongside the work of scholars, educators, authors, and policymakers shaping educational and humanitarian discourse. Together, we will critically examine how global "refugee regimes" and national policies affect educational access, inclusion, and belonging in both low- and high-income settings. While focusing on refugees, the course will also consider broader questions of migration, mobility, and identity. Through close reading of books, scholarly texts, and multimedia materials, students will analyze how displacement intersects with education, livelihood, and well-being. The course aims to cultivate deeper understanding and critical reflection on how education systems and societies can become more inclusive and just for displaced and resettled populations.

ITSF5120 Education in Community Settings

Schools do not operate in isolation, but rather within community contexts and alongside community initiatives and organizations that help guide and influence what and how we learn and develop. In this course we explore the variety of community settings-the home, cultural, and civic spaces and pedagogies-through which community-based education can and does take place. Emphasis is on efforts and programs to support cultural and linguistic diversity; a central objective is discussion of strategies to bridge formal and non-formal learning and to foster family, school, and community partnerships.

ITSF5430 Internship

Permission required. Supervised experiences in diverse settings designed to develop skills in research, development, planning, and evaluation.

ITSF5500 Education Across the Americas

This graduate seminar introduces students to education and social issues in Latin America and the Caribbean. The seminar covers the time period from the consolidation of national systems of public education during the twentieth century to present day. Using theoretical perspectives drawn from comparative education, critical social theories and critical pedagogy, the course includes case studies of individual nations as well as thematic issues pertaining to the region as a whole. Topics include social and political dimensions of education, ethnicity and indigenous education, academic achievement, women’s education and social change, teacher preparation, student movements, social movements and patterns of migration. The seminar incorporates and analyzes the perspectives of different actors in education, including international organizations, civil society organizations, teachers and students. The effects of projects financed by international organizations will be evaluated in terms of improved access, teacher training and intercultural understanding within the education systems of Latin America and the Caribbean.

ITSF5509 Globalization, Society, and Education Policy

The seminar explores current debates and controversies regarding global governance, “traveling reforms,” evidence-based policy and planning, and other current topics related to comparative policy studies. Each session starts out with a structured lecture on relevant social theories (systems theory, institutionalist theory, political economy, actor network theory, science and technology studies, etc.), followed by discussion. Reading and active participation in class discussions are required and will be graded. The course is tailored towards Advanced Masters and doctoral students. It helps them to understand, differentiate, and apply different interpretive frameworks that best suit their own research interest.

ITSF6200 Field Research Outside of the US

Permission required. Required of doctoral students when choice of doctoral research necessitates data generation in other countries. Students will engage in 36 hours per week, for a minimum of 15 weeks, during their research outside of the United States. Students are able to take this course no more than two times during their doctoral studies. Field experiences will be conducted under faculty supervision in an approved geographical and institutional site. Students secure approval of department chair and principal advisor in advance and render periodic reports.

ITSF6520 Seminar in Families and Communities as Educators

A research seminar in the family and the community as educational systems.

ITSF6580 Advanced Doctoral Seminar in International and Comparative Education I

The advanced doctoral seminar is a year-long course (ITSF 6580/fall and ITSF 6581/spring) that will enable students to critically examine the history, methods and theories in the field of international and comparative education. The course will also help students identify and engage in current debates. The aim of the course is to help students develop an understanding of the multiplicity of perspectives and practices surrounding education and of the ways that global and local forces shape schooling the world over.

ITSF6581 Advanced Doctoral Seminar in International and Comparative Education II

The advanced doctoral seminar is a year-long course (ITSF 6580/fall and ITSF 6581/spring) that will enable students to critically examine the history, methods and theories in the field of international and comparative education. The course will also help students identify and engage in current debates. The aim of the course is to help students develop an understanding of the multiplicity of perspectives and practices surrounding education and of the ways that global and local forces shape schooling the world over.

ITSF6583 Dissertation Academic Writing

The Dissertation Academic Writing practicum will provide an opportunity for doctoral students to spend time developing and writing work for their dissertation, including the specialization exam, grant proposals, and dissertation proposal. Students will have the option of taking the course for 0-3 credits for full-time status and will consult with their academic advisors to ensure the best approach for their overall program plan. The course can be taken twice, but can't be taken after proposal hearing.

ITSF6591 Doctoral Dissertation Proposal Writing Seminar

This course provides support for the development and writing of students' dissertation proposals. The course is designed to facilitate the process of generating ideas for a dissertation, developing a dissertation proposal, as well as strengthening academic writing in general. During the seminar, we will review the main elements of a dissertation proposal including the problem statement and research questions, critical literature review, conceptual framework, and research methods. In addition, we will discuss related topics such as grant proposals, fieldwork and the IRB process, and doctoral milestones. Students will have the opportunity to share their drafts and receive feedback from their peers and from the instructor. In addition, current doctoral students will be invited as guest speakers to share their work.

ITSF6592 Academic Writing and Publishing

This is a writing seminar intended for doctoral students in the International and Comparative Education Program working on an empirical research. The course will be run as a workshop, and we will be doing a lot of writing and re-writing. The product of the course is a paper suitable for submission to an academic professional journal. Our class meetings will be devoted to practicalities of doing research, writing up results, and publishing. Issues related to research design, interpretation, and writing, as these apply to the specific projects being worked on, will also be discussed. We

will read and discuss a series of exemplary journal articles (and book chapters) in order to analyze how different texts situates themselves with respect to past scholarship, and present the complexity of educational research (e.g., strengths and limitations). We will also host guest speakers that will share their writing process and their experience with the peer-review process (including reviewers and journal editors).

ITSF6902 Studies in International and Transcultural Studies

Advanced students may register for intensive individual study of some aspect of their concentration. Registration is only by permission of the instructor under whose guidance the work will be undertaken. Times for individual conferences will be arranged. Enrollment may be for 1 or more points each term, and registration is not limited to one or two terms.

ITSF6990 Studies in International and Comparative Educational

In each of the areas within the department, advanced students may register for intensive individual study of some aspect of their specialization. Registration is only by permission of the instructor under whose guidance the work will be undertaken. Times for individual conferences will be arranged. Enrollment may be for 1 or more points each term, and registration is not limited to one or two terms.

ITSF7500 Dissertation Seminar in International and Transcultural Studies

Permission required. Proposal writing. Required of doctoral students in the semester following successful completion of certification examinations.

ITSF8900 Dissertation Advisement in International and Transcultural Studies

Individual advisement on doctoral dissertations. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration for Ed.D./Ph.D. degrees.

Sustainability and Education

Program Description

Are you ready to become a leader at the intersection of environment, education, and equity? The Master of Arts in Sustainability & Education at Teachers College, Columbia University, is a first-of-its-kind Ivy League graduate program — and a leading online master's in sustainability — designed to equip educators, policy professionals, and organizational leaders to address pressing environmental and social challenges through education. This program centers learning as a lever for change, empowering you to use education to build a more just, sustainable world by advancing ecological integrity, social justice, and economic vitality.

Program Degrees

Expand the accordion(s) to view the degree requirements:

Sustainability and Education

M.A. | Points/Credits: 32 | Entry Terms: Summer

The master's in sustainability and education includes courses that help you develop an interdisciplinary understanding of the relationship between learning, environment, climate justice, and systems change. Each course is designed to equip you with practical knowledge and analytical skills across topics like environmental policy, climate literacy, health, food systems, curriculum development, and research methods. Your courses are built for immediate impact and prepare you for real-world sustainability education careers.

Specific courses include:

- Introduction to Environmental Sustainability Education
- Climate Change, Society, and Education
- Science in the Environment
- Environmental Health
- Nutritional Ecology
- Evidence for Change I: Introduction to Quantitative Methods
- Evidence for Change II: Introduction to Qualitative Methods
- Professional Seminar

Program Faculty

Faculty

- Pamela Ann Koch

  Mary Swartz Rose Associate Professor of Nutrition and Education

- Oren Pizmony-Levy

  Associate Professor of International and Comparative Education

- Sonali Rajan

  Professor of Health Promotion and Education

- Ann Rivet

  Associate Professor of Science Education

Program Courses

HBSS4161 Environmental Health

This course provides an introduction to the field of environmental health, while focusing upon those environmental factors that affect the health of communities - including biological, physical, and chemical factors. The relationship between the natural and built environments on human health are focused upon. In addition, the course incorporates the use of case studies and current peer-reviewed literature in the field of environmental health to promote knowledge acquisition. Health education curriculum and program development processes are incorporated into the course as well.

HBSV4013 Nutritional Ecology

This course tries to answer the question, “Is our current food system ecologically sustainable?” Nutrition and food are viewed from a global, ecological perspective. Topics include limits to growth, food and population problems, food product development and promotion, energy and food relationships, food safety, organic agriculture, biotechnology, and other topics

ITSF5034 Climate Change, Society, & Education

This course introduces students to the links between climate change, society, and education. Through assigned readings and materials, lectures, games, and field trips, we will examine different perspectives on climate change (climate science, social science, indigenous knowledge systems), the international architecture behind climate change education (CCE), best practices and their impact on teaching and learning in k-12 schools, the spread of climate information, misinformation and disinformation, and the recent emergence of the global youth movement advocating for climate justice. Our discussion will be based on a variety of literatures including theoretical texts, empirical research, and policy documents.

ITSF5433 Professional Seminar: Sustainability and Education

Graduate school is “professional school”, and part of your graduate training is to learn the practices of your chosen profession. This course focuses on professional and personal development for careers in the broad field of Environmental Sustainability Education (ESE). Through course activities and assignments, students will develop a rich “tool kit” (e.g., create CV and resume, develop five-year plan), reflect upon their identity as a practitioner, and build plans

for future success. The course will encourage students strongly to draw from their experience, using these experiences as a reservoir of issues to explore and to use when applying different tools and frameworks. This yearlong online professional seminar – also known as proseminar or prosem – is required of all students in the Sustainability and Education Program.

MSTC4043 Science in the environment

Exploration of environmental science from an earth physiology perspective. Focus on connections between contemporary environmental issues and environmental science concepts. A community study utilizing scientific inquiry procedures and applying pertinent environmental science concepts will be conducted.

Teachers College
COLUMBIA UNIVERSITY

Academic Catalog 2026-2027

Mathematics, Science & Technology

75 pages

Department Information

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Mathematics, Science and Technology

Department Mission

Programs in the Department of Mathematics, Science & Technology focus on issues in educational practice and related professions in mathematics, science and technology, including the relationships between these disciplines.

The world has been transformed by the achievements in the pure and applied disciplines grounded in mathematics, science and technology. Current reforms in education place increasing significance on wide public understanding of these three fields of human endeavor. Presently, a focus on Science, Technology, Engineering, and Math (STEM) and Science, Technology, Engineering, Arts, and Math (STEAM) in education shows the recognized importance of an interdisciplinary approach to help make these fields engaging and meaningful to students of all ages. The study of communication and technology in education is broadly based and enriched by cultural and historical wisdom that provides a scholarly perspective on the role of media and technology in society, particularly in educational subject areas. Within this unifying view, the Department of Mathematics, Science & Technology includes specialized degree programs to address the needs of professional practitioners in each area.

The Department incorporates academic Programs in three areas: Mathematics Education; Science Education; and Technology, Media, and Learning (TML).

The Mathematics Education and Science Education Programs include scholars who address the preparation of mathematics and science teachers and teacher educators. They focus particularly on supporting students in acquiring scientific and mathematical literacy to foster the future development of mathematics, science and technology; understanding environmental sciences, improved global stewardship of the environment, and the link between science and society; and using computers, computer modeling, and instrumentation in mathematics and science instruction. These scholars have extensive experience, both international- and U.S.-based, in their subject matter disciplines and in educational theory and practice. In addition, the Science Education Program offers a joint degree (DDS/MA) in collaboration with the College of Dental Medicine at Columbia University for medical practitioners who are planning to become professors of dental education.

The Program in Technology, Media and Learning (TML) provides a cluster of degree programs for students who seek to develop leadership capacities for the use of information and communication technologies in education across subject domains. The degree programs prepare candidates for leadership roles in integrating digital technologies into education and society and for entry into creative work in the educational uses of new media. TML doctoral degree programs develop scholars who use the social and human sciences to study how applications of advanced technologies in education act as social and historical forces, empowering educators to seek new solutions to established problems. Graduate study in TML is tightly integrated with design and implementation

projects situated in several externally funded centers and institutes at Teachers College and Columbia University. This Program is led by faculty with extensive international- and U.S.-based experience and also links the College to ongoing university initiatives in communication and information technologies worldwide. Faculty and students of this Program examine technology, as well as the role of computers and various media, in influencing communication in education and the assessment of educational performance in a wide variety of institutional settings. The Program includes areas such as literacy, teacher education, educational technology, the development of digital games, online learning, media and culture, instructional technology and media, and maker education.

While each Program has a unique focus and set of perspectives, the faculty members in the Department of Mathematics, Science & Technology share common scholarly perspectives, educational ideals, and a strong commitment to the improvement of society through excellence in the scholarly practice of educating professions and the enhancement of human potential.

Graduates who plan to work in a state other than New York, we recommend that you review the state's licensing board or teacher certification website for that state's qualifications. The Office of Teacher Education will complete any necessary forms or letters for out-of-state certification on the completion of approved teacher preparation programs at the College.

Technology, Media and Learning

Program Description

Technology, Media and Learning (TML) examines how digital technologies shape learning, culture, and society—and how we, in turn, can shape technology to support more equitable and meaningful learning.

Our interdisciplinary degree programs prepare students to engage critically and practically with emerging technologies across educational and cultural contexts. Students explore the social, historical, and political dimensions of media and technology, while also building the skills to design, implement, and assess learning technologies in both formal and informal settings.

We offer the following degree options:

Master of Arts (M.A.)

- **M.A. in Technology, Media & Learning**
  Students choose from three concentrations:
  - **Media, Culture & Society** (formerly *Communication and Education*):
    Examines how media and technologies influence culture, literacy, and learning. Draws from social sciences and critical theory to explore the role of media in shaping educational institutions and public discourse.
  - **Design of Learning Technologies** (formerly *Instructional Technology and Media*):
    Focuses on the design, development, and evaluation of learning tools and environments. Bridges pedagogy, cognitive science, and design to support innovation in educational technology.
  - **Design of Games for Learning** (formerly *Design and Development of Digital Games*):
    Prepares students to create and assess games that support learning and behavior change across formal and informal settings.
- **M.A. in Learning with Technology – Online** (formerly *Computing and Education*):
  A fully online program focused on integrating digital tools into teaching and learning. Combines flexibility with deep engagement in educational technology theory and practice.

Master of Education (Ed.M.)
A practice-oriented degree for educators and professionals seeking advanced training beyond the M.A. without the research emphasis of a doctorate.

- **Ed.M. in Media, Culture & Society**
  Focuses on the social, cultural, and political dimensions of media and technology in education. Emphasizes critical analysis and its application in educational practice, policy, and leadership.
- **Ed.M. in Design of Learning Technologies**
  Concentrates on the applied design of digital tools and systems for learning. Emphasizes instructional design, usability, and real-world implementation in a variety of educational settings.

Doctor of Education (Ed.D.)
A research-focused degree designed for scholars and practitioners interested in research and leadership in technology, media and learning.

- **Ed.D. in Media, Culture & Society**
  Emphasizes advanced research into the cultural and institutional impact of media and technology in education. Prepares students to lead scholarly and policy-focused work in educational media and communication.
- **Ed.D. in Design of Learning Technologies**
  Focuses on the study and design of digital learning environments through applied research. Prepares students to lead research-based innovation in instructional technology and design.

Doctor of Philosophy (Ph.D.)

- **Ph.D. in Technology, Media, and Learning -** New program, accepting internal transfers only for the 2026-2027 academic year.

Across all programs, students participate in coursework, research, fieldwork, and hands-on projects. Faculty-led labs and partnerships with schools, museums, nonprofits, and industry provide significant opportunities for applied work.

The TML program prepares students not just to adapt to technological change, but to help shape how learning evolves in a rapidly shifting media landscape.

Program Degrees

Expand the accordion(s) to view the degree requirements:

Technology, Media and Learning

M.A. | Points/Credits: 32 | Entry Terms: Fall

The Technology, Media and Learning program (hereafter, TML) focuses on creating, designing, implementing, and researching novel technology-rich learning environments to transform formal and informal education. Throughout their studies, students will attend closely to both technical artifacts and the broader cognitive, social, and cultural dynamics that influence learning, teaching, and reasoning in complex real world settings. The program has 3 distinct concentrations (all face-to-face), as described below:

- **Media, Culture, & Society** *(formerly, Communication and Education)* relies primarily on social science inquiry to understand, interpret, and shape how information and communication technologies influence culture and education.
- **Design of Learning Technologies** *(formerly, Instructional Technology and Media)* concentrates on the creation and application of innovative technologies, guided by a research tradition grounded in pedagogy and cognitive science, in order to make new media work as powerful tools for study and teaching.
- **Design of Games for Learning** *(formerly, Design and Development of Digital Games)* prepares students to design, develop, implement and evaluate games and closely related technologies (such as mobile apps, interactive media, virtual and augmented reality) for learning and social impact in both formal and informal educational settings.

Requirements

M.A. students must take coursework totaling at least 32 points. The three concentrations share some common requirements such as the Core Seminar, Foundational Knowledge, Breadth Requirement, and Integrative Project. Each concentration then has its own set of additional required courses and electives tailored to the specific focus area.

Common required courses across all concentrations:

- MSTU 4000 - Core Seminar (1 point)
- Foundational Knowledge (9 points minimum, at least three areas must be represented):
  - Cognitive Issues and Technology:
    - MSTU 4133 - Cognition and Computers
    - MSTU 4088 - Introduction to Learning Sciences and Educational Technology
  - Social Issues and Technology:
    - MSTU 4005 - Equity, Ethical, and Social Issues in Educational Technology
    - MSTU 4020 - Social and Communicative Aspects of the Internet

        - Cultural Issues and Technology:
            - MSTU 4028 - Technology and Culture
            - MSTU 5002 - Culture, Media, and Education
        - Educational Practice and Design:
            - MSTU 4001 - Technology and School Change
            - MSTU 4050 - Online Schools and Online Schooling K-12
            - MSTU 4083 - Instructional Design of Educational Technology
    - MSTU 4900 - Integrative Project Seminar (0 or 1 point)

Concentration-specific required courses:

For Media, Culture, & Society:

- MSTU 4016 - The History of Communication
    - 13 points additional MSTU courses

For Design of Learning Technologies:

- MSTU 4083 - Instructional Design of Educational Technology (counts toward Foundational Knowledge area)
- Two programming courses (e.g., MSTU 5003 and 5013 - Theory and Programming of Interactive Media I & II)
    - 10 points of additional MSTU courses

For Design of Games for Learning:

- 6 points selected from any three programming courses, e.g.:
    - MSTU 5003: Theory and Programming of Interactive Media I
    - MSTU 5013: Theory and Programming of Interactive Media II
    - MSTU 5007: Development of XR and Games
    - other programming courses approved by advisor
- 9 points from game design and development courses:
    - MSTU 4039 - Game Design Fundamentals: Theory and Practice of Game Design
    - MSTU 4040 - Mobile Learning
    - MSTU 5000 - Virtual, Augmented, Mixed Reality and Games as Learning Tools
    - MSTU 5015 - Research/Programming in Serious Games

- MSTU 6000 - Advanced Design of Educational Games
- 1-3 points of additional MSTU courses

Breadth requirement: Students must complete a minimum of 6 points at Teachers College outside of the TML Program.

Integrative Project: Students must complete an integrated project in their final semester, while taking MSTU 4900 - Integrative Project Seminar.

Integrative M.A. Project

Candidates for the M.A. degree are expected to culminate their work with an integrative project. Projects vary but share the common following features:

- Empirically based and grounded in the research literature
- Address a problem or phenomenon of the student's interest and area of study
- Provide a solution to the problem.

Some examples include:

- Design of new learning technologies and media-driven experiences
- Development of new models, curriculum, and/or lessons integrating technology
- A thesis or case study analysis of a trend in the field of learning technology

Specifics of the integrative project are determined through discussions with the students' advisors. In addition, because experientially-grounded learning is invaluable preparation for professional practice, students are strongly advised to take fieldwork or internships as an integral part of their master's program.

For students completing only the M.A. degree program, this project should be related to their career goals and should provide tangible evidence of their skills and strengths.

Important Note: If you entered Teachers College prior to 2026-2027 and you are completing the MA in Communication and Education, Instructional Technology and Media, or Design and Development of Digital Games, please find your degree requirements under the corresponding legacy program in the catalog.

Learning with Technology (Online)

M.A. | Points/Credits: 32 | Entry Terms: Spring, Summer, Fall

The M.A. program in Learning with Technology (formerly called Computing in Education), is a 32-point program where all courses needed to complete the degree are offered online. It provides a broad foundational view of technology as it relates to learning from cognitive, social, cultural, and applied perspectives. It also provides a deeper view of specific issues around different genres of technology, theories, and practice.

Students in this program come from a variety of different backgrounds crossing international and cultural borders. Students represent an array of professions, including educational institutions, industry, and non-traditional histories. Many students in this program work full-time and take 1-2 courses a term (part-time) enjoying the flexibility available to complete the requirements. Students of the program have successfully gone on to a variety of roles upon graduation including (but not limited to) working in and with K-12 institutions as teachers, specialists, and leaders, as well as industry positions such as designing instructional and learning experiences. Whether you enter with formal, informal, or non-traditional education/learning related expertise, this program hones one's understanding of how to approach learning with technology, to solve some of the most pressing issues of today.

The experiences of online coursework in the Learning with Technology program are as diverse as the issues explored. Courses are designed by each professor with learning as the driving objective. Students will experience coursework in a variety of formats (e.g. discussion forums, video conferences, real-time chats, blended experiences, etc.) Many courses are project-based, collaborative, with rich and intimate opportunities to interact and engage both with one's peers and professors. Online students participate in the same courses as their face-to-face counterparts/peers and are welcome to enroll in traditional on-site, face-to-face classes if opportunities permit.

Requirements

Core Requirement: One programming course must be taken. (3 points)

- MSTU 5003 Theory and Programming of Interactive Media I

Foundational Knowledge: At least three areas must be represented. (9 points, minimum)

- Cognitive Issues and Technology
  - MSTU 4133 Cognition and Computers
  - MSTU 4088 Introduction to Learning Sciences and Educational Technology
- Social Issues and Technology
  - MSTU 4005 Equity, Ethical, and Social Issues in Educational Technology
  - MSTU 4020 Social and Communicative Aspects of the Internet
- Cultural Issues and Technology
  - MSTU 4028 Technology and Culture
  - MSTU 5002 Culture, Media, and Education

- Educational Practice and Design
  - MSTU 4001 Technology and School Change
  - MSTU 4050 Online Schools and Online Schooling K-12
  - MSTU 4083 Instructional Design of Educational Technology

Breadth Requirement: (6-9 points)

All students must complete a minimum of 6 points at Teachers College outside of the Learning with Technology Program (that is, courses with a prefix other than MSTU).

Additional Requirements: for M.A. students in Computing in Education (TECD)

- At least 11-14 points of MSTU courses or other courses with the faculty advisor's approval. In particular, M.A. students in the former Computing in Education - Online M.A. degree program through the completely online option have a slightly more constrained set of courses available to meet program requirements and should work closely with their respective advisor.

Program formerly titled Computing in Education

Technology Specialist K-12

M.A. | Points/Credits: 32 | Entry Terms: Spring, Summer, Fall | Certification: NY State Initial: K-12 Ed. Technology Specialist

Educational Technology Specialist K-12 Certification: For Non-Certified Teachers (TETS-INIT)

This Master of Arts degree program leads to an initial K-12 teaching certificate in New York State as an Educational Technology Specialist. This degree program is designed for individuals who do not hold any current New York State teaching certifications. Candidates are prepared to take on a variety of roles in schools, including but not limited to: coaching and supporting K-12 teachers in the design and implementation of technology-related curriculum and projects, designing and leading professional development sessions, working directly with students in STEM or STEAM Labs, as well as supporting schools in developing and implementing classes related to coding and computational thinking. Completing the program requires 32 points, and involves two semesters fieldwork/observation (a year-long total of 100 hours) and student teaching (a year-long total of at least 70 days of student teaching.

Master of Arts (32 points required)

The M.A. degree program for Educational Technology Specialist K-12 Certification: TETS Track, is a 32-point program. There are two tracks for the overall degree program: one for students who hold an existing New York teaching certification and one for students who do not. The TETS track is for those who do not hold any current teaching certifications. Students in this track come from a variety of backgrounds. Some may be career changers seeking to work with technology in schools and others may have teaching experience but no teacher certification. This M.A. degree program provides classroom experience: students complete two semesters of "practica," one spent in elementary classrooms (K-6) and the other spent in secondary grades (7-12).

The program follows the International Standards for Technology Education (ISTE) Standards for Coaches and offers courses related to teaching and learning with technology through different perspectives: cognitive, social, cultural, and applied practice. Students are also encouraged to take courses related to the learning sciences, educational policy, and use of assistive technologies in special education. Each student's program is different, depending upon students' professional goals and interests. Students attend most courses face-to-face, but some of the courses are offered online.

Students can complete the degree program full-time in two years but have the option to attend part-time, as many students work during the day. In the second year, students register for a year-long "practica". Completing the program requires 32 points, and involves two semesters fieldwork/observation (a year-long total of 100 hours) and student teaching (a year-long total of at least 70 days of student teaching. Students are strongly encouraged to make themselves available full-time for student teaching. Additional information regarding student teaching requirements are below.

Students must take coursework totaling 32 points. The following are required:

Required Courses (15 points)

- Cognitive Issues and Technology (choose one of two)
  - MSTU 4133 Cognition and Computers
  - MSTU 4088 Introduction to Educational Technology and the Learning Sciences
- Social Issues and Technology
  - MSTU 4005 Equity, Ethical, and Social Issues in Educational Technology
- Educational Practice and Design
  - MSTU 4001 Technology and School Change
  - MSTU 4029 Managing Educational Technology Resources
- Programming Course (3 points)
  - MSTU 5013 Theory and Programming of Interactive Media: Lab

Required Courses Outside of Department (9 points)

- Special Education (must choose one for 3 points)
  - HBSE 4000 Introduction to Special Education
  - HBSE 4005 Computer Applications in Special Education
- Curriculum Design
  - C&T 4052 Designing Curriculum and Instruction
- Human Development (choose one for 3 points)
  - HUDK 4022 Developmental Psychology: Childhood
  - HUDK 4029 Cognition and Learning

Required Practica (3 points)

- MSTU 4700 Student Teaching Practicum in Educational Technology (year-long course)

Electives (5 points)

Recommended electives include:

- Psychology of Media
- Psychology of Children's Television

All elective courses must be approved in consultation with the faculty program advisor. Weekend workshops and skills courses do not meet this requirement.

Breadth Requirement: (6 points, minimum)

All students must complete a minimum of 6 points at Teachers College outside of the Technology, Media and Learning Program (that is, courses with a prefix other than MSTU). Typically, this requirement is already met when taking required courses outside of the department (see above).

Student Teaching and Fieldwork Requirements:

Students are required to complete a year-long practicum (MSTU 4700) which includes fieldwork and student teaching. Practicum in the fall semesters focus on elementary student teaching (grades K-6), and practicum in the spring semesters focus on secondary student teaching (grades 7-12). Each practicum consists of at least 50 hours of observation and at least 100 hours (or 35 days) of student teaching, for a year-long total of at least 100 hours of fieldwork and at least 70 days of student teaching across the two semesters.

Fieldwork consists of observing a variety of activities relating to the role of an Educational Technology Specialist: observing students at work using technology, observing technology coordinators providing support to teachers, and observing technology-related professional development sessions. Students may also observe technology integrators planning with teachers, facilitating the use of a makerspace or teaching coding and computational thinking.

Student Teaching placements will, for the most part, occur in local schools that partner with our Program. Cooperating teachers may be technology coaches, technology integrators, directors of technology, or tech-savvy classroom teachers. Students already working full-time in the role of an Educational Technology Specialist, who would like to use their employment to fulfill student teaching requirements, must receive approval under guidelines set forth by the College and the Office of Teacher Education.

Additional Requirements for Certification:

Students may obtain the Educational Technology Specialist K-12 Certification by fulfilling New York State Education Department (NYSED) teacher certification requirements:

- Successful completion of MA degree program leading to Educational Technology Specialist K-12 Certification
- Pass the NYSTCE Educating All Students Test (EAS)
- Pass the NYSTCE Content Speciality Test (CST - Educational Technology Specialist)
- Complete three workshops: 1) child abuse and identification reporting; 2) school violence prevention and intervention; and 3) Dignity for All Students Act (DASA)

- Fulfilling Liberal Arts and Sciences Requirement (required for graduation and NYS certification)

Transcripts will be reviewed as part of the admissions process. When the M.A. degree is awarded; file an Institutional Recommendation Data Form with the Office of Teacher Education.

Requirements for NYS certification are subject to change. Please check the Office of Teacher Education and NYSED website for additional information.

Integrative M.A. Project

Candidates for the M.A. degree will prepare a final integrative project. The project may vary considerably from candidate to candidate, depending on her or his particular interests. In general, all projects will share these characteristics:

- They will be deeply informed by readings and research done throughout the program.
- They will be informed by candidates' reflections on their experiences during the program, and what they have learned about students' use of, and learning with, technologies.
- They will focus on some aspect of planning for the future, and in this way advance the field by contributing candidates' ideas on how the use of technology in schools may be improved.
- They will address the problems and issues involved in using technology fairly and equitably to advance the learning of all children.

Technology Specialist for Teachers

M.A. | Points/Credits: 32 | Entry Terms: Spring, Summer, Fall | Certification: NY State Initial: K-12 Ed. Technology Specialist

Educational Technology Specialist K-12 Certification: For Certified Teachers (TETT-INIT)

The M.A. degree program for Educational Technology Specialist K-12 Certification: TETT Track, is a 32-point program. There are two tracks for the overall degree program: one for students who hold an existing New York State teaching certification and one for students who do not (TETS). The TETT track is designed for certified teachers and places more emphasis on leadership and research as it relates to the use of technology in schools. Candidates are prepared to take on a variety of roles in schools, including but not limited to: individuals who want to work with technology in the classroom, technology coaches who support K-12 teachers in the design and implementation of technology-related curriculum and projects, technology directors, and professional developers. Some candidates also return to teaching positions where they work directly with students in Science, Technology, Engineering, Math (STEM) or Science, Technology, Engineering, Arts, Math (STEAM) Labs, and also support schools in developing and implementing classes related to coding and computational thinking. Completing the program requires 32 points, as well as 50 hours of fieldwork/observation and 100 hours (or 20 days) of student teaching.

Master of Arts (32 points required)

The M.A. degree program for Educational Technology Specialist K-12 Certification: TETT Track for certified teachers is a 32-point program. There are two tracks for this program, depending upon if the student holds an existing teaching certification. This specific track (TETT) is designed for individuals who hold a current teaching certification. Students in this track enter at various points in their teaching career. Some hold initial certification in a different content area (such as mathematics or history) and complete the program to obtain professional certification in their first content area while also adding an initial certificate as an Educational Technology Specialist. Others are veteran teachers holding professional certification in a different content area and are seeking an additional certificate to teach courses related to technology or eventually become technology leaders. This M.A. degree program requires students to complete a year-long practica, with at least 50 hours of observation and at least 100 hours of student teaching. Credit for student teaching can be earned while teaching in one's current position under certain circumstances and can be discussed with the program advisor.

The program follows the International Society for Technology Education (ISTE) Standards for Coaches and offers courses related to teaching and learning with technology through different perspectives: cognitive, social, cultural and applied practice. Each student's program is different, depending upon students' professional goals and interests. Students are encouraged to take courses related to the learning sciences, leadership and educational policy, staff development, and the use of assistive technologies. Students attend most courses face-to-face, but some of the courses are offered online.

Students can complete the degree program full-time in two years but have the option to attend part-time, as many of the students teach full-time during the day. Students register for a year-long practica for 3 points in the second year of the program. Over the course of the second year, students complete 50 hours of observation in schools, in addition to a minimum of 20 days (or 100 hours) of student teaching. Students in this track typically complete student teaching on a part-time schedule. Additional information regarding student teaching requirements are below.

Students must take coursework totaling 32 points. The following are required:

Required Courses (12 points)

- **Social Issues and Technology**
  - MSTU 4005 Equity, Ethical, and Social Issues in Educational Technology
- **Educational Practice and Design**
  - MSTU 4001 Technology and School Change
  - MSTU 4029 Managing Educational Technology Resources
- **Policy and Leadership**
  - MSTU 5033 Educational Technology Policy: Challenges & Opportunities

Additional Core Courses (choose two courses for 6 points)

- MSTU 4020 The Social Internet
- MSTU 4049 Technologies and Literacies
- MSTU 4050 Online Schools and Online Schooling K-12
- MSTU 4083 Instructional Design of Educational Technology

- MSTU 4133 Cognition and Computers
- MSTU 5002 Culture, Media, and Education

Required Courses Outside of Department (8 points)

- **Special Education (must choose one for 3 points)**
  - HBSE 4000 Introduction to Special Education
  - HBSE 4005 Computer Applications in Special Education
  - C&T 4001 Inclusive Instructional Approaches for Diverse Learners
- **Human Development (must choose one)**
  - HUDK 4022 Developmental Psychology: Childhood
  - HUDK 4029 Cognition and Learning
- *Remaining credits can be addressed from the following list:*
  - C&T 4052 Designing Curriculum and Instruction
  - HUDK 5035 Psychology of Media
  - HUDK 5037 Psychology of Children's Television

Required Practica (3 points)

- MSTU 4700 Student Teaching Practicum in Educational Technology (year-long course))

Electives

- MSTU 5001 Assessing the Impact of Technology
- MSTU 5025 Researching Technology in Educational Environments

Breadth Requirement: (6 points, minimum)

All students must complete a minimum of 6 points at Teachers College outside of the Technology, Media and Learning Program (that is, courses with a prefix other than MSTU). This requirement is typically already met when taking required courses outside of the department (see above).

Student Teaching and Fieldwork Requirements:

Students are required to complete a year-long practicum for 3 points (MSTU 4700). Practicum in the fall semesters focus on elementary grades (grades K-6), and practicum in the spring semesters focus on secondary grades (grades 7-12). The program requires at least 50 hours of observation and at least 100 hours (or 20 days) of student teaching across two semesters. The grade level of the student's current teaching certification will determine which grade the student will be placed in for student teaching. For example, if the student currently holds an initial teaching certificate for a secondary content area, the student will be placed in an elementary setting for student teaching as the Educational Technology Specialist certificate covers grades K-12.

Fieldwork consists of observing a variety of activities relating to the role of an Educational Technology Specialist: observing technology coordinators and directors provide support to teachers, observing students at work using technology, and observing technology-related professional development workshops. Students may also observe technology integrators planning with teachers, facilitating the use of a makerspace or teaching coding and computational thinking.

Student teaching placements will, for the most part, occur in local schools that are our Program's partners. Cooperating teachers may be technology coaches, technology integrators, directors of technology, or tech-savvy classroom teachers. Students already working full-time in the role of an Educational Technology Specialist who would like to use their employment to fulfill student teaching requirements, must receive approval under guidelines set forth by the College and the Office of Teacher Education. Depending upon availability, summer student teaching placements may also be arranged in consultation with the program advisor.

Additional Requirements for Certification:

Students may obtain the Educational Technology Specialist K-12 Certification by fulfilling New York State Education Department (NYSED) teacher certification requirements, many of which may already be fulfilled from holding an existing teacher certification:

- Successful completion of MA degree program leading to NYSED Educational Technology Specialist K-12 Certification
- Pass the NYSTCE Educating All Students Test (EAS)
- Pass the NYSTCE Content Speciality Test (CST - Educational Technology Specialist)
- Complete three workshops: 1) child abuse and identification reporting; 2) school violence prevention and intervention; and 3) Dignity for All Students Act (DASA)
- Fulfilling Liberal Arts and Sciences Requirement (required for graduation and NYS certification)

Transcripts will be reviewed as part of the admissions process. When the M.A. degree is awarded; file an Institutional Recommendation Data Form with the Office of Teacher Education.

Requirements for NYS certification are subject to change, please check the Office of Teacher Education and NYSED website for additional information.

Integrative M.A. Project

Candidates for the M.A. degree will prepare a final integrative project. The project may vary considerably from candidate to candidate, depending on her or his particular interests. In general, all projects will share these characteristics:

- They will be deeply informed by readings and research done throughout the program.
- They will be informed by candidates' reflections on their experiences during the program, and what they have learned about students' use of and learning with technologies.
- They will focus on some aspect of planning for the future, and in this way advance the field by contributing candidates' ideas on how the use of technology in schools may be improved.

- They will address the problems and issues involved in using technology fairly and equitably to advance the learning of all children.

Design of Learning Technologies

Ed.M. | Points/Credits: 60 | Entry Terms: Fall

The Design of Learning Technologies degree programs focus on how technology design intersects with culture, social interaction, and learning. Courses provide extensive exposure to theories of cognition and design, applications of these theories in practice, and deep dives into methodologies used to study designed learning environments.

Students will encounter a wide range of cognitive, social, and design theories, and are encouraged to consider the power, equity, and ethical implications of context and culture in their application across learning spaces and environments. In this degree program, students will have the opportunity to design and study existing and emerging technologies such as artificial intelligence, virtual and augmented reality, the design of toys and digital games, maker education and digital fabrication, and robotics and social pedagogical agents.

Students graduating from the Ed.M. program in Design of Learning Technologies have pursued a wide variety of career paths, in accordance with their goals and interests. Some of these include:

- Faculty, teaching, and research positions in higher education;
- Administrative and teaching positions in elementary, middle, and high schools;
- Creating educational technology startups and joining established industry leaders such as PBS, Nickelodeon, Google, Amazon, Sesame Workshop;
- Research and design positions in informal learning contexts such as museums and non-profit organizations to leverage new media technologies in effective and empowering ways;
- Research positions and design of technology-based training in corporations;
- Conducting formative and evaluative research on the use of media in/for learning, both within classrooms and beyond;
- Designing and implementing innovations in the use of new media for educational, social or civic purposes; or
- Working in government or nonprofit settings to shape the conversation and policy around new media and learning through research and policy work.

Participants in all our program areas share a basic conviction that good design in educative matters starts with careful attention to the needs and characteristics of the individuals that the design will serve. For example, the ability to understand the individual through empirical research and empathic engagement will make the design of instructional technology not only technically proficient but educationally valuable as well. In all, this attention to the

individual in society and culture defines the technological humanism we seek through all components of the programs in the Technology, Media and Learning program—a humanism that combines the use of sophisticated technology with humane commitments for guiding purposes.

The Ed.M. degree requires 60 points, typically completed over two years of full-time study. It can serve as a step toward doctoral work or as a stand-alone credential for professionals who already hold a master's degree. Students may transfer up to 30 points of graduate credit from other institutions.

Those with an M.A. in TML or a similar program should choose advanced courses to deepen their expertise. Students transferring credits from other fields should include TML core courses in their plan of study.

In addition to completing the minimum course requirements and developing a skill specialization, candidates for the Ed.M. degree culminate their work through a research or development project submitted to the faculty.

Core Requirement: (1 point)

- MSTU 4000 is a requirement for 1 credit in the first semester of study.
- MSTU 4900 IP Seminar is a requirement for 0 credits in the last semester of study.

Foundational Knowledge: At least three areas must be represented. (9 points)

- Cognitive Issues and Technology
  - MSTU 4133 Cognition and Computers
  - MSTU 4088 Introduction to Learning Sciences and Educational Technology
- Social Issues and Technology
  - MSTU 4005 Equity, Ethical, and Social Issues in Educational Technology
  - MSTU 4020 Social and Communicative Aspects of the Internet
- Cultural Issues and Technology
  - MSTU 4028 Technology and Culture
  - MSTU 5002 Culture, Media, and Education
- Educational Practice and Design
  - MSTU 4001 Technology and School Change
  - MSTU 4050 Online Schools and Online Schooling K-12
  - MSTU 4083 Instructional Design of Educational Technology

Research Methods and Design: (3 points)

Students must complete one research method or research design course offered either in or outside the CMLTD program. Suggested courses include the following:

- HUDM 4122 Probability and Statistical Inference
- ITSF 5000 Methods of inquiry: Ethnography and Participant Observation
- MSTU 5025 Researching Technology in Educational Environments

- MSTU 5001 Assessing the Impact of Technology In Schools

Breadth Requirement: (6 points)

All students must complete 6 points at Teachers College outside of the Technology, Media and Learning program.

Additional Requirements: for Ed.M. students in Design of Learning Technologies

- Two programming courses must be taken. This requirement can be met by taking the two-course Interactive Media programming sequence: MSTU 5003 and 5013 Theory and Programming of Interactive Media I & II
- 5 points of additional MSTU courses
- Other courses chosen in consultation with an advisor

Integrative Ed.M. Project

The Integrative Ed.M. Project is a research or development project that should result from independent effort equivalent to that of a 3-point course. Like the M.A. integrative project, it should provide tangible evidence of a student's skills and strengths and should represent the student's interests, as well as display the specialized skills developed for the degree.

Program formerly titled "Instructional Technology and Media"

Media, Culture and Society

Ed.M. | Points/Credits: 60 | Entry Terms: Fall

The Media, Culture & Society degree programs explore the evolving relationship between communication, media, and education in a digital world. Shaped by emerging technologies, social platforms, and new forms of representation, the field of communication is in constant flux—and this program equips students to engage critically with its impact on education and culture.

Grounded in interdisciplinary theory and social science inquiry, the program examines how media and communication technologies shape cultural practices, educational institutions, and social systems. Areas of emphasis include literacy, social justice, youth development, and teacher education.

The program embraces a broad range of research methods—both qualitative and quantitative—to examine the intersections of communication and education across diverse contexts. It asks: How does education, including schooling and other social systems, transform under the influence of emerging media?

Students are encouraged to:

- Reflect on the historical, cultural, and social impact of a wide range of media;
- Leverage research methods and inquiry frameworks to understand how communication and media practices shape learning;

- Attend closely to both technological tools and human activity, considering how different modes of communication influence the meanings we construct and convey—especially through the diverse digital forms available today.

Graduates of the Ed.M. in Media, Culture & Society pursue a range of careers, including:

- Faculty and research positions in higher education
- Leadership roles in museums, schools, and nonprofits focused on media and learning
- Research and evaluation in educational media and technology
- Design and implementation of media-based learning and civic engagement initiatives
- Policy and advocacy work in government or NGOs

The Ed.M. degree requires 60 points, typically completed over two years of full-time study. It can serve as a step toward doctoral work or as a stand-alone credential for professionals who already hold a master's degree. Students may transfer up to 30 points of graduate credit from other institutions.

Those with an M.A. in TML or a similar program should choose advanced courses to deepen their expertise. Students transferring credits from other fields should include TML core courses in their plan of study.

In addition to completing the minimum course requirements and developing a skill specialization, candidates for the Ed.M. degree culminate their work through a research or development project submitted to the faculty.

Requirements

Core Requirement: (1 point)

- MSTU 4000 is a requirement for 1 credit in the first semester of study.
- MSTU 4900 IP Seminar is a requirement for 0 credits in the last semester of study.

Foundational Knowledge: At least three areas must be represented. (9 points)

- Cognitive Issues and Technology
  - MSTU 4133 Cognition and Computers
  - MSTU 4088 Introduction to Learning Sciences and Educational Technology
- Social Issues and Technology
  - MSTU 4005 Equity, Ethical, and Social Issues in Educational Technology
  - MSTU 4020 Social and Communicative Aspects of the Internet
- Cultural Issues and Technology
  - MSTU 4028 Technology and Culture
  - MSTU 5002 Culture, Media, and Education
- Educational Practice and Design
- MSTU 4001 Technology and School Change

- MSTU 4050 Online Schools and Online Schooling K-12
- MSTU 4083 Instructional Design of Educational Technology

Research Methods and Design: (3 points)

Students must complete one research method or research design course offered either in or outside the CMLTD program. Suggested courses include the following:

- HUDM 4122 Probability and Statistical Inference
- ITSF 5000 Methods of inquiry: Ethnography and Participant Observation
- MSTU 5025 Researching Technology in Educational Environments
- MSTU 5001 Assessing the Impact of Technology In Schools

Breadth Requirement: (6 points)

All students must complete 6 points at Teachers College outside of the Communication, Media and Learning Technologies Design Program (that is, courses with a prefix other than MSTU). Suggested: HUDM 4120 Basic concepts in statistics; ITSF 5000 Methods of inquiry-Ethnography and participant observation; and/or other basic research/inquiry courses without an MSTU prefix.

Additional Requirements: for Ed.M. students in Communication and Education (TECM)

- MSTU 4016 The History of Communication
- MSTU 5606 Theoretical Approaches to Communication and Culture
- 35 points of additional MSTU courses
- Other courses chosen in consultation with an advisor

Integrative Ed.M. Project

The Integrative Ed.M. Project is a research or development project that should result from independent effort equivalent to that of a 3-point course. Like the M.A. integrative project, it should provide tangible evidence of a student's skills and strengths and should represent the student's interests, as well as display the specialized skills developed for the degree.

Program formerly titled Communication and Education

Technology, Media and Learning

Ph.D. | Points/Credits: 75 | Entry Terms: Fall

Internal transfers only for the 2026-2027 academic year.

The **75 credit** PhD in Technology, Media, and Learning prepares scholars to conduct research on how technological innovations shape learning environments and processes. Through advanced coursework, research apprenticeships, and independent investigation, students develop theoretical expertise while mastering both quantitative and qualitative research methods. The program emphasizes theoretical development, methodological rigor, and original contributions to knowledge about thinking and learning in complex techno-social systems. Graduates emerge prepared to lead research initiatives in academic, industry, and policy contexts. The PhD requires a minimum of 75 points, including up to 30 transfer credits accepted from previous graduate work.

Program Requirements

REQUIRED FOR ALL (Minimum 16 credits)

- **MSTU 5025:** Researching Technology in Educational Environments (3 credits)
- **MSTU 6600:** Doctoral Colloquium (3 credits)
- **MSTU 6601:** Doctoral Colloquium (3 credits)
- **MSTU 6602:** Doctoral Colloquium (3 credits)
- **MSTU 6603:** Doctoral Colloquium (3 credits)
- **MSTU 7501:** Dissertation Proposal Seminar (1 credit)
- **MSTU 8900:** Dissertation Advisement (0 credits)
- **TI 8900:** PhD Dissertation Defense (0 credits)

SELECTIVE COURSES: Foundational Knowledge (Minimum 15 credits)

Students must take one course from each foundational area (at least 3 must be 5000-level and up).

- **Cognitive Theory and Technology**
  - MSTU 4088: Introduction to the Learning Sciences and Educational Technology (3 credits)
  - MSTU 5035: Technology and Metacognition (3 credits)
- **Social Theory and Technology**
  - MSTU 4005: Equity, Ethical, and Social Issues in Educational Technology (3 credits)
  - MSTU 4016: The History of Communication (3 credits)
  - MSTU 5010: Boundaries and Theories of Learning with Technological Artifacts (3 credits)
  - MSTU 5020: Computer-Mediated Communication (3 credits)
- **Cultural Theory and Technology**
  - MSTU 4028: Technology & Culture (3 credits)
  - MSTU 5002: Culture, Media, and Education (3 credits)
  - MSTU 5004: Digital Geographies and Virtual Spaces (3 credits)
  - MSTU 5606: Theoretical Approaches to Communication and Culture (3 credits)

- **Technology and Educational Change**
  - MSTU 4083: Instructional Design of Educational Technology (3 credits)
  - MSTU 5001: Assessing the Impact of Technology in Schools (3 credits)
  - MSTU 5515: New Media Teaching and Learning (3 credits)
- **Design as Inquiry: Theory and Practice**
  - MSTU 5027: Tools and Toys for Knowledge Construction (3 credits)
  - MSTU 5180: Beyond Bits and Atoms (3 credits)
  - MSTU 5181: Beyond Bits and Atoms Lab (1-3 credits)
  - MSTU 5003: Theory and Programming of Interactive Media (3 credits)

SELECTIVE COURSES: Research Methods (Minimum 12 credits)

- MSTU 6100: Digital Research Methods (3 credits)
- MSTU 6532: Seminar in Communication, Media, and Learning Technologies Design (3 credits)
- C&T 6011: Introduction to Qualitative Research in Curriculum and Teaching (3 credits)
- ITSF 5000: Methods of Inquiry: Ethnography and Participant Observation (3 credits)
- ITSF 5009: Social Network Analysis (3 credits)
- HUDK 4050: Core Methods in Educational Data Mining (3 credits)
- HUDM 4122: Probability and statistical inference (3 credits)
- HUDM 5122: Applied Regression Analysis (3 credits)
- HUDM 5123: Linear models and experimental design (3 credits)
- *Other courses at Teachers College or Columbia University chosen in consultation with advisor*

ELECTIVE COURSES (Minimum 15 credits)

- MSTU 5000: Virtual Reality, Augmented Reality, Mixed Reality, and Games as Learning Tools (3 credits)
- MSTU 5013: Theory and Programming of Interactive Media: Part II (3 credits)
- MSTU 5015: Research in Serious Games (3 credits)
- MSTU 5029: Technology Leadership and Schools (3 credits)
- MSTU 6000: Advanced Design of Educational Games (3 credits)
- MSTU 6901: Research and Independent Study in Communication, Computing, and Technology in Education (3 credits)
- *Other courses at Teachers College or Columbia University chosen in consultation with advisor*

Design of Learning Technologies

Ed.D. | Points/Credits: 75 | Entry Terms: Fall

The Ed.D. in Design of Learning Technologies focuses on how technology design intersects with culture, social interaction, and learning. Courses provide extensive exposure to theories of cognition and design, applications of these theories in practice, and deep dives into methodologies used to study designed learning environments.

Students will encounter a wide range of cognitive, social, and design theories, and are encouraged to consider the power, equity, and ethical implications of context and culture in their application across learning spaces and environments. In this degree program, students will have the opportunity to design and study existing and emerging technologies such as artificial intelligence, virtual and augmented reality, the design of toys and digital games, maker education and digital fabrication, and robotics and social pedagogical agents.

Students graduating from the Ed.D. program in Design of Learning Technologies have pursued a wide variety of career paths, in accordance with their goals and interests. Some of these include:

- Faculty, teaching, and research positions in higher education;
- Administrative and teaching positions in elementary, middle, and high schools;
- Creating educational technology startups and joining established industry leaders such as PBS, Nickelodeon, Google, Amazon, Sesame Workshop;
- Research and design positions in informal learning contexts such as museums and non-profit organizations to leverage new media technologies in effective and empowering ways;
- Research positions and design of technology-based training in corporations;
- Conducting formative and evaluative research on the use of media in/for learning, both within classrooms and beyond;
- Designing and implementing innovations in the use of new media for educational, social or civic purposes; or
- Working in government or nonprofit settings to shape the conversation and policy around new media and learning through research and policy work.

Participants in all our program areas share a basic conviction that good design in educative matters starts with careful attention to the needs and characteristics of the individuals that the design will serve. For example, the ability to understand the individual through empirical research and empathic engagement will make the design of instructional technology not only technically proficient but educationally valuable as well. In all, this attention to the individual in society and culture defines the technological humanism we seek through all components of the programs in the Technology, Media and Learning program—a humanism that combines the use of sophisticated technology with humane commitments for guiding purposes.

This is a 75-point doctoral program. Students work closely with faculty advisors to develop a coherent plan of study aligned with their research and professional goals. In addition to coursework, students are expected to demonstrate methodological expertise and theoretical grounding; participate in the wider research community through publications and presentations; and develop and carry out a dissertation that contributes original knowledge to the field.

Formal requirements for the Ed.D. degree are detailed in the Requirements for the Degree of Doctor of Education, which can be obtained from the Teachers College Office of Doctoral Studies (ODS).

Requirements

Doctoral Colloquium: MSTU 6600 (12 points)

Taken for 3 points per year by all doctoral students in years 1-4

Foundational Knowledge (12 points)

Students can choose 1 course from each area. All four areas must be represented.

- Cognitive Issues and Technology
  - MSTU 4133 Cognition and Computers
  - MSTU 4088 Introduction to Learning Sciences and Educational Technology
  - MSTU 5035 Technology and Metacognition
- Social Issues and Technology
  - MSTU 4005 Equity, Ethical, and Social Issues in Educational Technology
  - MSTU 4016 The History of Communication
  - MSTU 4020 Social and Communicative Aspects of the Internet
- Cultural Issues and Technology
  - MSTU 4028 Technology and Culture
  - MSTU 5002 Culture, Media, and Education
  - MSTU 5606 Theoretical Approaches to Communication and Culture
- Educational Practice and Design
  - MSTU 4001 Technology and School Change
  - MSTU 4050 Online Schools and Online Schooling K-12
  - MSTU 4083 Instructional Design of Educational Technology
  - MSTU 5001 Assessing the Impact of Technology in Schools
  - MSTU 5003 MSTU 5003 Theory and Programming of Interactive Media
  - MSTU 5027 Tools and Toys for Knowledge Construction

- MSTU 5180 Beyond Bits and Atoms
- MSTU 5181 Beyond Bits and Atoms Lab

Research Methods and Design: (12 points)

The following are examples of available courses. Students should familiarize themselves with the full range of courses that are offered and choose a class that is relevant to their dissertation work, in consultation with their faculty advisor.

- Introductory Quantitative Methods Course (3 points)
  - HUDM 4122 Probability and Statistical Inference (Note: HUDM 4120 Basic Concepts in Statistics, does not meet this requirement.)
  - HUDK 4050 Core methods in Educational Data Mining
- Introductory Qualitative Methods Course: taken from the following or similar (3 points)
  - C&T 5502 Introduction to Qualitative Research in Curriculum and Teaching
- ITSF 5000 Methods of Inquiry: Ethnography and Participant Observation
- ITSF 5001 Ethnography and Participant Observation: Fieldwork, Analysis, Reporting
- Specialized Research Design (3 points)
  - MSTU 5001 Assessing the Impact of Technology in Schools
  - MSTU 5025 Research Technology in Educational Environment
  - MSTU 6100 Digital Research Methods
- Additional non-introductory research methodology class (3 points)
  - A&HE 6151 Narrative Research in English Education
  - A&HL 4104 Discourse Analysis
  - HUDM 5122 Applied Regression Analysis
  - HUDM 5123 Linear Models and Experimental Design
  - ORL 6500 Qualitative Research Methods in Organizations: Design and data collection
  - ORL 6501 Qualitative Research Methods in Organizations: Data analysis and reporting

Breadth Requirement: (6 points)

Students must complete a minimum of 6 credits, outside of the Technology, Media and Learning Program (i.e., courses with a prefix other than MSTU).

Dissertation Seminar (1 point)

Students must register for MSTU 7501 Dissertation Seminar in the semester when they are defending their Dissertation Proposal. See also the regulations for MSTU 8900 and the section in the Academic Catalog on continuous registration.

Additional Requirements:

- Two programming courses must be taken. This requirement can be met by taking the two-course Interactive Media programming sequence: MSTU 5003 and 5013 Theory and Programming of Interactive Media I & II
- At least 9 points of MSTU courses
- Other courses chosen in consultation with an advisor
- Complete the doctoral certification process (see explanation later in this section).
- Successfully propose, complete, and defend the doctoral dissertation.

Doctoral Certification Process

The TML program has designed its candidate certification requirements to help prepare students for dissertation work and document that preparedness. The Doctoral Certification Process for TML students has three steps:

1. **A Certification Exam** that the student answers in writing during the regular certification examination session that the Office of Doctoral Studies schedules each semester. Students take this certification exam at the end of their core coursework (typically in their 2nd or 3rd year of doctoral studies). This is a written, take-home exam, received Friday and submitted by Monday.
    - The first part of the exam consists of a mandatory question that probes students' foundational knowledge of social, cultural and cognitive approaches to the study of technology and education. The second part of the exam allows students to choose one question out of three possible choices, in accordance with their research interests; this question tests students' readiness to engage in advanced research work, by asking them to design research studies according to specific scenarios or to apply a research lens to real-world examples. The questions are developed anew every semester by program faculty, by rotation.
    - After the exams are returned, each exam is read and scored by all tenured/tenure-track faculty, who meet as a group to discuss students' exams. Students' names are removed from their exam and the exams are then circulated during the meeting of the faculty. The exam is read and discussed and a decision is made about its grade. Exams are rated as High Pass, Pass, or Failure. Students who fail the Certification Exam are able to take it one additional time. If they fail a second time, they may not continue in the program.
3. **A Literature Review** or critical assessment of scholarship (a paper of around 30 pages, double-spaced) related to the student's dissertation plans. This represents a head start on the literature review chapter of the dissertation.This paper is approved by the faculty advisor. Approved papers may be posted and generally available to others for future reference.

4. **A Certification Pilot Project** that would be a smaller scale version of what might be done in the dissertation or a project or pilot study that leads to the dissertation project. Generally, this certification project has three steps, but students should consult with their advisor for specific instructions:
    - Write a short project proposal, which the faculty advisor must approve.
    - Complete the project;
    - Write a project report (around 30 pages), which is approved by the advisor.

When the faculty advisor verifies that the student has completed all three of the steps above, the student is recommended for certification to the Office of Doctoral Studies. To receive full certification for doctoral work, students must also meet certain College-wide requirements, as explained in the Degree Requirements section of this bulletin.

Program formerly titled "Instructional Technology and Media"

Media, Culture and Society

Ed.D. | Points/Credits: 75 | Entry Terms: Fall

The Media, Culture & Society degree programs explore the evolving relationship between communication, media, and education in a digital world. Shaped by emerging technologies, social platforms, and new forms of representation, the field of communication is in constant flux—and this program equips students to engage critically with its impact on education and culture.

Grounded in interdisciplinary theory and social science inquiry, the program examines how media and communication technologies shape cultural practices, educational institutions, and social systems. Areas of emphasis include literacy, social justice, youth development, and teacher education.

The program embraces a broad range of research methods—both qualitative and quantitative—to examine the intersections of communication and education across diverse contexts. It asks: How does education, including schooling and other social systems, transform under the influence of emerging media?

Students are encouraged to:

- Reflect on the historical, cultural, and social impact of a wide range of media;
- Leverage research methods and inquiry frameworks to understand how communication and media practices shape learning;
- Attend closely to both technological tools and human activity, considering how different modes of communication influence the meanings we construct and convey—especially through the diverse digital forms available today.

Graduates of the Ed.D. in Media, Culture & Society pursue a range of careers, including:

- Faculty and research positions in higher education
- Leadership roles in museums, schools, and nonprofits focused on media and learning
- Research and evaluation in educational media and technology
- Design and implementation of media-based learning and civic engagement initiatives
- Policy and advocacy work in government or NGOs

This is a 75-point doctoral program. Students work closely with faculty advisors to develop a coherent plan of study aligned with their research and professional goals. In addition to coursework, students are expected to demonstrate methodological expertise and theoretical grounding; participate in the wider research community through publications and presentations; and develop and carry out a dissertation that contributes original knowledge to the field.

Formal requirements for the Ed.D. degree are detailed in the Requirements for the Degree of Doctor of Education, which can be obtained from the Teachers College Office of Doctoral Studies (ODS).

Requirements

Doctoral Colloquium: MSTU 6600 (12 points)

Taken for 3 points per year by all doctoral students in years 1-4

Foundational Knowledge (12 points)

Students can choose 1 course from each area. All four areas must be represented.

- Cognitive Issues and Technology
  - MSTU 4133 Cognition and Computers
  - MSTU 4088 Introduction to Learning Sciences and Educational Technology
  - MSTU 5035 Technology and Metacognition
- Social Issues and Technology
  - MSTU 4005 Equity, Ethical, and Social Issues in Educational Technology
  - MSTU 4016 The History of Communication
  - MSTU 4020 Social and Communicative Aspects of the Internet
- Cultural Issues and Technology
  - MSTU 4028 Technology and Culture
  - MSTU 5002 Culture, Media, and Education

        - MSTU 5606 Theoretical Approaches to Communication and Culture
    - Educational Practice and Design
        - MSTU 4001 Technology and School Change
        - MSTU 4050 Online Schools and Online Schooling K-12
        - MSTU 4083 Instructional Design of Educational Technology
        - MSTU 5001 Assessing the Impact of Technology in Schools
        - MSTU 5003 MSTU 5003 Theory and Programming of Interactive Media
        - MSTU 5027 Tools and Toys for Knowledge Construction
        - MSTU 5180 Beyond Bits and Atoms
        - MSTU 5181 Beyond Bits and Atoms Lab

Research Methods and Design: (12 points)

The following are examples of available courses. Students should familiarize themselves with the full range of courses that are offered and choose a class that is relevant to their dissertation work, in consultation with their faculty advisor.

- Introductory Quantitative Methods Course (3 points)
    - HUDM 4122 Probability and Statistical Inference (Note: HUDM 4120 Basic Concepts in Statistics, does not meet this requirement.)
    - HUDK 4050 Core methods in Educational Data Mining
- Introductory Qualitative Methods Course: taken from the following or similar (3 points)
    - C&T 5502 Introduction to Qualitative Research in Curriculum and Teaching
- ITSF 5000 Methods of Inquiry: Ethnography and Participant Observation
- ITSF 5001 Ethnography and Participant Observation: Fieldwork, Analysis, Reporting
- Specialized Research Design (3 points)
    - MSTU 5001 Assessing the Impact of Technology in Schools
    - MSTU 5025 Research Technology in Educational Environment
    - MSTU 6100 Digital Research Methods
- Additional non-introductory research methodology class (3 points)
    - A&HE 6151 Narrative Research in English Education
    - A&HL 4104 Discourse Analysis
    - HUDM 5122 Applied Regression Analysis
    - HUDM 5123 Linear Models and Experimental Design

- ORL 6500 Qualitative Research Methods in Organizations: Design and data collection
- ORL 6501 Qualitative Research Methods in Organizations: Data analysis and reporting

Breadth Requirement: (6 points)

Students must complete a minimum of 6 credits, outside of the Technology, Media and Learning Program (i.e., courses with a prefix other than MSTU).

Dissertation Seminar (1 point)

Students must register for MSTU 7501 Dissertation Seminar in the semester when they are defending their Dissertation Proposal. See also the regulations for MSTU 8900 and the section in the Academic Catalog on continuous registration.

Additional Requirements:

- At least 15 points of MSTU courses
- Other courses chosen in consultation with an advisor
- Complete the doctoral certification process (see explanation later in this section).
- Successfully propose, complete, and defend the doctoral dissertation.

Doctoral Certification Process

The TML program has designed its candidate certification requirements to help prepare students for dissertation work and document that preparedness. The Doctoral Certification Process for TML students has three steps:

1. **A Certification Exam** that the student answers in writing during the regular certification examination session that the Office of Doctoral Studies schedules each semester. Students take this certification exam at the end of their core coursework (typically in their 2nd or 3rd year of doctoral studies). This is a written, take-home exam, received Friday and submitted by Monday.
    - The first part of the exam consists of a mandatory question that probes students' foundational knowledge of social, cultural and cognitive approaches to the study of technology and education. The second part of the exam allows students to choose one question out of three possible choices, in accordance with their research interests; this question tests students' readiness to engage in advanced research work, by asking them to design research studies according to specific scenarios or to apply a research lens to real-world examples. The questions are developed anew every semester by program faculty, by rotation.
    - After the exams are returned, each exam is read and scored by all tenured/tenure-track faculty, who meet as a group to discuss students' exams. Students' names are removed from their exam and the exams are then circulated during the meeting of the faculty. The exam is read and discussed and a decision is made about its grade. Exams are rated as High Pass, Pass, or Failure. Students who fail the Certification Exam are able to take it one additional time. If they fail a second time, they may not continue in the program.

3. **A Literature Review** or critical assessment of scholarship (a paper of around 30 pages, double-spaced) related to the student's dissertation plans. This represents a head start on the literature review chapter of the dissertation.This paper is approved by the faculty advisor. Approved papers may be posted and generally available to others for future reference.
4. **A Certification Pilot Project** that would be a smaller scale version of what might be done in the dissertation or a project or pilot study that leads to the dissertation project. Generally, this certification project has three steps, but students should consult with their advisor for specific instructions:
    - Write a short project proposal, which the faculty advisor must approve.
    - Complete the project;
    - Write a project report (around 30 pages), which is approved by the advisor.

When the faculty advisor verifies that the student has completed all three of the steps above, the student is recommended for certification to the Office of Doctoral Studies. To receive full certification for doctoral work, students must also meet certain College-wide requirements, as explained in the Degree Requirements section of this bulletin.

Program formerly titled Communication and Education

Program Faculty

Faculty

- Paulo Blikstein

  Associate Professor of Technology, Media and Learning
- Nathan R. Holbert

  Associate Professor of Technology, Media and Learning
- Ioana Literat

  Associate Professor of Technology, Media and Learning
- Ellen B. Meier

  Professor of Practice
- Lalitha M Vasudevan

  Professor of Technology and Education
- Lauren Vogelstein

  Assistant Professor of Technology, Media and Learning

Professors of Teaching

- Mario Khreiche

  Assistant Professor of Teaching

- Jin Kuwata

  Associate Professor of Teaching

- Joey Lee

  Associate Professor of Teaching

- Jooeun Shim

  Assistant Professor of Teaching

Program Courses

MSTU4000 Core Seminar

This foundational seminar introduces incoming students to the intellectual and community experience of the Communication, Media, and Learning Technologies Design (TML) Program. Through collaborative discussions and hands-on activities, students build essential skills for scholarly and professional growth while exploring key themes in learning, media, and design. Emphasizing collective inquiry and peer connection, the course lays the groundwork for future academic and creative work within the TML community.

MSTU4001 Technology and school change

This course explores how technology is currently used in our schools and how technology can be used more effectively as a catalyst for larger school reform efforts. Participants will examine some of the institutional forces shaping the integration of technology into our schools and some of the institutional change theories that influence these forces to address the question: What can technology contribute to school improvement and how can we facilitate those changes?

MSTU4005 Equity, Ethics, & Social Justice in Educational Technologies

Addresses a wide range of issues concerning equity and access, including differential gender, racial, and ethnic uses of computers. Examines legal and ethical issues in students' use of technology with an emphasis on improving access and use of technology for all students.

MSTU4012 Video as art: An exploration

This course will take an aesthetic approach to the exploration of emerging forms of video, including anime, music videos, do-it-yourself video, video sharing websites, and more. Students will be engaged in video production throughout the course.

MSTU4016 The history of communication

This course explores how humans have communicated across time—from oral storytelling and scrolls to TikTok and AI—tracing the social and cultural impact of key media technologies. By examining the historical roots of today's media landscape, students gain a deeper understanding of how communication shapes, and is shaped by, society. The course culminates in a media archaeology project, where students investigate a historical communication technology or practice using primary sources, with topics tailored to their own interests.

MSTU4020 The Social Internet

Examines social communicative practices as synergistic; how space, time, and social networks evolve and interact; and what this implies for the design and use of technology.

MSTU4022 Online learning, online communities, and collaborative interchange

Introduction to the use and educational implications of online learning, online communities, and the collaborative interchange and activities that take place using information and communication technologies (ICT).

MSTU4023 Cinema as cross-cultural communication

Analyzes how films explore culture. Discussion of the film as well as the cultural messages portrayed.

MSTU4024 Visual media and the development of youth

This course brings a sociocultural lens to issues related to youth (including children and adolescents) and the evolving terrain of visual media. Students will review research and theories and experiment with media production in this course. No prior media production experience is necessary.

MSTU4028 Technology and Culture

This course examines the relationship between technology, culture and society, with a particular emphasis on new and emerging media. Course readings include sources both popular and academic, theoretical and empirical, contemporary and non-contemporary, optimistic and skeptical, thus representing a wide variety of perspectives regarding the relationship between technology and culture.

MSTU4029 Managing Educational Technology Resources

For educators involved in the planning, implementation, and maintenance at the building/campus level. Students learn how to apply educational technology to achieve educational objectives and to manage interpersonal relations in the process.

MSTU4036 Hypermedia and education

Introduction to hypermedia products and programming and their role in education. Four-point registration is for hypermedia programming lab.

MSTU4037 Mobile Computing for Social Change

This course reexamines the role of data in education in the information age by exploring how computers (including smartphones) transform our access to and use of digital resources, and catalyze action. Building on traditional perspectives of technology's influence on schools, you will engage with frameworks from critical pedagogy, digital citizenship, and democratic engagement. Through hands-on projects involving the design, prototyping, and testing of your own smartphone applications, you will learn to harness mobile data to address real-world challenges, and reimagine education as a collaborative, community-oriented practice.

MSTU4039 Introduction to Game Design: Theory & Practice

Provides students with tools they will need to understand, analyze, and build games. Focus is on gaining an understanding of rules, interactivity, play, social interaction, and all other factors that go into making an innovative and fun game. Primary focus is on the basic language of games: game play and game design. Course also addresses games from an educational perspective.

MSTU4040 Mobile learning

This course considers both theoretical and practical perspectives in using mobile apps and devices for learning. The focus is on three primary goals: (1) explore, analyze and critique mobile apps and related technologies and their affordances for learning; (2) practice user-centered design principles and basic user-experience research techniques to design mobile interfaces for learning; (3) review and discuss relevant research studies and pedagogical and theoretical frameworks for mobile learning.

MSTU4041 Technology and democratic education

An examination of the possibilities offered by new technologies for democratic education and for increasing active civic participation of young people. General societal activity in this area is compared for schools' civic and democratic education, with a view to improving schools' use of technology for democratic purposes.

MSTU4049 Technologies and Literacies

An examination of the relationship between computers and the writing process. The course explores the effect of electronic text on traditional notions of text, literacy, and communication. Assumes no computing experience.

MSTU4050 Online Schools and Online Schooling K-12

This course examines the different models of the K-12 virtual school and virtual schooling experience in the United States and internationally.

MSTU4052 Computers, problem solving, and cooperative learning

What makes a "good problem" and how can computer-based technologies support active learning processes, to get learners to negotiate their understanding through cooperative/collaborative approaches? This course challenges students to think BEYOND: 1) problems as simply prefixes to recalled solutions, 2) computer-based technologies as mere delivery platforms, and 3) collaboration/cooperation as a byproduct of sharing information. Instead, by the end of the course students will understand the nature of different kinds of problems in relation to specific learning contexts and goals. We'll explore an array of computer-based technologies and examine specific features and functions that encourage learners to actively grapple with deep structures of a problem while engaging in desired learning processes. Students will design great problems and supporting activities that leverage the specific strengths of computer-based technologies, inspiring meaningful solutions through a collaborative/cooperative learning experience.

MSTU4083 Instructional Design of Educational Technology

This course explores the design of learning experiences through both traditional instructional design and human-centered design approaches. Emphasizing theory-informed and inquiry-driven practice, the course introduces students to a range of models, methods, and perspectives drawn from the learning sciences. Through case studies, critique, and applied project work, students engage in the full design cycle—from defining learning problems to prototyping and refining solutions. Key themes include design reasoning, conceptual clarity, ethical considerations, and responsiveness to diverse learning contexts.

MSTU4088 Introduction to Educational Technology and the Learning Sciences

How do people learn? And how can we use technology to create experiences that make learning easier? The Learning Sciences is an interdisciplinary field that aims to address these questions by studying how people think, act, and learn in context throughout their lives. Learning scientists recognize that the complexity and messiness of the world is fundamentally part of the thinking and learning process. Consequently, rather than work to remove so-called "confounds" by placing learners in highly controlled and sterile settings, learning scientists do their work in the places where people live, work, and play such as the classrooms, the office, museums, at home, on the playground, or wherever. In this course we will read and discuss theoretical and empirical research to examine the foundations of the Learning Sciences and to dig deep into the cognitive, social, cultural, and design strands that make up the field. We will also discuss key methodological considerations for studying learning in context, and technological design techniques for building powerful environments and tools for learning.

MSTU4133 Cognition and computers

This course explores ideas about cognition and knowledge representation and how they relate to the use of computers in instruction. Students select a subject area, learn to represent knowledge from it so that it can be implemented in a computer instructional system, and use the knowledge representation to characterize the cognitive prerequisites and consequences of learning to use computers.

MSTU4134 Cognition and computers lab

Permission required. Corequisite: MSTU 4133.

MSTU4504 Ethical issues in technology design

In a world increasingly shaped by AI, social media, mobile apps, VR, robotics, games, and interactive media, how can we design technologies that promote justice—not just engagement? Designing for Good: Ethical Issues in Emerging Technologies is a fast-paced, thought-provoking course for educators, designers, and changemakers who want to create technologies that serve people—not exploit them.

MSTU4700 Student Teaching Practicum in Educational Technology

The Technology Specialists student practicum supports the school practicum experiences through readings and weekly classes focused on key issues: addressing diversity, classroom project design, technology integration, and professional development. The Practicum provides an opportunity to reflect on classroom experiences, to design technology-integrated projects, and to match the unique skills of each candidate with the unique demands of each placement.

MSTU4900 Integrative Project Seminar

This capstone seminar supports students in the final semester of the TML M.A. or Ed.M. program as they complete the Integrative Project (IP), a collaborative, student-driven inquiry that brings together theory, design, and practice. Grounded in relevant research or design frameworks, the IP explores authentic problems and leads to meaningful outcomes such as interactive media, research-informed prototypes, conceptual frameworks, or other creative artifacts. The course provides structure and community through readings, weekly milestones, peer feedback, and faculty guidance, helping students progress through key stages of the IP process: exploration, grounding, development, and sharing. Note: Students enrolled in this seminar for 0 or 1 credit are considered full-time and do not need to apply for Reduced Course Load (RCL).

MSTU4901 Research and Independent Study

Permission required. For master's students only. Students propose a program of independent research or project development to a faculty member. Students in their first term of study are generally not accepted. Conference hours are arranged.

MSTU4902 Research and Independent Study

Permission required. For master's students only. Students propose a program of independent research or project development to a faculty member. Students in their first term of study are generally not accepted. Conference hours are arranged.

MSTU5000 Virtual, Augmented, Mixed Reality Learning

Explores possibilities and issues pertaining to virtual reality, augmented reality, XR, games and other related immersive computing technologies for education and social impact. Students participate in design activities, readings and theoretical discussions on identity, empathy, social presence and other relevant topics.

MSTU5001 Assessing the impact of technology in our schools

This course examines the evidence of technology's effectiveness in educational settings. Key concepts related to quantitative and qualitative research perspectives are explored in the process of understanding how technology research has evolved. An examination of key concerns reflected in the current research literature provides a foundation for designing an original research project.

MSTU5002 Culture, media and education

In this course, we consider the cultural implications of media and technologies for education by pairing theoretical frameworks with case studies and other examples of empirical research.

MSTU5003 Theory and Programming of Interactive Media

This course introduces the fundamentals of design and development for interactive front-end web applications. Students are provided with tools and theoretical knowledge for understanding and analyzing specific learning problems in order to their develop ideas into multimodal web-based learning experiences, through hands-on projects. UX theory and methods are integrated to ensure that students emerge as authors of well-designed and documented web artifacts. This course lays the foundation for the computational and design thinking necessary to conceive, plan, and build learning technologies. This course has a corequisite of MSTU 5013 Lab.

MSTU5004 Digital geographies and virtual spaces

Explore newly-developed spaces and consider how the evolving relationship between new technologies and new modes of communication and literacy are making these spaces available.

MSTU5005 Case-based teaching in electronic environments

Focuses on theory related to designing, developing, and using multimedia case methodology in education. Students are encouraged to examine educational case methodology within their interest area.

MSTU5006 Database-driven website development

Explores and provides a working knowledge of the technical and theoretical underpinnings of web application development by examining the layers of database construction, web programming, and user interface design.

MSTU5007 Development of XR & Games

Virtual and augmented reality has emerged as an important tool for education. In this hands-on development course, students will explore theory, research-based strategies and best practices in design as they work on developing XR experiences and projects for learning.

MSTU5010 Boundaries and theories of learning with technological artifacts

This course examines how humans learn with and through technological artifacts such as intelligent agents, generative AI tools, and interactive media. Students explore cognitive, social, and design perspectives on how technology shapes learning, creativity, and knowledge construction. Emphasis is placed on the learning effects on the human partner and on applying theoretical frameworks to analyze or prototype human–technology learning interactions.

MSTU5013 Theory and Programming of Interactive Media: Lab

This lab course complements Theory and Programming of Interactive Media (MSTU 5003), offering students a smaller, hands-on environment to deepen their programming and project development skills. Through guided activities, collaborative exercises, and individualized support, students extend their understanding of front-end web development and learning design. Restriction: TML.

MSTU5015 Serious Games: Research & Project-Based Learning

This seminar-based course features an in-depth exploration of a range of research topics related to games and game-like learning technologies, especially tailored for students currently involved in game design or those who are interested in pursuing a design or research project in the area. It provides a forum for students to present, receive feedback, and make progress on new or existing research projects, with a focus on writing and publication.

MSTU5020 Computer-mediated communication

Analyzes characteristics of such computer-mediated communication systems as networked multimedia, electronic mail, bulletin boards, and computer conferencing and situates these systems in the context of the emerging national information infrastructure. Students will participate in online communication systems.

MSTU5025 Researching Technology in Educational Environments

This course is designed as an overview of research designs and methodologies for students who are interested in researching the uses of technology in education, including both face-to-face and online/distance learning environments. The course looks at the theoretical bases for, and practical implementation of, different quantitative and qualitative research approaches, methodologies, and instruments. It is structured around a series of hands-on case studies in which students design research studies, revise existing instruments, and analyze previously collected data for technology-related projects in classrooms and online. Students are encouraged, but not required, to come with a research project in mind.

MSTU5027 Tools and Toys for Knowledge Construction

This course is a hands-on design course intended to introduce students to the core tenets and techniques of constructionist design. In this course students will explore, use, and evaluate existing educational technologies specifically designed to engage learners in personally meaningful construction. These technologies include virtual construction environments and tools (NetLogo, Scratch, Pencil Code, etc.) for creating digital games, simulations, or interactive stories as well as state-of-the-art prototyping equipment (3D printers, laser cutters, microcontrollers, etc) for developing wearables, robotics, interactive exhibits, and electronic toys. While a portion of this course will be devoted to becoming familiar with the affordances of these technological tools, the primary goal will be for students to design and develop a new tool or environment for knowledge construction.

MSTU5029 Technology leadership and schools

This course identifies appropriate key leadership theories and recent findings from educational technology research to inform the most relevant and timely leadership concerns for technology policy and practice. The class uses case studies to explore leadership challenges related to technology integration and provides an opportunity to develop an original case study based on leadership theories and the research literature on technology challenges for today's schools.

MSTU5030 Intelligent computer-assisted instruction

Prerequisite: MSTU 4133. Participants study ideas about the representation of knowledge, models of the learner, and teaching strategies that have been developed in artificial intelligence and cognitive psychology, as well as develop and test intelligent computer-assisted instruction materials for topics of interest.

MSTU5035 Technology and metacognition

Using technology can help enhance a learner's metacognitive skills. This course explores how different technology-enhanced cognitive tools (e.g., digital portfolios, mind maps, chat bots, XR and digital twin simulations) can improve one's process of thinking, reflection, inquiry, and self-monitoring. The course focuses on distributed and dynamical views of how technology may serve as an intellectual partner in providing strategies and guidance in controlling one's cognitive processes. Students are encouraged to present and discuss their research interests and projects as they relate to the focus of the course.

MSTU5180 Beyond Bits & Atoms

This course teaches students to design, build, and critique constructionist educational technologies. Our work in the lab has two purposes: first, to provide a constructionist learning experience through collaborative work with tools and computational media; second, to gain the ability to design, prototype and build constructionist learning tools, using rich software toolkits and state-of-the-art prototyping technologies (3D printers, laser cutters, routers, robotics, sensors).

MSTU5181 Beyond Bits & Atoms: Lab

This course is a hands-on class in thinking about, evaluating, designing and building technology-enabled curricula, tools, and learning environments. We will use many state-of-the-art software toolkits and prototyping technologies (3D printers, laser cutters, routers, robotics, sensors) designed for novices to get their "hands dirty" designing educational software, educational toolkits, educational toys, and tangible user interfaces. We also focus on low-cost, appropriate technologies, particularly for urban schools in the US and in developing countries.

MSTU5191 Educational video production I

Practical studio and field production experience of educational video programs with special concern for realizing educational purposes through directing, scripting, staging, camera operation, lighting, and sound design.

MSTU5512 AI and Society

In recent years, AI has become synonymous with technological change that is said to have the potential to revolutionize or disrupt society. This course addresses three key questions: how did we get here, what are the implications of AI for society, and how can learners best navigate the world coming into view? To address these questions the course examines definitions of AI and tracks its historical rise as a cross-disciplinary research field. The course then turns towards AI's impacts on various domains, including the environment, work, education, and government. Drawing from readings, lectures, and in-class activities, students design and carry out original research projects, contributing to improved AI literacy.

MSTU5515 New media teaching and learning

Permission required. This course provides students with experience in the development of new media projects and a forum for discussing the implications for new media on education, particularly in higher education. The course involves a fieldwork component.

MSTU5555 Technology and the emergence of a global curriculum

This course deals with the impact of technology on human society over the ages, how technology in particular is shaped by, and in turn shapes, the vision informing a specific culture and its curriculum, and how the global sharing of technology is inexorably contributing to the emergence of a common global curriculum.

MSTU5606 Theoretical Approaches to the Study of Communication and Culture

The aim of this course is to introduce students to foundational works and influential ideas in the study of communication and culture, while applying these key theories to a wide range of examples, from popular culture to online phenomena and more. In the second part of the course, in order to make the class as useful and relevant as possible, students have the chance to select theoretical works that are relevant to their interests, and course content will be shaped around the collective interests of the class.

MSTU5814 Work conference

Occasional brief conferences convened by Communication, Media, and Learning Technologies Design on subjects of special interest.

MSTU6000 Advanced Design of Educational Games

This course serves as an intensive workshop for designing and developing educational games that are grounded in learning theory. Throughout the semester students will study a range of existing games (educational and otherwise), engage with research on the design of learning environments, and iteratively develop and test an original game.

MSTU6100 Digital Research Methods: Qualitative Analyses of Online Data

Course is intended for doctoral students. Advanced MA/EdM students with instructor permission. This intensive research course aims to engage students in hands-on qualitative research using online data. Students will learn how to craft research questions related to the study of social media and online spaces; design ethical and rigorous research studies; collect and analyze online data; and present, write up and disseminate their findings. At the end of the course, students will have produced a full-length research paper, ready to be submitted to conferences and journals.

MSTU6201 Advanced Fieldwork

Permission required. Extended opportunities for students who have completed MSTU 5200.

MSTU6401 Internship Seminar

Permission required. Prerequisite: basic courses in the student's specialization, evidence of competence in the internship area, and prior arrangement with cooperating institution. Internship in schools, colleges, Teachers College facilities such as the Microcomputer Resource Center, community agencies, business organizations, and communication facilities. Students in their first term of study are generally not accepted.

MSTU6532 Seminar in Technology, Media, & Learning

This course will focus on a variety of multimodal approaches to conducting qualitative research. Texts will draw from a range of theoretical and conceptual traditions in which multimodal methods have been explored. Students' own data will also serve as central texts for the course, and they will be expected to engage in data analysis with either their own existing data or data that they will collect as part of this course. The course will follow a seminar style that will include ample peer feedback, trying out different forms of multimodal analysis, and a culminating analytical project.

MSTU6600 Colloquium in Communication, Computing, and Technology in Education

Continuous participation required of certified doctoral students. Discussion of critical issues, reading of key works, formal proposal of dissertation topics, presentation of work in progress, and conversations with leaders in the field.

MSTU6901 Research and Independent Study in Technology, Media & Learning

Permission required. For doctoral students only. The participating student will propose a program of independent research or project development to a faculty member. Students in their first term of study are generally not accepted.

MSTU7501 Dissertation seminar

Permission required. Presentation of dissertation proposal for approval by a sponsoring committee. Student arranges one two-hour meeting with his or her sponsoring committee.

MSTU8900 Dissertation advisement

Advisement on doctoral dissertations. Fee to equal 3 points at current tuition rate for each term. See section in this bulletin on Continuous Registration for Ed.D. degree.

Mathematics Education

Program Description

Over its long and distinguished history, the Program in Mathematics Education has stressed the preparation of leaders in education. These leaders are successful scholars in their discipline, as well as educators. Faculty and staff are committed to leadership training through a variety of courses, workshops, and research experiences and through domestic and international study offerings. Many of the local learning experiences are performed in collaboration with private, public, and parochial schools in the tri-state metropolitan region.

Master's-level degree offerings in Mathematics Education are appropriate for both initial and professional teacher certification in New York State. Advanced master's and doctoral degree programs complete preparation for a variety of positions including: teaching, supervisory, and research roles spanning the elementary through college levels of instruction. Some courses offered through these programs are intended especially for students from other areas of study at Teachers College who need to acquire knowledge and skills in mathematics but who do not wish to earn a degree in this area.

A hallmark of Teachers College Mathematics Education Program is a strong emphasis on mathematics content and the role of mathematical ways of thinking in the teaching and learning of mathematics. Our graduates take positions in college teaching of mathematics, in addition to pre-college professional roles.

Master of Arts

Emphasis is placed on those competencies necessary for effective mathematics teaching as a means of enhancing growth of initial and professional teachers.

Conceptual issues in teaching are translated into practice through group and individualized instruction in special methods courses. Master of Arts degree requirements include a culminating scholarly project.

A minimum of 32 points of coursework is required for the MA that does not lead to teacher certification, along with a final essay or project. Students enrolled in our M.A. programs leading to teacher certification complete additional requirements; the total number of credits associated with each program can be found under degree requirements. No transfer credit for graduate courses completed elsewhere can be applied to the M.A. degree requirements. Courses taken at Teachers College in mathematics, mathematics education, and teacher certification to meet individual needs may be supplemented, with permission, by courses taken in other faculties of Columbia University.

Master of Science and Master of Education

Both programs require a minimum of 60 points, a formal essay or integrative project, and extensive preparation in mathematics, as well as education. For the Master of Science degree program, the College requires that a minimum of 32 points with an integrative project be completed under the auspices of Teachers College. Master of Science and Master of Education students who choose to do a formal essay may apply a maximum of 30 semester hours of graduate credit toward their degree requirement. Please refer to the Degree Requirements section of this bulletin for College-wide minimum point requirements. For the M.S. degree, there is greater emphasis on preparation in mathematics content. In the Ed.M. program, there is greater emphasis on preparation in professional teacher education. Individual programs of study should be arranged in consultation with the major advisor to meet both program and college requirements.

Applicants for the M.S. and Ed.M. degrees must also prepare a written integrative project.

Doctoral Degrees

The Department provides programs for the Ed.D., Ed.DCT, and the Ph.D. degrees. In general, the Ed.D. degree program places emphasis on breadth of professional coursework with a focus on educational practice. All candidates are required to be competent in statistical research methodology and computing and to have knowledge of the epistemology of mathematics and of psychology sufficient to be an informed scholar-practitioner. All doctoral candidates must have a written program plan approved by their advisor. The approved plan then must be approved by the Office of Doctoral Studies (ODS). The student then completes doctoral coursework and engages in doctoral research and writing. Refer to the Ph.D. and Ed.D. Requirements Bulletin, prepared by the Office of Doctoral Studies, for a fuller description of degree requirements.

Specializations:

Elementary School Mathematics

The Elementary School Mathematics Specialist specialization is designed for those who are preparing for positions of leadership in elementary schools or in the training of elementary school teachers. Programs for elementary school specialists emphasize knowledge of subject matter, methodologies, and curricula of mathematics and include appropriate field experiences with elementary school students and teachers. In addition to program offerings, students have access to courses in related departments and institutions.

Secondary School Mathematics

The Secondary School Teaching specialization includes an in-service component for experienced teachers and preservice education for students entering the profession. Programs are designed individually in consultation with a faculty advisor to reflect each teacher's background and goals. The program stresses the direct application of theory to practice with particular emphasis on experiences with teaching strategies that match classroom activities to student characteristics, that examine teacher and student interpersonal interaction, and that reflect the historical and philosophical roots of the discipline. The final project for the degree should include evidence that these components have been fulfilled.

Supervision in Schools

Students interested in mathematics supervision in schools may elect to develop individual programs that reflect their specific background and interests and that draw on the resources of the department and college, or they may work as part of the staff of the field-based teacher education programs. School and university faculty work with graduate students in a collaborative effort where teaching, preservice, and supervision training and education research are intimately related.

Teacher Education in Mathematics

The Teacher Education in Mathematics specialization is designed to prepare scholars for educational leadership roles as mathematics education professors in colleges and universities. Participants in the Program have opportunities to build their mathematics content background through content courses in the Department and the offerings of Columbia University. There are opportunities also for professional experiences in the teacher education degree programs leading to initial and professional teacher certification.

College Teaching of an Academic Subject

Teachers College offers a doctorate in college teaching that emphasizes preparation in content supplemented by a program of professional education. Field experiences can be pursued in mathematics, and several related disciplines. The course content and sequence are especially organized to meet the unique needs and career goals of each candidate within the general requirements of the Ed.DCT degree program at Teachers College.

Program Degrees

Expand the accordion(s) to view the degree requirements:

Mathematics Education

M.A. | Points/Credits: 32 | Entry Terms: Spring, Summer, Fall

General

In addition to content courses in mathematics, students should enroll in at least two professional courses in mathematics education such as MSTM 4019, MSTM 4020, MSTM 5011, or MSTM 5520.

Master of Arts

Normally students complete 24 points in courses in mathematics and mathematics education including MSTM 4019 and and at least 12 points in mathematics.The remaining 8 points (3 courses) are reserved for electives chosen from professional areas such as psychology, philosophy, curriculum, etc. Programs for specialists in the teaching of elementary school mathematics should include MSTM 5010. Secondary school specialists should enroll in MSTM 5011, or for example, MSTM 5023, MSTM 5032, and MSTM 5037.

Prospective community college teachers should select courses in at least three mathematical areas such as analysis, algebra, and computing, in preparation for study beyond the master's level. Initial teacher certification students should refer to the program brochure for information on additional requirements for New York State certification. All applicants for the M.A. degree must prepare a written project as a culminating integrative experience.

Mathematics Education

M.A. | Points/Credits: 36 | Entry Terms: Spring, Summer, Fall | Certification: NY State Initial: Mathematics 7-12

Master of Arts With Initial Certification

This program requires 36 points (4 points in Student Teaching). Initial Teacher Certification Master of Arts degree students and applicants should direct admissions and certification questions to Dr. Sian Zelbo at (212) 678-3747 or sez2105@tc.columbia.edu.

Normally students complete 24 points in courses in mathematics and mathematics education including MSTM 4019, MSTM 5011, and History of Mathematics Education and Multiculturalism. At least 12 points in mathematics must be taken. Additionally, 4 points should be completed in Student Teaching. The remaining points are reserved for courses in Human development, English language acquisition, Inclusive education, and History of Education and Multiculturalism. Initial teacher certification students should refer to the program brochure for information on additional requirements for New York State initial teacher certification. All applicants for the M.A. degree must prepare a written project as a culminating integrative experience.

Mathematics Education

M.A. | Points/Credits: 32 | Entry Terms: Spring, Summer, Fall | Certification: NY State Professional: Mathematics 7-12

Emphasis is placed on those competencies necessary for effective mathematics teaching as a means of enhancing growth of initial and professional teachers.

Conceptual issues in teaching are translated into practice through group and individualized instruction in special methods courses. Master of Arts degree requirements include a culminating scholarly project.

A minimum of 32 points of coursework is required, along with a final essay or project. No transfer credit for graduate courses completed elsewhere can be applied to the M.A. degree requirements. Courses taken at Teachers College in mathematics, mathematics education, and professional teacher certification to meet individual needs may be supplemented, with permission, by courses taken in other faculties of Columbia University.

Mathematics Education Trans B (includes Peace Corps Fellows)

M.A. | Points/Credits: 34 | Entry Terms: Summer | Certification: NY State Transitional B: Mathematics 7-12

This program includes but is not limited to students admitted to the college as returning Peace Corps Fellows volunteers, and leads to a New York State initial certificate for teaching secondary school mathematics (grades 7-12). It requires 34 points (including a 2-point teaching seminar). Applicants should direct admissions and certification questions to Dr. Alexander Karp at 212-6783842 or apk16@tc.columbia.edu.

Master of Arts

Normally students complete 24 points in courses in mathematics and mathematics education including MSTM 4019, MSTM 5011 and with at least 12 points in mathematics. Additionally, a 2-point student-teaching seminar should be completed. The remaining 8 points (3 courses) are reserved for classes chosen outside of the Program in Mathematics and should include a course in human development; a course in the nature of students within the full range of disabilities and inclusive education; and a course in language acquisition and literacy development. All applicants for the M.A. degree must prepare a written project as a culminating integrative experience.

The Master of Arts degree – Transitional B – The program of study for the degree is designed to increase the teacher's knowledge of mathematics and prepare them for the profession of teaching. The program can be completed in one calendar year through full-time study during an academic year and a dual summer session, or spread across two academic years.

Prerequisite Requirements

Admission to the program requires evidence of ability to be prepared for certification to teach secondary school mathematics. Normally, (i) strong undergraduate preparation with a minimum of 24 semester hours in mathematics content courses, including two semesters of calculus, and (ii) one year of college level study, or its equivalent, of a language other than English. Students are referred to the Admission Bulletin of the Teachers College Catalog for general information concerning admission and degree requirements (https://www.tc.columbia.edu/catalog/admission/).

Minimum Point Requirement

The program of study for the M.A. Transitional B degree must include 34 points of graduate study under Teachers College auspices. Normally students complete at least 24 points in mathematics and mathematics education courses.

Course Requirements

Courses offered within the Program in mathematics (MSTM) tend to be either mathematics content or mathematics education courses. The program of study has certain requirements (see the Table below) – though there are few specific courses that are required. Students' precise program of study should be determined in consultation with their program advisor.

Mathematics Content Breadth in mathematics content to enrich student's undergraduate preparation. Students will need to provide documentation that their composite undergraduate and graduate mathematical profile includes coursework in all of the following areas: (i) Number theory/historical topics, (ii) Algebra, (iii) Geometry/topology, (iv) Calculus/analysis, (v) Discrete mathematics, and (vi) Probability/statistics. Students are also encouraged to include coursework mathematical models/applications.	At least 12 points
Mathematics Education Theory and methods courses in the teaching of mathematics must include the following two required courses: MSTM 4019 Mathematics Teaching and Learning (3 points), which discusses theoretical aspects of teaching and learning, and MSTM 5011 Mathematics in the Secondary School (3 points), which is a methods course dealing with issues of classroom teaching and includes field experiences during the school day. One other professional course in mathematics education must be taken to satisfy a state requirement for understanding history, philosophy, and the role of education. Recommended courses to meet this requirement include MSTM 5020 Mathematics and Multicultural Education, MSTM 4020 Mathematics Teaching and Learning II, , MSTM 4005 Teaching Mathematics in Diverse Cultures, or other methods courses offered by the program.	At least 8 points
General Professional Education Teachers College courses outside the Program in Mathematics related to general educational foundations or broader professional issues, which must meet the following requirements: ● a course in human development (2 or 3 points which must include at least one of the following required courses: HUDK 4027 Development of Mathematical Thinking, HUDK 4023 Developmental Psychology: Adolescence, or HUDK 5023 Cognitive Development; ● a course in the nature of students within the full range of disabilities and inclusive education (3 points), which must include at least one of the following required courses: C&T 4001 Teaching Students with Disabilities in Inclusive Classrooms, C&T 4046A Multifoundational Approach to Learning Disabilities, or HBSE 4002 Instruction and Curriculum for Students With and Without Disabilities (alternatively, students can enroll in MSTM 4023 Mathematics for Exceptional Students to meet this requirement, but which then does not count towards the General Professional Education requirements). ● a course in language acquisition and literacy development (3 points), which must include either C&T 4137 Literacy and Learning in the Content Areas (3 points) or C&T 4842 Institute: Content Area Literacies (3 points). Based on an analysis of their undergraduate transcripts, students and their advisor should decide whether any more courses in teaching literacy are needed in addition to this one requirement.	At least 8 points

Student Teaching Supervised teaching experiences in metropolitan area secondary schools, fulfilled by completing the required course MSTM 4760 Student Teaching in Mathematics (2 points).	2 points

Mathematics Education

M.A. | Points/Credits: 44 | Entry Terms: Spring, Summer | Certification: NY State Initial: Mathematics 7-12

Master of Arts With Initial Certification

This program requires 36 points (4 points in Student Teaching). Initial Teacher Certification Master of Arts degree students and applicants should direct admissions and certification questions to Dr. Sian Zelboat (212) 678-3747 or sez2105@tc.columbia.edu.

Normally students complete 24 points in courses in mathematics and mathematics education including MSTM 4019, MSTM 5011, and History of Mathematics Education and Multiculturalism. At least 12 points in mathematics must be taken. Additionally, 4 points should be completed in Student Teaching. The remaining points are reserved for courses in Human development, English language acquisition, Inclusive education, and History of Education and Multiculturalism.

Initial teacher certification students should refer to the program brochure for information on additional requirements for New York State teacher certification. All applicants for the M.A. degree must prepare a written project as a culminating integrative experience.

Mathematics Education

M.S. | Points/Credits: 60 | Entry Terms: Spring, Summer, Fall

Master of Science

Normally the program of studies for the Master of Science (M.S.) degree should include 42 points of courses in mathematics and mathematics education within the minimum requirement of 60 points.

Preparation in mathematics content should be of sufficient depth in two or three areas to communicate content effectively at the freshman and sophomore college levels. Algebra, geometry, analysis, and discrete mathematics are recommended as areas of concentration. Content courses can be selected from courses offered by the Department or from courses offered by the Graduate School of Arts and Sciences of Columbia University.

Preparation in statistics is also recommended.

Mathematics Education

Ed.M. | Points/Credits: 60 | Entry Terms: Spring, Summer, Fall

Master of Education

Typically, the program of studies for the Master of Education (Ed.M.) degree should include 42 points in courses in mathematics and mathematics education within the minimum requirement of 60 points. Preparation in mathematics content should be of sufficient depth to provide leadership to elementary and secondary school teachers. Content courses may be selected from courses offered by the department or from courses offered by the Graduate School of Arts and Sciences of Columbia University. Students interested in developing research competencies for further graduate study should elect at least 6 points in statistics. HUDM 4122, Probability and statistical inference, and HUDM 5123, Linear models and experimental design, are recommended.

Mathematics Education

Ph.D. | Points/Credits: 75 | Entry Terms: Spring, Summer, Fall

Doctoral Degrees

All candidates for the Ed.D., Ed.D.C.T., or Ph.D. degrees are expected to demonstrate both mathematics and mathematics education competencies through a series of certification examinations taken upon the completion of 60 graduate points. Certification examinations test the student's knowledge of current research and theory in mathematics education and mathematics content. Examinations are offered once in the fall, spring, and summer terms. Courses recommended as preparation for the examinations in mathematics education include MSTM 6037, MSTM 4019, and other mathematics education courses; Courses recommended as preparation for the examinations in mathematics are 6000- level mathematics content courses.

Students must demonstrate acceptable proficiency in at least three of the following six mathematics content areas: algebra, analysis, discrete mathematics, foundations of mathematics, geometry and topology, and probability and statistics. Students may sit for the examination in mathematics content during the regular certification examination times. Alternatively, they may register for advanced content courses and, with permission of the program, sit for the content area certification examination upon completion of the course. Incoming doctoral candidates should register for MSTM 6037 Professional Seminar in Mathematics during the first year of doctoral studies.

Doctoral students whose dissertations require statistical analysis should include appropriate statistics courses in their programs. These points can be included either in the mathematics/mathematics education requirement or can be taken as research electives.

Doctor of Philosophy in Mathematics Education

The Doctor of Philosophy (Ph.D.) degree emphasizes research competencies. The degree program requires a scholarly dissertation of intellectual merit and sound research methodology. Dissertation research may include analytical studies of the process of teaching or experimental studies of the teaching-learning process, including studies of verbal learning and laboratory practice or historical studies.

Candidates are encouraged to develop an association with a faculty member early in their studies to identify a problem area of mutual interest to plan a course of studies that leads to the competencies needed to complete dissertation research and prepare for a professional role. Further details are available in the brochures on doctoral studies and in the general descriptions of doctoral programs available from the Office of Doctoral Studies (ODS).

A program of study for the Doctor of Philosophy degree must include at least 45 points taken under Teachers College registration. In order to permit the acquisition of broad and basic scholarship, each program of study should include at least 60 points in mathematics, mathematics education, statistics, and computing. At least 35 points should be in advanced courses – including research courses (MSTM 6500 or 6501 and MSTM 7500). (Any Teachers College course at the 6000 level or above, any Columbia University Graduate School of Arts and Sciences course with a "G" prefix, any "W" course numbered above 4000, or any transferred course with a graduate-level prerequisite will be considered an advanced course.) Further, 15 points in the philosophical, psychological, and curricular foundations of education must be included in every Ph.D. degree program. Students whose dissertations require statistical analysis should include appropriate statistics courses in their programs. These points can be included either in the mathematics/mathematics education requirement or can be taken as research electives.

Candidates for the Ph.D. degree are required to demonstrate competency in two languages chosen from among French, German, and Russian. Students who require other languages for the preparation of their dissertation may petition the program to request one substitution. Students in mathematics may not use computer languages or statistics to satisfy the language requirement.

The Ph.D. dissertation is a scholarly study contributing new theoretical knowledge to the field and should be planned early in the program when sufficient advanced courses have been completed to permit the candidate to enroll in relevant research courses. Ph.D. dissertations in mathematics education should be (1) experimental studies in learning, (2) analytical studies in policy theory in mathematics education, or (3) other scholarly investigations of problems and issues of broad significance in the field.

The website of the Program offers a list of Topic study groups which doctoral students are recommended to join.

Mathematics Education

Ed.D. | Points/Credits: 75 | Entry Terms: Spring, Summer, Fall

Doctoral Degrees

All candidates for the Ed.D., Ed.D.C.T., or Ph.D. degrees are expected to demonstrate both mathematics and mathematics education competencies through a series of certification examinations taken upon the completion of 60 graduate points. Certification examinations test the student's knowledge of current research and theory in mathematics education and mathematics content. Examinations are offered once in the fall, spring, and summer

terms. Courses recommended as preparation for the examinations in mathematics education include MSTM 6037, MSTM 4019, and other mathematics education courses; Courses recommended as preparation for the examinations in mathematics are 6000- level mathematics content courses.

Students must demonstrate acceptable proficiency in at least three of the following six mathematics content areas: algebra, analysis, discrete mathematics, foundations of mathematics, geometry and topology, and probability and statistics. Students may sit for the examination in mathematics content during the regular certification examination times. Alternatively, they may register for advanced content courses and, with permission of the Program, sit for the content area certification examination upon completion of the course. Incoming doctoral candidates should register for MSTM 6037 Professional Seminar in Mathematics during the first year of doctoral studies.

Doctoral students whose dissertations require statistical analysis should include appropriate statistics courses in their programs. These points can be included either in the mathematics/mathematics education requirement or can be taken as research electives.

Doctor of Education

A program of study for the Doctor of Education (Ed.D.) degree must include a minimum of 75 semester hours of approved graduate credit, at least 45 points of which must be taken under Teachers College registration.

Professional courses taken outside the Program of Mathematics Education normally should include 15 points in the curricular, psychological, and social foundations of education. Students specializing in teacher education are encouraged to select elective courses related to higher education programs and practices. Preparation in computing and statistics is also recommended.

Students whose dissertations involve statistical analysis are required to include appropriate statistics courses in their programs. These points can be included either in the mathematics/mathematics education requirement or can be taken as electives.

The Ed.D. degree culminates in a dissertation contributing knowledge to the field and should be planned early in the doctoral degree program when sufficient advanced courses have been completed to permit the candidate to enroll in relevant research courses and pertinent advanced study to enable efficient preparation of the dissertation.

Dissertations in mathematics education can be (1) experimental studies in learning, (2) design and formative evaluation of mathematics curricula, or (3) analytical studies in policy theory in mathematics education. The website of the Program offers a list of Topic study groups which doctoral students are recommended to join.

Mathematics Education

Ed.D.C.T. | Points/Credits: 75 | Entry Terms: Spring, Summer, Fall

Doctoral Degrees

All candidates for the Ed.D., Ed.D.C.T., or Ph.D. degrees are expected to demonstrate both mathematics and mathematics education competencies through a series of certification examinations taken upon the completion of 60 graduate points. Certification examinations test the student's knowledge of current research and theory in mathematics education and mathematics content. Examinations are offered once in the fall, spring, and summer terms. Courses recommended as preparation for the examinations in mathematics education include MSTM 6037, MSTM 4019, and other mathematics education courses; Courses recommended as preparation for the examinations in mathematics are 6000- level mathematics content courses.

Students must demonstrate acceptable proficiency in at least three of the following six mathematics content areas: algebra, analysis, discrete mathematics, foundations of mathematics, geometry and topology, and probability and statistics. Students may sit for the examination in mathematics content during the regular certification examination times. Alternatively, they may register for advanced content courses and, with permission of the program, sit for the content area certification examination upon completion of the course. Incoming doctoral candidates should register for Professional Seminar in Mathematics during the first year of doctoral studies.

Doctoral students whose dissertations require statistical analysis should include appropriate statistics courses in their programs. These points can be included either in the mathematics/mathematics education requirement or can be taken as research electives.

Doctor of Education in the College Teaching of an Academic Subject

The Program in Mathematics Education at Teachers College offers a program of study leading to the Doctor of Education Degree in the College Teaching of Mathematics (Ed.D.C.T.) to prepare students for positions as teachers of mathematics in two- and four-year colleges.

This degree program is designed to develop both the depth and breadth in the students' knowledge of mathematics but is intended to prepare graduates for careers in teaching rather than in mathematics research. For further details concerning general degree requirements, students should consult the bulletin, "Requirements for the Degree of Doctor of Education in the College Teaching of an Academic Subject" available in the Office of Doctoral Studies (ODS).

A program of study for the Ed.D.C.T. degree must include a minimum of 75 semester hours of approved graduate credit, at least 45 points of which must be taken under Teachers College registration. Ordinarily, points in mathematics and mathematics education should include at least 50 points in mathematics content courses; courses in mathematics education should include MSTM 5520. Also, 12 points of research preparation including MSTM 6500/6501 and MSTM 7500 should be taken. Preparation in mathematics content should be of sufficient depth in three areas to communicate content effectively at the freshman and sophomore college levels. Algebra geometry, analysis, and discrete mathematics are recommended as initial areas of concentration. Content courses can be selected from courses with the department or from courses offered by the Graduate Faculties of Columbia University.

Candidates for the Ed.D. in College Teaching who have not completed the equivalent of at least one year of full-time service as a college teacher of mathematics/computing/statistics are recommended to include MSTM 6400 within their doctoral programs. Interns will teach college mathematics courses under the supervision of experienced college teachers for a period of at least one semester.

Incoming doctoral candidates should register for MSTM 6037 Professional Seminar in Mathematics during the first year of doctoral studies.

Candidates for the Ed.D.C.T. are required to demonstrate competency in one language chosen from among French, German, and Russian. Students who require other languages for the preparation of their dissertation may petition the department to request substitution. Students in mathematics may not use computer languages to satisfy the language requirement. The Ed.D.C.T. degree requirements include a dissertation contributing knowledge to the field and should be planned early in the doctoral program when sufficient advanced courses have been completed to permit the candidate to enroll in relevant research courses and pertinent advanced study to enable efficient preparation of the dissertation.

Doctoral dissertations in the college teaching of mathematics can be (1) experimental studies in adult learning, (2) design and formative evaluation of college mathematics curricula, or (3) analytical studies in policy theory in mathematics post-secondary education. The website of the Program offers a list of Topic study groups which doctoral students are recommended to join.

Program Faculty

Faculty

- Alexander P. Karp

  Professor of Mathematics Education

- Irina Lyublinskaya

  Professor of Mathematics and Education

- Erica Walker

  Clifford Brewster Upton Professor of Mathematical Education

- Nicholas Henning Wasserman

  Professor of Mathematics Education

Professors of Teaching

- Chaya R Flint

  Assistant Professor of Teaching

- Sian Elizabeth Zelbo

  Assistant Professor of Teaching

Visiting Professors

- J Philip Smith

  Visiting Professor (Adjunct Full Professor)

Adjunct Faculty

- Joseph Peter Garrity

  Adjunct Professor

Program Courses

MSTM4005 Teaching mathematics in diverse cultures

Principles, techniques, and issues in the teaching of mathematics in other cultural and national settings. Study tour of schools and institutions in various nations.

MSTM4019 Mathematics teaching and learning I

Cognitive development and learning strategies for teaching and the use of instructional materials. Current research in mathematics education. Required for pre-service students.

MSTM4020 Mathematics teaching and learning II

Historical/comparative study of mathematical education programs in the United States and abroad. Current research in mathematics education.

MSTM4023 Mathematics for exceptional students

Content, methods, and instructional models for teaching exceptional students, including LED, LD, and MT students.

MSTM4025 Teaching mathematics using technology

A review of teaching methods and curricular innovations in computing and computer mathematics.

MSTM4026 Teaching Applied Mathematics

The role of applications in mathematics curriculum. Mathematical models, use of calculators and computers. Applications in the natural and social sciences.

MSTM4031 Number theory

Primes, composites, divisibility and factorization, congruence, historical topics.

MSTM4034 Exploring Secondary School Mathematics

For students who are preparing to teach in secondary school. The mathematical content of advanced secondary school mathematics and the development and application of fundamental ideas in mathematics.

MSTM4038 Finite mathematics

Statements, propositions, and sets; vectors and matrices; probability. Applications: finite Markov chains, game theory.

MSTM4760 Student teaching in mathematics

Permission required. Prerequisite: MSTM 5011. Open only to students enrolled in the pre-service program. Students do supervised teaching in metropolitan area schools.

MSTM4901 Guided study in mathematics education

Permission required from the instructor with whom the student wishes to work. Independent study in selected areas.

MSTM5010 Mathematics in the Elementary School

Problems, issues, and methods in the teaching and supervision of elementary school mathematics.

MSTM5011 Mathematics in the secondary school

Problems, issues, and methods in the teaching and supervision of secondary school mathematics. Includes field experiences. Required for preservice students.

MSTM5017 Mathematical game theory

Taxonomy of games, two-person zero-sum games, transferable and non-transferable utility, equilibrium concepts, two-sided markets, elections and voting, bankruptcy, apportionment, combinatorial games. Game theory and the K-12 curriculum.

MSTM5019

Survey of mathematical topics, methods, and issues related to teaching and learning as represented in popular culture and media, including literature, film, art, advertising, and the press.

MSTM5020 Mathematics and multicultural education

Survey of mathematical topics and methods appropriate for multicultural and bilingual programs.

MSTM5022 Mathematics curriculum development

Principles, strategies, and techniques for curriculum development and textbook preparation in mathematics.

MSTM5023 Problem solving

Theories and methods of mathematical problem solving with applications to classroom instruction.

MSTM5030 Topics in probability theory

Simple, compound, and conditional probabilities and applications. Doctoral students should register for MSTM 6030.

MSTM5031 Topics in the foundations of mathematics

Propositional and predicate calculi, set theory, axiomatics, order types, the linear continuum, and Goedel's theorem.

MSTM5032 Topics in geometry / topology

Foundation of geometry/topology. Emphasis upon the relationship between topology and geometry and other mathematical areas.

MSTM5033 Topics in algebra

Groups, rings, fields. Doctoral students should register for MSTM 6033.

MSTM5034 Topics in analysis

Real or complex functions and their properties. Doctoral students should register for MSTM 6034.

MSTM5035 Mathematical Modeling

Simulation, information theory and coding, stochastic models, probabilistic systems, simple harmonic motion. Topics vary between natural sciences and behavioral sciences.

MSTM5036 Topics in discrete mathematics

Discrete mathematics, combinatorics, graph theory.

MSTM5037 History of mathematics

Historical development of major ideas in mathematics. Contributions of noteworthy mathematicians. Analysis of mathematical classics.

MSTM5038 Topics in mathematical logic

Prepositional calculus, Church-Turing thesis, Goedel's incompleteness theorem.

MSTM5039 Comparative mathematics education

A review and comparison of mathematics education in other nations.

MSTM5051 Nature of Proofs

Learn how to create mathematics by turning your observations, beliefs and conjectures into formal statements backed by rigorous arguments.

MSTM5061 Research, evaluation, and policy in mathematics education

Theory and methods of evaluating pupils and programs in the cognitive and affective domains. The roles of research and policy in evaluation of mathematics outcomes.

MSTM5126 Mathematical foundations of statistics

Prerequisite: MSTM 5030 or MSTM 6030. Estimation, hypothesis testing, and tests based on the chi-square distribution. The normal distribution and its applications. Analysis of variance and regression. Doctoral students should register for MSTM 6126.

MSTM5264 Guided supervision of student teaching in mathematics

Permission required. Open only to doctoral students. Guided field experience in supervising student teachers.

MSTM5520 Seminar in the college teaching of mathematics

Current issues in undergraduate mathematics. Examination of relations between elementary and advanced mathematics.

MSTM5800 Mathematics colloquium

Lecture series featuring presentations by distinguished guest speakers.

MSTM5801 Mathematics Colloquium

Lecture series featuring presentations by distinguished guest speakers.

MSTM6017 Advanced topics in mathematical game theory

Open only to doctoral students. Advanced study of game theory.

MSTM6030 Advanced topics in probability theory

Open only to doctoral students. Emphasis on proof and advanced applications.

MSTM6031 Advanced topics in the foundations of mathematics

Open only to doctoral students. Advanced study of axiom systems and 19th – 20th century developments in the logical foundations of mathematics.

MSTM6032 Advanced topics in geometry/topology

Foundation of geometry/topology. Emphasis upon the relationship between topology and geometry and other mathematical areas.

MSTM6033 Advanced topics in algebra

Open only to doctoral students. Advanced study of groups, rings, and fields.

MSTM6034 Advanced topics in analysis

Open only to doctoral students. Advanced study of real or complex functions.

MSTM6035 Adv Mathematical Modeling

Open only to doctoral students. Advanced study of mathematical modeling.

MSTM6036 Advanced topics in discrete mathematics

Open only to doctoral students. Advanced study of discrete mathematics, combinatorics, and graph theory.

MSTM6037 Professional Seminar: Mathematics Education

Topics will vary

MSTM6038 Research Methods in Mathematics Education

An introduction to educational research methods relevant to mathematics education.

MSTM6039 Advanced comparative mathematics education

A review and comparison of mathematics education in other nations.

MSTM6126 Advanced topics in the mathematical foundations of statistics

Open only to doctoral students. Prerequisite: MSTM 5030 or MSTM 6030. Advanced topics including hypothesis testing, distribution theory, and analysis of variance and regression.

MSTM6400 Internship in mathematics education

Permission required. Supervised intern service in a variety of field settings including classroom teaching at various levels, supervision, curriculum development, and inservice education.

MSTM6500 Research seminar in mathematics education

Permission required. Research oriented seminars dealing with a variety of issues and leading to preparation of preliminary proposals for the doctoral dissertation. Required for doctoral students.

MSTM6501 Research seminar in mathematics education

Permission required. Research oriented seminars dealing with a variety of issues and leading to preparation of preliminary proposals for the doctoral dissertation. Required for doctoral students.

MSTM6901 Research and independent study in mathematics education

Permission required. Guided independent study leading to the preparation of a major project or paper. May be taken repeatedly by doctoral candidates engaged in research.

MSTM7500 Dissertation seminar in mathematics education

Development of final doctoral dissertation proposals and presentation of proposals for departmental review.

MSTM8900 Dissertation advisement in mathematics education

Individual advisement on doctoral dissertations. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration for Ed.D./Ph.D. degrees.

Science Education

Program Description

The Science Education Program at Teachers College was one of the first in the nation to encompass both professional teacher education and a research-based doctoral program that prepares leaders for science education roles in pre-college and higher education.

We believe that professional science educators should be thoroughly educated in their content discipline and bring modern theories of learning and education to bear on their scholarship as professional teachers and in their research for the doctoral degree.

Master's-level degree offerings in science content are coordinated with methodology and supervision appropriate for both initial and professional teacher certification in New York State. Advanced master's and doctoral programs include preparation for a variety of positions including teaching, supervisory, and research roles spanning the elementary through college levels of instruction. Some courses offered through these programs are designed especially for students from other areas of study at Teachers College (for example science education methods for elementary school teaching) who need to acquire knowledge and skills in science but who do not wish to earn a degree in these areas.

Our graduates have been appointed in major universities as science and/or science education professors. Many of our graduates have become major leaders in school leadership and educational reform nationally and internationally. Our work in reforming urban science education and broadening the scope of the theoretical base for teaching and learning in science has become more sharply focused in recent years to include neurocognitive, multicultural, and learning theory-based innovations in guiding teaching and research.

Program Degrees

Expand the accordion(s) to view the degree requirements:

Education of Teachers in Science

Ed.M. | Points/Credits: 60 | Entry Terms: Spring, Summer, Fall

The Science Education Program offers curricula leading to a Master of Science (M.S.) degree and a Master of Education (Ed.M.) degree. Both degree programs require a minimum number of 60 graduate points of coursework and a master's paper.

The M.S. and Ed.M. degrees require a program planned in consultation with an advisor who may also sponsor the master's paper. The M.S. degree program requires more science subject matter coursework than the Ed.M. degree, while the Ed.M. degree requires more intensive work in education including science education. The M.S. degree is

recommended for science educators who want a professional degree with intensive preparation in science subject matter. This degree is especially appropriate for prospective community college instructors who do not intend to pursue a doctorate immediately. The Ed.M. degree is recommended for science educators who want a professional degree with intensive preparation in science education. Both degree programs include some depth of study in science, work in the candidate's specialization, and the development of competence in methods of scholarly analysis. Some credits obtained at the M.A. level may be applied toward the Ed.M. or M.S.

Master of Education

In total, a minimum of 60 course points are required: A minimum of 15 points in breadth of science content courses, 15 points in core science education courses, 9 points in professional education courses, 6 points in research methodology courses, and 3 points in technology courses. This leaves 12 points of optional studies to be determined in consultation with the advisor.

Master's Integrative Project

For the M.S. and the Ed.M. degrees in the Science Education Program, a master's paper will be required. This project may be an extension of some paper that has been prepared for a course included in the program of the student. The paper may take a variety of forms. It may be a report of an empirical investigation, or it may be a library-type research paper dealing with some problem in which the candidate has a special interest. The form of the paper should be carefully chosen in the context of the candidate's professional goals.

The Ed.M. project should focus more on science education topics and can be either a synthesis of information or an empirical study. The paper may form the basis for a subsequent doctoral dissertation. In other cases, it may be the culmination of studies that have been carried out in the 60-point master's degree program.

The paper should be planned and prepared in cooperation with a full-time member of the Science Education Program faculty. It must be approved by a full-time member of this faculty before the application is made for the degree. Hence, the master's paper is a Departmental requirement for the M.S. and/or the Ed.M. degree. Its acceptance needs to be noted on the candidate's application by faculty for the award of either the M.S. or Ed.M. degree. However, the approved paper is not to be submitted to the Office of the Registrar as part of general College-wide degree requirements but will remain in the Departmental files.

Education of Teachers in Science

M.S. | Points/Credits: 60 | Entry Terms: Spring, Summer, Fall

The Science Education Program offers curricula leading to a Master of Science (M.S.) degree and a Master of Education (Ed.M.) degree. Both degree programs require a minimum number of graduate points of coursework and a master's paper.

The M.S. and Ed.M. degrees require a program planned in consultation with an advisor who may also sponsor the master's paper. The M.S. degree requires more science subject matter coursework than the Ed.M. degree, while the Ed.M. degree requires more intensive work in education including science education. The M.S. degree is

recommended for science educators who want a professional degree with intensive preparation in science subject matter. This degree is especially appropriate for prospective community college instructors who do not intend to pursue a doctorate immediately. The Ed.M. degree is recommended for science educators who want a professional degree with intensive preparation in science education. Both degree programs include some depth of study in science, work in the candidate's specialization, and the development of competence in methods of scholarly analysis. Some credits obtained at the M.A. level may be applied toward the Ed.M. or M.S.

Master of Science

In total, a minimum of 60 course points are required: A minimum of 30 points in breadth of science content courses, 12 points in core science education courses, 6-9 points in professional education courses, 3-6 points in research methodology courses, and 3 points in technology courses. This leaves at most a remaining 6 points of optional studies to be determined in consultation with the advisor.

Master's Integrative Project

For the M.S. and the Ed.M. degrees in the Science Education Program, a master's paper will be required. This project may be an extension of some paper that has been prepared for a course included in the program of the student. The paper may take a variety of forms. It may be a report of an empirical investigation, or it may be a library-type research paper dealing with some problem in which the candidate has a special interest. The form of the paper should be carefully chosen in the context of the candidate's professional goals.

The M.S. paper must address a problem in science content either through scientific laboratory research, a synthesis of scientific knowledge from the literature, and/or the production of a novel model synthesizing data. The M.S. paper may be a research thesis in basic science within the candidate's field of specialization.

Science and Dental Education

M.A. | Points/Credits: 32 | Entry Terms: Spring, Summer, Fall

This degree program is offered in conjunction with the College of Oral and Dental Medicine of Columbia University. Students in the College of Dental Medicine at Columbia University who are planning to enter teaching of dental medicine are eligible to enroll for this degree. The curriculum includes content courses in dental medical science, basic courses in adult learning, teaching of science-related disciplines, and culminating research studies on current medical educational theory and practice. Candidates are prepared for a life-long commitment to scholarly reflection and practice as professors of oral and dental medicine.

Inquiries should be sent to Professor Felicia Mensah (fmm2140@tc.columbia.edu).

Science Education

Ed.D. | Points/Credits: 75 | Entry Terms: Fall

The Program offers curriculum leading to the degree of Doctor of Education (Ed.D.). This program is intended to prepare students for leadership in science education. Most students entering this program are classroom teachers. This program is designed to prepare professional science educators who are (1) educated both broadly and deeply in science subject matter, (2) competent in methods of scholarly analysis, and (3) have a deep understanding of education and science education. Students should also consult the Requirements for the Degree of Doctor of Education bulletin, available from the Office of Doctoral Studies (ODS), for College-wide Ed.D. requirements.

In total, a minimum of 90 course points are required: A minimum of 15 points in breadth of science content courses, 15 points in core science education courses, 12 points in professional education courses, 9 points in research methodology courses, 3-6 points in technology courses, and 6 dissertation study points. This leaves a remaining 27-30 points of optional studies to be determined in consultation with the advisor. These additional points may be used to create a minor in an area of interest.

The student, in consultation with an advisor, plans a program of study consistent with the student's prior education and oriented toward professional goals. This program plan is approved by the advisor and then submitted to the Office of Doctoral Studies. In planning a program of study, the student would be wise to pay particular attention to the time when the certification exam is taken.

The certification examination is ordinarily taken no later than the term in which the student completes 65-75 percent of coursework. A special certification examination is designed for each candidate. The certification exam generally takes place in the student's third year of full-time study. Please refer to the Office of Doctoral Studies bulletin and the departmental advisor for details.

Dissertation Guidelines

The Ed.D. dissertation is a scholarly endeavor contributing new knowledge to the field and should be planned early in the doctoral program when sufficient advanced courses have been completed to permit the candidate to enroll in relevant research techniques courses and pertinent advanced study to enable efficient and high-quality preparation of the thesis. Dissertations in science education can be (1) empirical or theoretical studies in learning, (2) design and formative evaluation of science curricula, or (3) analytical studies in policy theory in science education. The candidate is recommended to seek an advisor within the Department who can best guide the design and completion of the type of thesis chosen.

Science Education

Ph.D. | Points/Credits: 75 | Entry Terms: Fall

This degree program is designed to prepare students for leadership in science education. The program includes advanced preparation in science to develop both breadth and depth in science subject matter background. Preparation in research methods in science education, as well as study of recent developments in the broad field of

professional education, is included in the program. Students should refer to the bulletin, Requirements for the Degree of Doctor of Philosophy, available from the Office of Doctoral Studies, for information on admission, residence, certification, examinations, and the dissertation.

The general requirement is for a minimum of 75 points of approved graduate credit, at least 45 points of which must be taken through Teachers College registration. In order that candidates become familiar with recent investigations in the broad fields of professional education, each program will include one or more courses in the nature of education and the nature of persons and the learning process.

In total, a minimum of 75 course points is required: A minimum of 15 points in breadth of science content courses, 15 points in core science education courses, 12 points in professional education courses, 12 points in research methodology courses, 3-6 points in technology courses, and 6 dissertation study points. This leaves a remaining 12-15 points of optional studies to be determined in consultation with the advisor.

Dissertation Requirements

In addition to all other guidelines, it should be noted that the dissertation must be a research thesis based on a theoretical rationale and must exhibit thorough and comprehensive mastery of a research discipline.

Supervision in Science Education

M.A. | Points/Credits: 32 | Entry Terms: Spring, Summer, Fall

Emphasis is placed on those competencies necessary for effective science teaching as a means of enhancing professional growth of in-service and pre-practice teachers through group and individualized instruction in a general methods course and in courses applicable to specific sciences.

In order to meet New York State Teacher Certification requirements, the M.A. degree for teacher preparation programs are comprised of 36 credits of coursework in the areas of professional education, science content, and science methods. The 32-point M.A. degree program in Supervision/Teacher of Science Education serves students whose professional interests are centered in the enhancement of science teaching and learning including teacher professional development, curriculum improvement, personal professional development, and preparation for more advanced studies leading to advanced master's degrees in science teacher supervision. In consultation with your advisor upon acceptance to a degree program, a program plan will be outlined based on your specific content certification area.

For pre-service candidates, i.e., those who intend to fulfill the requirements of New York State for initial certification to teach science in secondary schools, MSTC 4000 and MSTC 4363 are required and should precede the semester in which student teaching is completed. MSTC 4000 and MSTC 4363 are both offered in the fall and student teaching in the spring.

Other requirements that must be met before graduation include completion of a science safety workshop, successful completion of the program's Gateway Performance Assessments for Teaching, and a final master's portfolio project.

Initial Teacher Certification Science Education M.A. applicants may refer admissions questions to the Master's program director. Inquiries should be sent to Dr. Jessica Riccio (riccio@tc.columbia.edu).

Teaching Biology: 7-12

M.A. | Points/Credits: 36 | Entry Terms: Summer, Fall | Certification: NY State Initial: Biology 7-12

Emphasis is placed on those competencies necessary for effective science teaching as a means of enhancing professional growth of in-service and pre-practice through group and individualized instruction in a general methods course and in courses applicable to specific sciences.

In order to meet New York State Teacher Certification requirements, the M.A. degree for teacher preparation programs are comprised of 36 credits of coursework in the areas of professional education, science content, and science methods. The 32-point M.A. degree program in Supervision/Teacher of Science Education serves students whose professional interests are centered in the enhancement of science teaching and learning including teacher professional development, curriculum improvement, personal professional development, and preparation for more advanced studies leading to advanced master's degrees in science teacher supervision. In consultation with the academic advisor upon acceptance to a degree program, a program plan will be outlined based on the student's specific content certification area.

For pre-service candidates, i.e., those who intend to fulfill the requirements of New York State for initial certification to teach science in secondary schools, MSTC 4000 and MSTC 4363 are required and should precede the semester in which student teaching is completed. MSTC 4000 and MSTC 4363 are both offered in the fall and student teaching in the spring.

Other requirements that must be met before graduation include completion of a science safety workshop, successful completion of the program's Gateway Performance Assessments for Teaching, and a final master's portfolio project. See the Teacher Education section of this bulletin for details on other requirements.

Initial Teacher Certification Science Education M.A. applicants may refer admissions questions to the Masters program director. Inquiries should be sent to Dr. Jessica Riccio (riccio@tc.columbia.edu).

Teaching Biology: 7-12 Trans B (includes Peace Corps Fellows)

M.A. | Points/Credits: 34 | Entry Terms: Summer | Certification: NY State Transitional B: Biology 7-12

Emphasis is placed on those competencies necessary for effective science teaching as a means of enhancing professional growth of in-service and pre-practice through group and individualized instruction in a general methods course and in courses applicable to specific sciences.

In order to meet New York State Teacher Certification requirements, the M.A. degree for teacher preparation programs are comprised of coursework in the areas of professional education, science content, and science methods. In consultation with your advisor upon acceptance to a degree program, a program plan will be outlined based on your specific content certification area.

Other requirements that must be met before graduation include completion of a science safety workshop, successful completion of the program's Gateway Performance Assessments for Teaching, and a final master's portfolio project. See the Teacher Education section of this bulletin for details on other requirements.

Teaching Biology: 7-12 (Teaching Residents Program)

M.A. | Points/Credits: 44 | Entry Terms: Spring, Summer | Certification: NY State Initial: Biology 7-12

Emphasis is placed on those competencies necessary for effective science teaching as a means of enhancing professional growth of in-service and pre-practice through group and individualized instruction in a general methods course and in courses applicable to specific sciences.

In order to meet New York State Teacher Certification requirements, the M.A. degree for teacher preparation programs are comprised of 36 credits of coursework in the areas of professional education, science content, and science methods. The 32-point M.A. degree program in Supervision/Teacher of Science Education serves students whose professional interests are centered in the enhancement of science teaching and learning including teacher professional development, curriculum improvement, personal professional development, and preparation for more advanced studies leading to advanced master's degrees in science teacher supervision. In consultation with your advisor upon acceptance to a degree program, a program plan will be outlined based on your specific content certification area.

For pre-service candidates, i.e., those who intend to fulfill the requirements of New York State for initial certification to teach science in secondary schools, MSTC 4000 and MSTC 4363 are required and should precede the semester in which student teaching is completed. MSTC 4000 and MSTC 4363 are both offered in the fall and student teaching in the spring.

Other requirements that must be met before graduation include completion of a science safety workshop, successful completion of the program's Gateway Performance Assessments for Teaching, and a final master's portfolio project. See the Teacher Education section of this bulletin for details on other requirements.

Initial Teacher Certification Science Education M.A. applicants may refer admissions questions to the Masters program director. Inquiries should be sent to Dr. Jessica Riccio (riccio@tc.columbia.edu).

Teaching Chemistry: 7-12

M.A. | Points/Credits: 36 | Entry Terms: Summer, Fall | Certification: NY State Initial: Chemistry 7-12

Emphasis is placed on those competencies necessary for effective science teaching as a means of enhancing professional growth of in-service and pre-practice through group and individualized instruction in a general methods course and in courses applicable to specific sciences.

In order to meet New York State Teacher Certification requirements, the M.A. degree for teacher preparation programs are comprised of 36 credits of coursework in the areas of professional education, science content, and science methods. The 32-point M.A. degree program in Supervision/Teacher of Science Education serves students whose professional interests are centered in the enhancement of science teaching and learning including teacher professional development, curriculum improvement, personal professional development, and preparation for more advanced studies leading to advanced master's degrees in science teacher supervision. In consultation with your advisor upon acceptance to a degree program, a program plan will be outlined based on your specific content certification area.

For pre-service candidates, i.e., those who intend to fulfill the requirements of New York State for initial certification to teach science in secondary schools, MSTC 4000 and MSTC 4363 are required and should precede the semester in which student teaching is completed. MSTC 4000 and MSTC 4363 are both offered in the fall and student teaching in the spring.

Other requirements that must be met before graduation include completion of a science safety workshop, successful completion of the program's Gateway Performance Assessments for Teaching, and a final master's portfolio project. See the Teacher Education section of this bulletin for details on other requirements.

Initial Teacher Certification Science Education M.A. applicants may refer admissions questions to the Masters program director. Inquiries should be sent to Dr. Jessica Riccio (riccio@tc.columbia.edu).

Teaching Chemistry: 7-12 Trans B (includes Peace Corps Fellows)

M.A. | Points/Credits: 34 | Entry Terms: Summer | Certification: NY State Transitional B: Chemistry 7-12

Emphasis is placed on those competencies necessary for effective science teaching as a means of enhancing professional growth of in-service and pre-practice through group and individualized instruction in a general methods course and in courses applicable to specific sciences.

In order to meet New York State Teacher Certification requirements, the M.A. degree for teacher preparation programs are comprised of coursework in the areas of professional education, science content, and science methods. In consultation with your advisor upon acceptance to a degree program, a program plan will be outlined based on your specific content certification area.

Other requirements that must be met before graduation include completion of a science safety workshop, successful completion of the program's Gateway Performance Assessments for Teaching, and a final master's portfolio project. See the Teacher Education section of this bulletin for details on other requirements.

Teaching Chemistry: 7-12 (Teaching Residents Program)

M.A. | Points/Credits: 44 | Entry Terms: Spring, Summer | Certification: NY State Initial: Chemistry 7-12

Emphasis is placed on those competencies necessary for effective science teaching as a means of enhancing professional growth of in-service and pre-practice through group and individualized instruction in a general methods course and in courses applicable to specific sciences.

In order to meet New York State Teacher Certification requirements, the M.A. degree for teacher preparation programs arecomprised of 36 credits of coursework in the areas of professional education, science content, and science methods. The 32-point M.A. degree program in Supervision/Teacher of Science Education serves students whose professional interests are centered in the enhancement of science teaching and learning including teacher professional development, curriculum improvement, personal professional development, and preparation for more advanced studies leading to advanced master's degrees in science teacher supervision. In consultation with your advisor upon acceptance to a degree program, a program plan will be outlined based on your specific content certification area.

For pre-service candidates, i.e., those who intend to fulfill the requirements of New York State for initial certification to teach science in secondary schools, MSTC 4000 and MSTC 4363 are required and should precede the semester in which student teaching is completed. MSTC 4000 and MSTC 4363 are both offered in the fall and student teaching in the spring.

Other requirements that must be met before graduation include completion of a science safety workshop, successful completion of the program's Gateway Performance Assessments for Teaching, and a final master's portfolio project. See the Teacher Education section of this bulletin for details on other requirements.

Initial Teacher Certification Science Education M.A. applicants may refer admissions questions to the Masters program director. Inquiries should be sent to Dr. Jessica Riccio (riccio@tc.columbia.edu).

Teaching Earth Science: 7-12

M.A. | Points/Credits: 36 | Entry Terms: Summer, Fall | Certification: NY State Initial: Earth Science 7-12

Emphasis is placed on those competencies necessary for effective science teaching as a means of enhancing professional growth of in-service and pre-practice through group and individualized instruction in a general methods course and in courses applicable to specific sciences.

In order to meet New York State Teacher Certification requirements, the M.A. degree for teacher preparation programs are comprised of 36 credits of coursework in the areas of professional education, science content, and science methods. The 32-point M.A. degree program in Supervision/Teacher of Science Education serves students whose professional interests are centered in the enhancement of science teaching and learning including teacher professional development, curriculum improvement, personal professional development, and preparation for more advanced studies leading to advanced master's degrees in science teacher supervision. In consultation with your advisor upon acceptance to a degree program, a program plan will be outlined based on your specific content certification area.

For pre-service candidates, i.e., those who intend to fulfill the requirements of New York State for initial certification to teach science in secondary schools, MSTC 4000 and MSTC 4363 are required and should precede the semester in which student teaching is completed. MSTC 4000 and MSTC 4363 are both offered in the fall and student teaching in the spring.

Other requirements that must be met before graduation include completion of a science safety workshop, successful completion of the program's Gateway Performance Assessments for Teaching, and a final master's portfolio project. See the Teacher Education section of this bulletin for details on other requirements.

Initial Teacher Certification Science Education M.A. applicants may refer admissions questions to the Masters program director. Inquiries should be sent to Dr. Jessica Riccio (riccio@tc.columbia.edu).

Teaching Earth Science: 7-12 Trans B (includes Peace Corps Fellows)

M.A. | Points/Credits: 34 | Entry Terms: Summer | Certification: NY State Transitional B: Earth Science 7-12

Emphasis is placed on those competencies necessary for effective science teaching as a means of enhancing professional growth of in-service and pre-practice through group and individualized instruction in a general methods course and in courses applicable to specific sciences.

In order to meet New York State Teacher Certification requirements, the M.A. degree for teacher preparation programs are comprised of coursework in the areas of professional education, science content, and science methods. Other requirements that must be met before graduation include completion of a science safety workshop, successful completion of the program's Gateway Performance Assessments for Teaching, and a final master's portfolio project. See the Teacher Education section of this bulletin for details on other requirements.

Teaching Earth Science: 7-12 (Teaching Residents Program)

M.A. | Points/Credits: 44 | Entry Terms: Spring, Summer | Certification: NY State Initial: Earth Science 7-12

Emphasis is placed on those competencies necessary for effective science teaching as a means of enhancing professional growth of in-service and pre-practice through group and individualized instruction in a general methods course and in courses applicable to specific sciences.

In order to meet New York State Teacher Certification requirements, the M.A. degree for teacher preparation programs arecomprised of 36 credits of coursework in the areas of professional education, science content, and science methods. The 32-point M.A. degree program in Supervision/Teacher of Science Education serves students whose professional interests are centered in the enhancement of science teaching and learning including teacher professional development, curriculum improvement, personal professional development, and preparation for more advanced studies leading to advanced master's degrees in science teacher supervision. In consultation with your advisor upon acceptance to a degree program, a program plan will be outlined based on your specific content certification area.

For pre-service candidates, i.e., those who intend to fulfill the requirements of New York State for initial certification to teach science in secondary schools, MSTC 4000 and MSTC 4363 are required and should precede the semester in which student teaching is completed. MSTC 4000 and MSTC 4363 are both offered in the fall and student teaching in the spring.

Other requirements that must be met before graduation include completion of a science safety workshop, successful completion of the program's Gateway Performance Assessments for Teaching, and a final master's portfolio project. See the Teacher Education section of this bulletin for details on other requirements.

Initial Teacher Certification Science Education M.A. applicants may refer admissions questions to the Masters program director. Inquiries should be sent to Dr. Jessica Riccio (riccio@tc.columbia.edu).

Teaching Physics: 7-12

M.A. | Points/Credits: 36 | Entry Terms: Summer, Fall | Certification: NY State Initial: Physics 7-12

Emphasis is placed on those competencies necessary for effective science teaching as a means of enhancing professional growth of in-service and pre-practice through group and individualized instruction in a general methods course and in courses applicable to specific sciences.

In order to meet New York State Teacher Certification requirements, the M.A. degree for teacher preparation programs are comprised of 36 credits of coursework in the areas of professional education, science content, and science methods. The 32-point M.A. degree program in Supervision/Teacher of Science Education serves students whose professional interests are centered in the enhancement of science teaching and learning including teacher professional development, curriculum improvement, personal professional development, and preparation for more

advanced studies leading to advanced master's degrees in science teacher supervision. In consultation with your advisor upon acceptance to a degree program, a program plan will be outlined based on your specific content certification area.

For pre-service candidates, i.e., those who intend to fulfill the requirements of New York State for initial certification to teach science in secondary schools, MSTC 4000 and MSTC 4363 are required and should precede the semester in which student teaching is completed. MSTC 4000 and MSTC 4363 are both offered in the fall and student teaching in the spring.

Other requirements that must be met before graduation include completion of a science safety workshop, successful completion of the program's Gateway Performance Assessments for Teaching, and a final master's portfolio project. See the Teacher Education section of this bulletin for details on other requirements.

Initial Teacher Certification Science Education M.A. applicants may refer admissions questions to the Masters program director. Inquiries should be sent to Dr. Jessica Riccio (riccio@tc.columbia.edu).

Teaching Physics: 7-12 Trans B (includes Peace Corps Fellows)

M.A. | Points/Credits: 34 | Entry Terms: Summer | Certification: NY State Transitional B: Physics 7-12

Emphasis is placed on those competencies necessary for effective science teaching as a means of enhancing professional growth of in-service and pre-practice through group and individualized instruction in a general methods course and in courses applicable to specific sciences.

In order to meet New York State Teacher Certification requirements, the M.A. degree for teacher preparation programs are comprised of coursework in the areas of professional education, science content, and science methods. In consultation with your advisor upon acceptance to a degree program, a program plan will be outlined based on your specific content certification area.

Other requirements that must be met before graduation include completion of a science safety workshop, successful completion of the program's Gateway Performance Assessments for Teaching, and a final master's portfolio project. See the Teacher Education section of this bulletin for details on other requirements.

Program Faculty

Faculty

- Christopher Emdin

  Professor of Science Education, Maxine Greene Chair for Distinguished Contributions to Education.

- Felicia Mensah

  Professor of Science and Education

- Ann Rivet

  Associate Professor of Science Education

- Colby Tofel-Grehl

  Associate Professor of Science Education, Vice Dean for Teacher Education and School & Community Partnerships

Professors of Teaching

- Denise Mahfood

  Assistant Professor of Teaching

- Jessica Fitzsimons Riccio

  Associate Professor of Teaching

Emeriti

- O. Roger Anderson

  Professor Emeritus of Natural Science

Instructors

- Roseanna Graham
- Laureen Anne Zubiaurre Bitzer

Program Courses

MSTC4000 Science in secondary school

Foundations of science education. Planning, assessment, and management of instruction. Required of initial science students.

MSTC4007 Urban and multicultural science education

Students will explore the intersections of policy, science, and society and the impact these have on standard K-12 urban science curriculum and multicultural teaching practices. This course challenges commonly used practices where multiculturalism is often taught as one distinct and often separate component of the science curriculum.

MSTC4010 Hip Hop & Cultural Studies of Urban Science Education

Studies about the teaching and learning of science in urban settings have been a large component of contemporary research in science education. This course provides a means to interrogate the teaching and learning of science in urban settings through an exploration of the sociopolitical and aesthetic aspects of hip-hop/youth culture.

MSTC4040 Science in childhood education

This is an integrated lecture/laboratory course. This course provides an introduction to the creation of science curriculum and instruction that attends to current state and national standards. The course is based in constructivist perspectives and has as a goal the teaching of science well with all children.

MSTC4043 Science in the environment

Exploration of environmental science from an earth physiology perspective. Focus on connections between contemporary environmental issues and environmental science concepts. A community study utilizing scientific inquiry procedures and applying pertinent environmental science concepts will be conducted.

MSTC4044 Biology methods and curriculum laboratory

Theoretical basis of secondary school science education and its practical application to biology teaching and laboratory experiences.

MSTC4045 Earth science methods and curriculum laboratory

Theoretical basis of secondary school science education and its practical application to earth science teaching and laboratory experiences.

MSTC4047 Physical science curriculum and methods laboratory

The primary goal of this course is to provide tools to teach middle school science. Teacher candidates should gain a deepened understanding of inquiry-based science activities; the new science standards; ways to make science engaging for students and effective ways to conduct varied, student-centered explorations. Teacher candidates will be reflecting on the process of learning and teaching while creating materials to use with their own students. The assignments for this course are designed to help you create different units that you may use in your future teaching.

MSTC4048 Researching science knowledge and curriculum design

Analysis of the organization of and relationships between learning sciences and scientific concepts, with a focus on classroom-based analytical techniques suitable for curriculum design research.

MSTC4049 Middle school living environment methods laboratory

Discussion of middle school life science methods.

MSTC4055 Concepts of biology

Professional content knowledge course examining the major concepts in biology and their applications in teaching secondary school biology.

MSTC4056 Concepts in earth science

Study of models of our planet, Earth in space, and weather and climate.

MSTC4059 Concepts in chemistry I

The Chem I course is a disciplinary PCK class designed to teach science education candidates how to facilitate a full-year high school chemistry course anchored in phenomena and aligned to the Next Generation Science Standards. The phenomena that students work together to explain in chemistry are what to search for in looking for life on other planets , the potential of hydrogen and nuclear energy as a greener fuel, and why oysters are dying at high rates . Students engage with all eight science and engineering practices, becoming more proficient in learning when and how

to use the practices. Lessons engage students in practices where they investigate, make sense of phenomena and problems, construct and critique models, and develop explanations and arguments. Design challenges help students integrate knowledge across units; over time, students are expected to take more and more responsibility in problem solving within them.

MSTC4060 Concepts in chemistry II

Prerequisite: MSTC 4059 or instructor permission. The historical development of selected chemical concepts are examined with respect to the arguments developed in their support, with the intent that current meanings will be elucidated in the process. High school and college chemistry laboratory activities and classroom demonstrations are discussed and prepared. Some experiments and classroom demonstrations are performed. Some higher level chemistry problems and computer animations applied in chemistry teaching are discussed.

MSTC4075 Concepts in physics I

Exploration of physics themes of molecules and molecular kinetic theory, heat, mechanics, waves, electricity and magnetism, and modern physics. Exploration of electricity, magnetism, light, optics, quantum mechanics, and selected topics in atomic, nuclear, and elementary particle physics and astrophysics. Of particular interest to introductory physics, physical science, and general science teachers.

MSTC4076 Concepts in physics II

Practical basis of secondary school science education and its application to physics teaching and laboratory activity.

MSTC4151 Modern principles of evolution

Interdisciplinary study of scientific theories about the origin and evolution of life on earth. Includes demonstration and laboratory experiments.

MSTC4363 Introduction to science education practice

Corequisite: MSTC 4000. Directed field experiences and seminars explore school environments and teaching strategies.

MSTC4761 Student Teaching in Science

Permission required. Prerequisites: MSTC 4000 and MSTC 4363. Students do supervised teaching in metropolitan area schools.

MSTC4852 Informal science education

Study of museums and the development of curriculum and teaching practices that support learning in informal settings.

MSTC4902 Guided study in science education

Permission required from the instructor with whom the student wishes to work. Independent study in selected areas. Use of professional laboratory facilities.

MSTC5001 Introduction to Qualitative Research Methods

This course is designed to support students in qualitative research methods. Students will complete pilot studies as a requirement in the course. Open only to doctoral students.

MSTC5009 Educational practices and research in dental sciences

This course is an advanced seminar that focuses on the theoretical, conceptual, and empirical literature on dental science curriculum, research, and pedagogy.

MSTC5040 Science curriculum improvement in the elementary school

This course provides an introduction to the creation of science curriculum and instruction that attends to current state and national standards at the elementary level.

MSTC5041 The nature and practice of science

This course is one of the required core courses in the science education doctoral and advanced masters programs. It is designed to help students develop an adequate understanding of the nature of science or of how science is practiced. In this course, through the analysis of a number of current issues and problems in science and the extensive use of case studies, students will address questions such as: What is science? What distinguishes science from other ways of knowing? What standards of evidence and scientific explanations, processes, and conventions are used in science? What philosophical, social, ethical, and historical perspectives are important in understanding the nature of science?

MSTC5042 Science, technology, and society

The nature and interrelationships of science, technology, and society as represented in policy and curriculum for education.

MSTC5047 Science teacher education

MSTC 5047 is a required core course in the Science Education doctoral and advanced master's programs. The course concerns both inservice and preservice teacher education. In the course, students will conduct research with preservice teachers, as well as practicing and expert teachers. We will examine the classic and contemporary knowledge base of teacher education, as well as current issues and questions in the education of science teaching professionals. Open to students who are not in the Science Education Program with the professor's permission.

MSTC5048 Curriculum and pedagogy in science education

This course offers students in the Science Education doctoral and advanced master's programs the opportunity to ask fundamental questions about curriculum in multiple ways.

MSTC5056 General oceanography

Explore physical, earth, and life science content topics through a study of Earth's most visible feature. Particular attention paid to modern socioscientific issues such as coastal development, pollution, and management of energy resources.

MSTC5155 Critical voices in teacher education

This course is designed for doctoral students interested in teacher education and becoming teacher educators with an emphasis on self, race in teacher education, and teacher education research and policy.

MSTC5265 Guided supervision of student teaching in science

Permission required. Open only to doctoral students. Guided field experience in supervising student teachers.

MSTC6000 Quantitative methods in science education research

A critical analysis of current published research in science education with special attention to strategies of applying statistical and other quantitative methods. Designed largely for doctoral students and advanced master's students.

MSTC6401 Internship in science education

Permission required. Supervised intern service in a variety of field settings including classroom teaching at various levels, supervision, curriculum development, and inservice education.

MSTC6502 Science education research seminar

Research oriented seminars dealing with a variety of issues and leading to preparation for the doctoral certification examination. Required for doctoral students.

MSTC6902 Research and independent study in science education

Permission required. Guided independent study leading to the preparation of a major project or paper. May be taken repeatedly by doctoral candidates engaged in research.

MSTC7501 Dissertation Seminar in Science Education

Development of doctoral dissertation proposals and presentation of proposals for departmental review.

MSTC8901 Dissertation advisement in science education

Individual advisement on doctoral dissertations. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration for Ed.D./Ph.D. degrees.

Teachers College
COLUMBIA UNIVERSITY

Academic Catalog 2026-2027

Organization & Leadership

114 pages

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Organization and Leadership

Department Mission

The mission of the Department of Organization and Leadership is to prepare current and future leaders to advance learning, improve organizations, and promote the public good across diverse professional settings. Through scholarship, teaching, and service, the Department educates administrators, executives, policymakers, researchers, psychologists, and educators from around the world who seek to lead with integrity, insight, and a commitment to positive organizational and social change. Our students serve in, or aspire to careers across public and private K-12 education, higher and postsecondary education, adult learning , advocacy, organizational behavior, development, and change. The Department prepares:

1. Leaders, managers, and administrators for a wide range of organizations, with an emphasis on educational institutions and nonprofit organizations institutions in both the private and public sectors;
2. Professionals who support and advise organizational leaders through roles in consulting, policy, research, student affairs, human resources, and organizational development ; and
3. Scholars and practitioners who conduct research and teach in the areas of leadership, administration, education policy, organizational behavior, and organizational change.

To fulfill this mission, the Department offers academic and degree programs in **Adult Learning and Leadership**, **Education Leadership**, **Higher and Postsecondary Education**, and **Social-Organizational Psychology**.

Professional Licensure and Certification

Students who intend to seek professional certification or licensure outside New York State should be aware that Teachers College has not determined whether its in-person NYS licensure and certification programs meet the educational requirements for certification or professional licensure in any other state, the District of Columbia,or Puerto Rico. Students are encouraged to consult the appropriate state licensing board or professional certification agency to review applicable requirements. The Office of Teacher Education can assist graduates of approved teacher and leader preparation programs by completing any necessary forms or providing documentation required for out-of-state certification applications.

Adult Education Guided Intensive Study (AEGIS)

Program Description

AEGIS is a highly selective, fast-track cohort program leading to the Ed.D. in Adult Education Guided Intensive Study for mid-career professionals who work full time and who choose to pursue a doctorate in a concentrated format. AEGIS has been in existence since September 1981. The degree program emphasizes leadership for adult and organizational learning. Scholar-practitioners examine and critique theory and professional experience. The program is designed for experienced, self-directed professionals capable of completing a rigorous program emphasizing guided independent study. AEGIS is a full-time doctoral program. Coursework is completed over a two-year period. Following their course work students work on their dissertation.Typically this takes another two years after completion of the required coursework.

A new cohort begins in June of even-numbered years (i.e., 2024, 2026, 2028). Participants attend a concentrated two-week session at Teachers College in June for each of three summers. During the academic year, they meet for Friday evening and Saturday seminars four times each semester for a total of four semesters. Due to state requirements attendance in all class sessions is mandatory. Absence will result in having to withdraw from the AEGIS program (“step out”) with some possibility of re-enrolling with 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.

Program Degrees

Expand the accordion(s) to view the degree requirements:

Adult Education Guided Intensive Study (AEGIS)

Ed.D. | Points/Credits: 75 | Entry Terms: Summer (Even Year Only)

AEGIS students must complete 30 of the minimum of 75 graduate credits required for the Ed.D. degree at an accredited institution prior to beginning the AEGIS program; either transfer credits or TC credits. AEGIS students fulfill the remaining 45 course points at Teachers College in a structured program that provides required courses in three areas: theory, research, and the study of professional practice in various settings where adults learn. For the final phase of the program, students must pass a certification examination, write a qualifying paper, and complete a dissertation.

Course Requirements:

- ORLD 6800 Workshop in Adult Education
- ORLD 6902 Pro-seminar in Adult Education

- ORLD 6908 Adult Education: Theory and Practice
- ORLD 6918 Advanced Research Seminar in Adult Education
- ORLD 6903 Qualitative Research
- ORLD 6906 Adult Development
- ORLJ 5340 Adaptive Negotiation and Conflict Resolution
- ORLD 4027 Social Transformation
- HUD 4120 Methods of Empirical Research
- ORLD 6914 Learning Communities I
- ORLD 6915 Learning communities II
- ORLD 6916 Learning Communities III

Program Faculty

Faculty

- Rajashi Ghosh

  Associate Professor

- Terrence Earl Maltbia

  Professor of Practice

- Victoria J Marsick

  Professor of Education/Co-Director J.M. Huber Institute

- Amra Sabic-El-Rayess

  Associate Professor of Practice

Professors of Teaching

- Pierre Faller

  Associate Professor of Teaching

Emeriti

- Lyle Yorks

  Professor Emeritus of Adult and Continuing Education

Adjunct Faculty

- Shokry Eldaly

  Adjunct Assistant Professor

- Rachel Fichter

  Adjunct Assistant Professor

- Julia Ann Sloan

  Adjunct Assistant Professor

Program Courses

ORLD4027 Education and Social Transformation: Elites and Inequalities in Transitional Economies

This course examines how education both reflects and reshapes power, privilege, and opportunity in societies undergoing crisis or change. Through global case studies -- including but not limited to developing countries, post-conflict settings and fragile democracies -- the course explores how educational systems can entrench elite power or serve as engines of belonging and social mobility. You will engage with interdisciplinary research on power, elites, inequality, extremism, corruption, educational displacement, and belonging to understand how narratives, policies, and educational institutions shape societies and people's lived experiences. Readings include memoirs, empirical studies, and storytelling-driven scholarship, providing a rich analytical foundation for examining how education can reproduce harm or foster resilience and social transformation. There are no prerequisites for this course to ensure it is accessible and deeply engaging to students across programs and disciplines. You will gain practical analytical skills, strengthen your ability to connect theory to complex real-world issues, and learn new concepts and tools for examining educational systems. The course is designed to empower each student. By the end of this course, you will have developed a clear and meaningful understanding of new conceptual frameworks, but also the confidence to analyze, impact, and lead educational and societal structures in ways that advance and transform societies.

ORLD6800 Workshop in Adult Education

(1) Workshop in Adult Education: Life History -- This course introduces the use of life history and biological approaches in adult education. Through the process of reflecting on their life experience, participants gain insight into the field of adult education, develop their capacity for critical self-reflection, and explore strengths and challenges associated with the interpretation of qualitative data. In order to promote learning and build up the cohesion of the cohort, this course articulates multiple settings (lectures, class and small group discussions) and specific tasks (writing and sharing autobiographical experiences, keeping a learning journal, organizing a field trip in NYC, etc.) (2) Seminar in Adult Basic and Critical Literacy -- This course offers an overview of the field of adult education's legacy and connections to the study and development of adult basic literacy. The course covers literacy skills, domestic and global trends, and research. It also covers critical literacy from the perspective of the role of education and the interplay of power and privilege in defining requisite cultural literacies for individual and collective success. (3) Workshop in Adult Education: Strategic Advocacy -- This course provides a foundation for understanding and utilizing practices for learning and engaging in advocacy under conditions characterized by complexity and uncertainty. The workshop will focus on how these practices can be applied strategically to organizations (private and public, for profit and not-for-profit) and to individual action in order to address challenges marked by uncertainty and ambiguity. The objective of this course will be to further develop student capabilities to address complex personal, organizational, and societal challenges strategically. (4) Workshop in Adult Education: Technology in Organizations -- This course is designed to help students understand and cope with the many issues involved in developing organizational learning programs and integrating an important component: technology. The course aims at providing a combination of research case studies together with

existing theories on organizational learning in the workplace. The workshop responds to the complex and various dilemmas faced by many human resource managers and corporate executives regarding how to actually deal with the impact of technology on employee learning and management. (5) Workshop in Adult Education: Capstone -- This course is designed to assist students in reflecting on and making meaning of their overall AEGIS curricular coursework and community experience. It is a closure experience in which they engage in multiple multi-sensory activities oriented towards outgrowth issues and transitioning to the independent research phase of their doctoral study.

ORLD6902 Proseminar in Adult Education

Adult education is an interdisciplinary field of theory and practice that draws on social sciences. Students in AEGIS are experienced practitioners who come to the program with a wide range of disciplinary, theoretical, and practical backgrounds on which they can draw as they begin this journey. The pro-seminar provides a common language in our quest as adult education scholar-practitioners. It is a forum through which students can examine the common threads of adult learning and education that run throughout the different settings and disciplines through which they practice. Students examine the main theoretical orientations and professional practice areas in the field. They also examine and critique the personal, philosophical, and professional presuppositions and underpinnings of their practice.

ORLD6903 Qualitative Research

This course is the third in a sequence of research courses aimed at helping students understand the qualitative approach to dissertation research. In this course, students begin to scope out the parameters of a topical inquiry and begin to grapple with the many facets of the dissertation proposal.

ORLD6906 Adult Development

Learning is at the core of most initiatives in organizations and requires dynamic, collaborative, and innovative approaches to program planning. A main idea in this course is that program development is about a series of choices. To enable well-informed choice, program planning theory and practice is explored. Emphasis is placed on developing the knowledge, skills, and values needed to achieve greater capacity for effective program development.

ORLD6908 Adult Education: Theory and Practice

(1) Adult Development -- This course provides an overview of adult development theories and how they inform adult learning. Students will gain insight into stage and phase theories and how adult growth can be supported in a variety of workplace, educational, and community settings. Developmental assessments will be examined and differences explored based on theories that differently explore psychological, lifespan, spiritual, moral, and other frameworks for understanding adult development. (2) Adult Education/Learning: Theory and Practice -- This course helps educators gain insight into themselves as facilitators of adult learning based on theory, research, and practice related to learning from and through experience, self-directed learning, and transformative learning theory. This course supports a critical appraisal of one's facilitation practice. The format will be interactive discussion of various theoretical perspectives on adult learning, with a view to how these ideas can be used to understand / improve / change your practice. (3) Advanced Seminar: Leadership in Adult Education -- In this course, we will explore various theories and practices of leadership from the perspective of adult learning; we will do so in a workplace context. Specifically, we will examine the framing of leadership as a form of human performance and focus on contextual, conceptual, and behavioral dimensions of leadership. Our inquiry will be guided by four essential questions: 1) Are leaders born? 2) Can leadership be taught? 3) Does it all depend? 4) What's new/emerging? The format will be a seminar where cases be read and discussed to examine various perspectives on leadership theory, models of practice, and research in light of class members' own experiences and practice. (4) Workplace and Organizational Learning --In this course, we will examine trends that have affected the shift to knowledge work and globalization and implications for learning in organizations. We will contrast structured training practices with the embedded, contextualized nature of informal workplace learning and critically

assess learning practices in different settings (business organizations, not-for-profits, higher education, healthcare, community, other educational settings). Finally, we will examine differences when learning is supported at individual, group, and organizational learning levels.

ORLD6914 Learning Communities: Introduction to Research

Drawing on the literature, presents students with the central challenges of establishing learning communities as an adult education method of practice. Special attention is given to the use of the web as a way of establishing virtual learning communities. Students gain experience through the use of the web to facilitate dialogue linked to their course work.

ORLD6915 Learning Communities II

Extends the learning from Learning Communities I, with an emphasis on using web technology to facilitate learning communities as part of action learning methods. Special emphasis is placed on developing reflective practice in such communities.

ORLD6916

This seminar focuses on the use of learning communities to facilitate research and inquiry. Students use their own research topics as a focus for the course.

ORLD6918 Advanced Research Seminar in Adult Education

(1) Introduction to Research -- This is the first in a sequence of courses designed to develop student competencies in conducting and assessing research. The overall objective of this course is for students to become conversant with the current discourse on research and with the most fundamental research designs encountered in practice. The course begins with a discussion of research paradigms. From this context, the class considers issues around experimental design, survey design and analysis, field/case study research, and action research--all forms of research design and methods with which adult educators and human resource development require competence. (2) Literature Review -- This course is an intensive seminar designed to introduce doctoral students of an AEGIS cohort to the discipline and constituent practices of conducting a literature review within the context of doctoral studies and dissertation work. On conclusion of this course, students will be able to a) search for topic-related literature, b) take and organize notes from the review, c) identify qualities of literature constituting the review, and d) possess knowledge of fundamental resources needed for writing the literature review. (3) Advanced Research Seminar I -- This is the third course in the research sequence. The objective of this seminar is to help students strengthen their conceptual frameworks, refine their research questions, and tighten their thinking around research design, providing them with the foundation for a robust pilot study experience in the spring. Students will continue to develop a critical understanding of the nuances, conundrums, and complexity of research methods and the research process. (4) Advanced Research Seminar II -- This is the last course in the research sequence. It is intended both to advance participants' understanding of the interpretative research paradigm and its accepted methodologies and to facilitate the further development of a viable dissertation proposal. The course focuses on the following components of the proposal: the proposed research methodology, additional literature review, and refinement of the anticipated context and background. Students will develop a plan for finishing the proposal.

ORLJ5340 Adaptive Negotiation & Conflict Resolution

An experiential course designed to promote negotiation understanding and adaptivity across negotiation situations. Students will have the opportunity to develop more self-awareness and basic collaborative negotiation skills with supervised practice.

Adult Learning and Leadership

Program Description

The mission of the Program is to empower graduates as facilitators of learning across the lifespan–in and outside of classrooms and virtual learning spaces. We emphasize leadership for reflective, proactive, and transformative learning. Our students help individual adults learn, and they help organizations, institutions, and communities learn from and with those adults.

Our programs prepare leaders who help adults improve the way they live and work through learning. A hallmark of our academic programs is the fostering of transformative learning. Through transformative learning:

- Adults are helped to identify, probe, and change assumptions, values, and beliefs that shape how they think, act, and learn;
- Adult educators are helped to transform organizations, institutions, learning communities, and other settings that influence learning and change.

Graduates from our degree programs lead, manage, design, deliver, facilitate, coach and evaluate learning initiatives. They can be scholars, researchers, executives, coaches, or Learning & Development (L&D) professionals. We support learning across the lifespan with an eye to how adult learning shapes, and is shaped by, societal change.

The intellectual framework of the Program examines the relationship of adult learning to organizational, management, and leadership issues. The curriculum is designed around learning, development, and change for individuals, groups, and organizations as a whole.

The Program appeals to professionals who design, develop, and evaluate programs that meet the learning needs of adults in both face-to-face and online formats in the following settings:

- Organizations in the profit, not-for-profit, or public sectors;
- Religious and community-based organizations;
- Basic education classes (literacy, General Education Diploma);
- Returning adult students with specialized needs in postsecondary education; and
- Continuing professional education, including medical education and workforce development.

The 36-point M.A. degree program is most appropriate for educators who are involved in the design, management, and delivery of learning. The 60-point Master of Education (Ed.M.) and 75-point Doctor of Education (Ed.D.). options are appropriate for professionals who are involved in policy development, strategy, change management, and systems-level learning. The Program prepares educators who work with the following groups:

- Leaders who shape policy and program implementation, as well as those who act as trainers and coaches; and
- Designers, planners, managers, and L&D professionals.

In addition, we have been approved by New York State––but are temporarily not offering—two non-degree, credit-bearing advanced certificates: one for Medical Educators and one in Workforce Development. Credits earned may be applied subsequently to degree programs in Adult Learning & Leadership in which students might enroll. For information about these certificates, please contact us at <adultll@tc.edu>.

Each program has between two and three required foundations courses. In addition, students may choose courses in core areas of adult development, adult learning theory, program development and evaluation, leadership, and research. They can apply their learning through courses in strategy and management, facilitation, human resource development, coaching, system learning, and digital learning environments. Many of these courses are offered by the ADUL or ADLO Program, or other Programs in the O&L Department; other courses may be taken elsewhere in Teachers College or Columbia University.

For more information about the program - including start dates, and enrollment steps—see our website: https://www.tc.columbia.edu/organization-and-leadership/adult-learning-and-leadership/

Program Degrees

Expand the accordion(s) to view the degree requirements:

Adult Learning and Leadership

Ed.D. | Points/Credits: 75 | Entry Terms: Fall

The Adult Learning & Leadership degree program, at the Ed.D. level, is designed for professionals who wish to develop their skills in helping adults learn inside and outside the classroom, and hone their leadership abilities. 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.

Coursework is primarily in person but some courses can and should be taken in hybrid and online formats given the dominance of digital learning in work and life today.

The EdD requires 75 credits of coursework, a certification examination, a qualifying paper, and a dissertation. Up to 30 graduate credits can be transferred, with College approval, from an accredited institution, if the student earned a B grade or better and the courses are determined to be relevant to EdD program requirements. The remaining 45 credits must be taken at Teachers College. The EdD degree program has three required foundational courses and other recommended requirements. Students make choices in consultation with their advisor about courses to take in the areas of adult development, adult learning theory and applications, program development and evaluation, systems learning, leadership, strategy and management, human resource development, group dynamics, organizational behavior, technology, conflict resolution, and research.

Required Coursework

Foundations (9 credits—required):

- ORLD 4050 Introduction to adult and continuing education (3)
- ORLD 4053 Facilitating adult learning (3)
- ORLD 5057 Adult learning & education: Theory & practice (3)

Adult Development (3 credits required)—choose from the following:

- ORLD 4051 How adults learn (3)
- ORLD 5070 Leadership for adult development (3)
- ORLD 4827 Fostering transformative learning (2-3)*

**EdD students taking this course to fulfill their Adult Development requirement must take this course for 3 credits.*

Adult Learning Theory and Applications (18 credits)—choose from the following:

- ORLD 4827 Fostering transformative learning (2-3)
- ORLD 4060 Coaching from an adult learning perspective (3)
- ORLD 5073 Action learning design and coaching (3)
- ORLD 4828 Imagination, authenticity, individuation and transformative learning (2-3)
- ORLD 5053 Developing and managing adult learning programs (3)
- ORLD 5063 Digital pedagogy: Applying adult learning principles
- ORLD 5061 The learning organization: Digital workplace (3)
- ORLD 5055 Staff development and training (3)

- ORLD 5062 Global and strategic human resource development in organizations (3)
- ORLD 4815 Developing critical thinkers (1)
- ORLD 4844 Helping adults learn (1)
- ORLD 4850 Discussion as a way of teaching (1)
- ORLD 4855 Learning as a way of leading (1)
- ORLD 4860 Teaching race in predominantly white organizations (1)
- ORLD 5815 Critical theory and adult learning (1)
- ORLD 4810 Career strategy development as a lifelong learning process (1)

Leadership and Organization (15 credits)—choose from the following:

- ORLD 5023 Leadership and self-development (3)
- ORLD 5821 Leveraging emotional intelligence (EQ) to enhance organizational effectiveness (3)
- ORLD 5540 Social entrepreneurship & leadership (3)
- ORLD 5822 Building productive relationships with social intelligence (SQ) (3)
- ORLD 5823 Building 21st century organizational capability with cultural intelligence (CQ) (3)
- ORLD 4091 Somatics: A mind/body approach to leadership development (3)
- ORLD 4085 Management & leadership skills in practice (3)
- ORLD 6054 Learning to think strategically (3)
- ORLD 4027 Education and social transformation: Elites and inequalities in transitional economies (3)
- ORLD 5060 Digital transformation, AI, and learning in organizations (3)
- ORLD 4065 Leading change in a democratic society (3)
- ORLD 5054 Strategy development as a learning process in organizations (3)

Research Requirements

Ed.D. (15 credits):

At the Ed.D. level, coursework must include one (or more) statistics course(s), a research design and data collection course (either qualitative or quantitative), a data analysis course (either qualitative or quantitative), and a dissertation seminar. These courses include, but are not limited to, those listed below.

- ORL 6500 and ORL 6501 are specifically designed to support qualitative research design, data collection and analysis for ALL dissertation work.
- Candidates must take ORLD 7500 (1 point if independent study or 3 point structured proposal writing course) in the semester in which they prepare and/or defend their dissertation proposals.

- Ed.D. candidates must also enroll in ORLD 8900 (or a 3-point Teachers College course) during fall and spring semesters after fulfilling their certification requirements.

Select15 credits from the following suggested Research Courses:

- HUDM 4120 Basic concepts in statistics (3)
- HUDM 4122 Probability and statistical inference (3)
- ORL 5521 Introduction to research methods in education (3)
- ORLD 5550 Research on organizational learning (3)
- ORL 6500 Qualitative research methods in organizations: Design and data collection (3)
- ORL 6501 Qualitative research methods in organizations: Data analysis and reporting (3)
- ORLD 7500 Dissertation seminar in adult education (1-3)
- ORLD 7900 Directed dissertation research (3)

Elective Courses (15 credits):

Electives include, but may not be limited to, additional courses in adult learning and adult development, conflict resolution, policy and evaluation, technology for learning, and management/information systems. These are tailored to the student's career goals and may be taken in the Department or elsewhere in Teachers College or Columbia University. Electives may include transfer courses. Students are required to take a minimum of 6 points total at Teachers College outside of our immediate Program area to satisfy the Teachers College breadth requirement.

Some recommended electives include, but are not limited to, the following courses:

- ORLJ 4005 Organizational psychology (3)
- ORLJ 5045 Organizational dynamics/theory (3)
- ORLJ 5340 Adaptive negotiation & conflict resolution (3)
- ORLJ 5090 Strategic talent management (3)
- MSTU 4083 Instructional design of educational technology (3)
- MSTU 5035 Technology and metacognition (3)
- HUDK 5197 The psychology of E-learning in business and industry (3)
- HUDK 4011 Networked and online learning (3)

Final Project

Ed.D. Dissertation

Students in the Ed.D. program are also required to pass a certification examination, write a qualifying paper, and successfully defend their dissertations. Dissertations frequently focus on topics of interest to the candidates and the organizations they lead or aspire to lead.

Please see the most recent Program of Study Advisement Guide (located on the Adult Learning and Leadership program website as a PDF file) for actual core sequence requirements.

Adult Learning and Leadership

Ed.M. | Points/Credits: 60 | Entry Terms: Fall

The Adult Learning & Leadership degree program, at the Ed.M. level, appeals to professionals who hold a masters degree in a substantive area, and who wish to enhance their knowledge and skills in supporting adult growth in organizations and helping adults learn. Students build on prior knowledge to advance their capabilities and conduct research in their areas of interest. The intellectual framework of the program examines the relationship of adult learning to organizational, management and leadership issues 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.

Coursework is primarily in person but some courses can and should be taken in hybrid and online formats given the dominance of digital learning in work and life today.

The Ed.M. degree program in Adult Learning and Leadership is structured around a sequence of core courses, research requirements and electives. A culminating project with a research component is required. In addition to three required foundations courses, students may choose among recommended courses to take related to adult learning theory and applications, as well as to leadership and organization. Research courses and breadth courses outside of the program are required to support a culminating project with a focus on a problem of practice.

Required Coursework

Foundations (9 credits required)

- ORLD 4050 Introduction to adult and continuing education (3)
- ORLD 4053 Facilitating adult learning (3)
- ORLD 5057 Adult learning & education: Theory & practice (3)

Adult Development (3 credits required–choose from the following)

- ORLD 4051 How adults learn (3)
- ORLD 5070 Leadership for adult development (3)
- ORLD 4827 Fostering transformative learning (2-3)*

**EdM students taking this course to fulfill their Adult Development requirement must take this course for 3 credits.*

Adult Learning Theory and Applications (6-9 credits–choose from the following)

- ORLD 4827 Fostering transformative learning (2-3)
- ORLD 4828 Imagination, authenticity, individuation and transformative learning (2-3)
- ORLD 5053 Developing and managing adult learning programs (3)
- ORLD 5062 Global and strategic human resource development in organizations (3)
- ORLD 5055 Staff development and training (3)
- ORLD 5063 Digital pedagogy: Applying adult learning principles (3)
- ORLD 4060 Coaching from an adult learning perspective (3)
- ORLD 5073 Action learning design and coaching (3)
- ORLD 5061 The learning organization: Digital workplace (3)
- ORLD 4815 Developing critical thinkers (1)
- ORLD 4844 Helping adults learn (1)
- ORLD 4850 Discussion as a way of teaching (1)
- ORLD 4855 Learning as a way of leading (1)
- ORLD 4860 Teaching race in predominantly white organizations (1)
- ORLD 5815 Critical theory and adult learning (1)
- ORLD 4810 Career strategy development as a lifelong learning process (1)

Leadership and Organization (6-9 credits–choose from the following)

- ORLD 5821 Leveraging emotional intelligence (EQ) to enhance organizational effectiveness (3)
- ORLD 5822 Building productive relationships with social intelligence (SQ) (3)
- ORLD 5823 Building 21st century organizational capability with cultural intelligence (CQ) (3)
- ORLD 4027 Education and social transformation: Elites and inequalities in transitional economies (3)
- ORLD 4065 Leading change in a democratic society (3)
- ORLD 5540 Social entrepreneurship & leadership
- ORLD 4091 Somatics: A mind/body approach to leadership development (3)
- ORLD 4085 Management & leadership skills in practice (3)
- ORLD 6054 Learning to think strategically (3)
- ORLD 5023 Leadership and self-development (3)
- ORLD 5060 Digital transformation, AI, and learning in organizations (3)
- ORLD 5054 Strategy development as a learning process in organizations (3)

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Research (6 credits required–choose from the following)

- ORL 5521 Introduction to research methods in education (3)
- HUDM 4120 Basic concepts in statistics (3)
- HUDM 4122 Probability and statistical inference (3)
- ORLD 5550 Research on organizational learning (3)
- ORL 6500 Qualitative research: Design and data collection (3)
- ORL 6501 Qualitative research: Data analysis (3)

Electives (up to 30 credits)

Electives are tailored to the student's career goals and may be taken in the Department or elsewhere in Teachers College or Columbia University. Electives may include (up to 30) transfer courses. Students are required to take a minimum of 6 points total at Teachers College outside of our immediate Program area to satisfy the Teachers College breadth requirement.

Some recommended electives include, but are not limited to, the following courses:

- ORLJ 4005 Organizational psychology (3)
- ORLJ 5045 Organizational dynamics/theory (3)
- ORLJ 5090 Strategic talent management (3)
- ORLJ 5340 Adaptive negotiation & conflict resolution (3)
- MSTU 4083 Instructional design of educational technology (3)
- MSTU 5035 Technology and metacognition
- HUDK 5197 The psychology of E-learning in business and industry (3)
- HUDK 4011 Networked and online learning (3)

Final Project

Ed.M. Culminating Project

Required

Research-based

Guidelines for the Ed.M. Culminating Project are available in the Program of Study Advisement Guides (as PDF files) located on the Adult Learning and Leadership Program website.

Students should meet with their advisor the semester before they plan on graduating to review the guidelines.

Please see the most recent Program of Study Advisement Guide (located on the Adult Learning and Leadership program website as a PDF file) for actual core sequence requirements.

Adult Learning and Leadership

M.A. | Points/Credits: 36 | Entry Terms: Fall

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 Master of Arts described here involves predominantly in-person coursework. Students can and should also take some courses in hybrid and online formats, also offered given the importance of digital learning in today's educational and work environments.

The Adult Learning & Leadership Program, at the M.A. degree 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 degree 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.

Required Coursework

Foundations (6 credits required):

- ORLD 4050 002 Introduction to adult and continuing education (3)
- ORLD 4053 Facilitating adult learning (3)

Adult Development (3 credits required–choose from the following):

- ORLD 4051 How adults learn (3)
- ORLD 5070 Leadership for adult development (3) (Limited enrollment, by application to instructor; email Dr. Ellie Drago-Severson at drago-severson@tc.columbia.edu for more information)

Adult Learning Theory and Applications (9 credits required–choose from the following):

- ORLD 4827 Fostering transformative learning (2-3)
- ORLD 4828 Imagination, authenticity, individuation and transformative learning (2-3)
- ORLD 5053 Developing and managing adult learning programs (3)
- ORLD 5061 The learning organization: The digital workspace (3)
- ORLD 5062 Global and strategic human resource development in organizations (3)
- ORLD 5063 Digital pedagogy: Applying adult learning principles (3)

- ORLD 5055 Staff development and training (3)
- ORLD 5057 Adult learning & education: Theory & practice (3)
- ORLD 4060 Coaching from an adult learning perspective (3)
- ORLD 5073 Action learning design and coaching (3)
- ORLD 4815 Developing critical thinkers (1)
- ORLD 4844 Helping adults learn (1)
- ORLD 4850 Discussion as a way of teaching (1)
- ORLD 4855 Learning as a way of leading (1)
- ORLD 4860 Teaching race in predominantly white organizations (1)
- ORLD 5815 Critical theory and adult learning (1)
- ORLD 4810 Career strategy development as a lifelong learning process (1)

Leadership and Organization (9 credits required–choose from the following):

- ORLD 5023 Leadership and self-development (3)
- ORLD 5821 Leveraging emotional intelligence (EQ) to enhance organizational effectiveness (3)
- ORLD 5822 Building productive relationships with social intelligence (SQ) (3)
- ORLD 5823 Building 21st century organizational capability with cultural intelligence (CQ) (3)
- ORLD 4065 Leading change in a democratic society (3)
- ORLD 5540 Social entrepreneurship & leadership (3)
- ORLD 4091 Somatics: A mind/body approach to leadership development (3)
- ORLD 4085 Management & leadership skills in practice (3)
- ORLD 5054 Strategy development as a learning process in organizations (3)
- ORLD 6054 Learning to think strategically (3)
- ORLD 5060 Digital transformation, AI, and learning in organizations (3)
- ORLD 4027 Education and social transformations: Elites and inequalities in transitional economies (3)
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Research (3 credits–choose from the following):

- ORLD 5550 Research on organizational learning (3)
- ORLD 6914 Learning communities: Introduction to research (2-3)
- ORL 5521 Introduction to research methods in education (3)
- HUDM 4120 Basic concepts in statistics (3)

- HUDM 4122 Probability and statistical inference (3)

Electives Breadth Requirements (6 credits—recommend HUDM courses above or choose from the folllowing):

- ORL 5362 Group dynamics: A systems perspective (3)
- HUDK 5197 The psychology of E-learning in business and industry
- ORLJ 4005 Organizational psychology
- ORLJ 5340 Adaptive negotiation & conflict resolution (3)
- ORLJ 5045 Organizational dynamics/theory (3)
- ORLJ 5090 Strategic talent management (3)
- MSTU 4083 Instructional design of educational technology (3)
- MSTU 5035 Technology and metacognition (3)
- HUDK 5197 Psychology of E-learning in business and industry (3)
- HUDK 4011 Networked and online learning (3)

Final Project

M.A. (Culminating Project)

Required

The M.A. project is a project-based application to practice. It is recommended to take ORLD 6914 Learning Communities: Introduction to research (2-3) when designing this project.

Guidelines for the M.A. Culminating Project are available in the Program of Study Advisement Guides (as downloadable files) located on the Adult Learning and Leadership program website.

Students should meet with their advisor the semester before they plan on graduating to review the guidelines and begin planning their project prior to their final semester of coursework.

Adult Learning and Leadership (Online)

M.A. | Points/Credits: 36 | Entry Terms: Fall

The Adult Learning and Leadership Program has been approved by New York State to offer a fully online Master's degree program. (As noted below, students can also take some face-to-face workshops and courses if they have access to the College campus.)

Our program is designed for those who design, implement, facilitate, or otherwise support learning and development for adults in many different settings—businesses, non-profits, public sector, healthcare, educational institutions, and community settings. We emphasize leadership for transformative learning and change in today's rapidly-evolving digital world. The program will help participants to:

- Acquire knowledge of leadership capabilities and practices, and apply these to their own leadership and that of learners they support / develop in their work settings
- Use effective strategies for learning that take into account leadership, structural and cultural factors in the groups, communities, or organizations in which adults live or work
- Design, deliver, and assess adult learning programs and interventions
- Demonstrate understanding and use of technology for diverse adult learning needs

Students will earn 36 graduate credits and complete an integrative project. Up to 14 credits in the Online MA degree program may be taken in-person.

Required Coursework

Foundations (18 credits required):

- ORLD 4050 Introduction to Adult and Continuing Education (3)
- ORLD 4053 Facilitating Adult Learning (3)
- ORLD 5063 Digital Pedagogy: Applying Adult Learning Principles (3)
- ORLD 5023 Leadership and Self Development (3)
- ORLD 5054 Strategy Development as a Learning Process in Organizations (3)
- ORLD 4051 How Adults Learn (3)

Adult Learning Theory and Applications (2-3 credits required):

- ORLD 4827 Fostering Transformative Learning (2-3)
- ORLD 4828 Imagination, Authenticity, and Individuation in Transformative Learning (2-3)

Research (2 credits required):

- Learning Communities: Introduction to Research (2)

Electives (13-14 credits required), including Breadth

6 of the 13-14 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.

See recommended elective options below.

Leadership:

- ORLD 5062 Global and Strategic Human Resource Development in Organizations (3)
- ORLD 4085 Management and Leadership Skills in Practice (F2F) (3)
- ORLD 5061 The Learning Organization: The Digital Workplace (3)
- ORLD 5070 Leadership for Adult Development (3)

Applied Workshops in Adult Learning Practices (online, intensive 2-day sessions):

- ORLD 4815 Developing Critical Thinkers (1)
- ORLD 4844 Helping Adults Learn (1)
- ORLD 4850 Discussion as a Way of Teaching (1)
- ORLD 4855 Learning as a Way of Leading (1)
- ORLD 4860 Teaching Race in Predominantly White Organizations (1)
- ORLD 5815 Critical Theory and Adult Learning (1)
- ORLD 4810 Career Strategy Development as a Lifelong Learning Process (1)

Coaching:

- ORLD 4060 Coaching from an Adult learning Perspective (3)
- ORLD 5073 Action Learning Design and Coaching (3)
- ORLD 5821 Leveraging emotional intelligence (EQ) to enhance organizational effectiveness (3)
- ORLD 5822 Building productive relationships with social intelligence (SQ) (3)
- ORLD 5823 Building 21st century organizational capability with cultural intelligence (CQ) (3)

Societal Transformation:

- ORLD 4027 Education and Social Transformation: Elites and Inequalities in Transitional Economies
- ORLD 4065 Leading Change in a Democratic Society (3)

Breadth:

- MSTU 4083 Instructional Design of Ed Tech (Online) (3)
- CCPJ 4050 Microaggressions in institutional climates: Race, gender, and sexual orientation (3)

Culminating Project

Required

The M.A. project is a literature review focused on selected theory, research and practice relevant to a burning question, challenge or opportunity with implications for project-based application to practice.

Guidelines for the Online M.A. Culminating Project are available in the Program of Study Advisement Guides (as downloadable files) located on the Adult Learning and Leadership program website.

Students should meet with their advisor the semester before they plan on graduating to review the guidelines.

Adult Learning and Leadership for Medical Educators

Advanced Certificate | Points/Credits: 10 | Entry Terms: Fall

The Advanced Certificate in Adult Learning and Leadership for Medical Educators is a 10-credit, New York State-approved certificate. The program is designed for allopathic physicians (MDs) and/or osteopathic physicians (DOs) who wish to elevate their instructional and leadership skills. The program concentrates on developing knowledge and skills in needs assessment, learning design and facilitation, educational research, and organizational change.

Admittance to this certificate program is temporarily on hold. For information please contact us at <adultll@tc.columbia.edu>.

The certificate program is designed around a collaborative action research learning model that integrates conceptual knowledge grounded in the science of adult learning, coupled with real-world experience and practice. Students will learn research skills in coursework and will work in teams with other physicians to apply what they learn to current professional challenges of their choice. They will learn how to create and nurture communities of practice (professional learning communities) with colleagues and peers within and across disciplines and specialties.

The targeted participants are physician faculty, primarily in academic medicine, as they are learning leaders for other physicians in training, residents, fellows and colleagues, as well as the teams with which they work.

Physician participants will complete the 10 credits during one academic year (two courses in the Fall and two courses in the Spring semesters) in a hybrid format: four face-to-face meetings one Saturday a month in each semester, complemented by asynchronous web-based interaction before and after the face-to-face sessions.

Each semester, one course will meet three hours in the morning, and the other course will meet three hours in the afternoon. Modules in the Fall include “ORLD 4053: Facilitating adult learning” and “ORLD 5023: Leadership and self-development.” Courses in the Spring include “ORLD 6914: Learning communities” and “ORLD 5073: Action learning design and coaching."

https://www.tc.columbia.edu/advanced-certificate-in-medical-education/

Workforce Education and Development (Hybrid)

Advanced Certificate | Points/Credits: 12 | Entry Terms: Spring, Fall

The Adult Learning and Leadership Program at Teachers College has launched a new 12 credit, non-degree, New York State approved Advanced Certificate designed for working professionals in human resources, non-profits, higher education, and other institutions seeking to make an impact on developing diverse talent. The program was created to address the human capital challenges of growing unemployment for underserved or socially excluded populations.

Admittance to this certificate program is temporarily on hold. For information please contact us at <adultll@tc.columbia.edu>.

Based on over 10 years of research-based experiences, the one-year hybrid cohort certificate program will develop capabilities in strategic advocacy, negotiation, policy and practices, and technology-intensive learning oriented toward workforce innovation.

Participants will create actionable knowledge and improve their capacity to rethink and enhance their workforce development initiatives.

Program objectives will help graduates:

- Design relevant workforce and education training strategies
- Utilize digital technology and tools to improve assimilation of underserved and socially excluded adults
- Develop better negotiation skills to improve the upward mobility of workers from diverse background
- Create assessment programs to determine workplace success
- Use innovative communications to improve support services
- Evaluate public policy surrounding workforce development programs

Required Courses

Four courses will be taken over two semesters—two courses in the Fall and two courses in the Spring. They will be taught in a hybrid format. Each course will meet in four face-to-face intensive sessions per semester as well as participate in asynchronous online coursework. Is These courses include:

- ORLD 5054 Strategy development as a learning process in organizations
- ORLJ 5340 Adaptive negotiation & conflict resolution
- ORLD 5060 Learning and technology in organizations
- ORLD 4027 Education and social transformations; elites and inequalities in transitional economies

Participants will apply what they learn throughout the year by participating in group-based projects centered on common interests. Participants will choose projects and form groups based on the challenges and opportunities they wish to address in their current work roles and settings. Through learning by doing—and discussion with

others of what is found—participants will create actionable knowledge and build their capacity to improve workforce development operations. Participants will develop a portfolio of work that forms the basis for presentation of findings at conferences or through publications or other means of sharing new knowledge.

Program Faculty

Faculty

- Ellie Drago-Severson

  Professor of Education Leadership

- Rajashi Ghosh

  Associate Professor

- Terrence Earl Maltbia

  Professor of Practice

- Victoria J Marsick

  Professor of Education/Co-Director J.M. Huber Institute

- Amra Sabic-El-Rayess

  Associate Professor of Practice

Professors of Teaching

- Pierre Faller

  Associate Professor of Teaching

- Arthur Mark Langer

  PT (Full) Professor of Teaching

Visiting Professors

- Jeanne E Bitterman

  Adj/PTVisiting Prof/PTLecturer

Emeriti

- Lyle Yorks

  Professor Emeritus of Adult and Continuing Education

Adjunct Faculty

- Carmela Celeste Bennett

  Adjunct Assistant Professor

- Stephen D Brookfield

  Adjunct Professor of Adult and Continuing Education

- Ruohao Chen

  Professional Program Development Researcher

- Chloe Dawson

  Adjunct Assistant Professor

- Shokry Eldaly

  Adjunct Assistant Professor

- Rachel Fichter

  Adjunct Assistant Professor

- Michael Goehlich

  Adjunct Full Professor

- Randee Lawrence

  Adjunct Associate Professor

- Dorothy Marcic

  Adjunct Associate Professor

- Donna Murdoch

  Adjunct Associate Professor

- Judith Ann O'Neil

  Fee Based Instructor

- Julia Ann Sloan

  Adjunct Assistant Professor

- Zachary Johannes Van Rossum

  Adjunct Associate Professor

- Marie Volpe

  Adjunct Associate Professor

- John Carrington Welch

  Adjunct Assistant Professor

Instructors

- Apichai Chaiwinij

  Fee Based Instructor

- Edward J. Fleming

Program Courses

ORL6500 Qualitative research

This course is an introduction to qualitative research methods—conceptualization, design and data collection procedures–with a special focus on organizational study. Students will formulate qualitative problem statements and research questions; design a qualitative study guided by an interactive model and consideration of five different approaches; learn to use observation, interviewing, focus groups, and archival data resources; and apply design and data collection skills by undertaking a pilot research study. Consideration will be given to conceptual frameworks, ethical considerations, field work, sampling, and data management. This course requires a minimum of 27 hours per week of out of classroom work.

ORL6501 Qualitative Research Methods in Organizations: Data Analysis & Reporting

"Prerequisite: ORL 6500 or equivalent qualitative design/data collection course. This course is designed for students who have taken coursework on qualitative research design and data collection and who have data (including pilot data) they can use for coding, analysis and synthesis with a view to writing and interpreting results. First and second cycle coding, memoing, and use of data displays are introduced along with advanced data collection strategies. Differences in data analysis are explored that vary with different design approaches (e.g. narrative, phenomenology, grounded theory, ethnography, case study). Computer Assisted Data Analysis Software is used for coding and analysis."

ORLD4027 Education and Social Transformation: Elites and Inequalities in Transitional Economies

This course examines how education both reflects and reshapes power, privilege, and opportunity in societies undergoing crisis or change. Through global case studies -- including but not limited to developing countries, post-conflict settings and fragile democracies -- the course explores how educational systems can entrench elite power or serve as engines of belonging and social mobility. You will engage with interdisciplinary research on power, elites, inequality, extremism, corruption, educational displacement, and belonging to understand how narratives, policies, and educational institutions shape societies and people's lived experiences. Readings include memoirs, empirical studies, and storytelling-driven scholarship, providing a rich analytical foundation for examining how education can reproduce harm or foster resilience and social transformation. There are no prerequisites for this course to ensure it is accessible and deeply engaging to students across programs and disciplines. You will gain practical analytical skills, strengthen your ability to connect theory to complex real-world issues, and learn new concepts and tools for examining educational systems. The course is designed to empower each student. By the end of this course, you will have developed a clear and meaningful understanding of new conceptual frameworks, but also the confidence to analyze, impact, and lead educational and societal structures in ways that advance and transform societies.

ORLD4050 Introduction to adult and continuing education

The purpose of this introductory course is to develop familiarity with the core theory and field of practice in adult and continuing education. This course will provide an overview of the current thinking about the nature of adult education, adult learning theory, various areas of practice, and the challenges adult educators face. It will also look at areas for future research and development. The goal is to help students build a common language for understanding adult education concepts, learning theory, and practice, as it is found and utilized in different settings and disciplines.

ORLD4051 How adults learn

This course provides a sophisticated introduction to the field of adult learning and its relationship to adult development and how these principles can be used to support learning across various types of organizations. Students will learn how to practically operationalize the science of human development in their instructional design, facilitation and experiential learning, and assessment and course evaluations. The course takes a design thinking approach to learning, enabling students to engage with prominent models of human development and learning in a hands-on and practical way, grounding their learning through action and lived experience.

ORLD4053 Facilitating adult learning

In-depth consideration of issues, strategies, and methods for facilitating adult learning. Theory is considered in relationship to practice. Methods are identified that are suited to adult learning in different settings, and to the role played by groups in individual to team learning. No prerequisites required, but learning is enhanced when taken following ORLD 4050 and ORLD 4051.

ORLD4055 Leadership Development in Non-Western Cultures

AI is everywhere, shaping how we learn, work, and lead. While it can deliver knowledge in seconds, leadership development requires more than information, lectures, or algorithms—it requires human experience. In this fast-paced, hands-on three-day workshop, participants will explore Experiential Learning (EL), or "learning by doing," and learn how to adapt it to cultural contexts beyond the West. Drawing on perspectives from East, South, and Southeast Asia, as well as Africa and Latin America, participants will deepen their understanding of Kolb's Experiential Learning Cycle, examine five cultural dimensions, and design their own culturally relevant leadership development program. Whether you aspire to lead, teach, or design change-making programs, this course will prepare you to create meaningful learning experiences that engage people across cultures and strengthen your ability to lead on a truly global stage. For more information or inquiries, please contact chaiwinij@tc.columbia.edu.

ORLD4060 Coaching from an Adult Learning Perspective

This course takes a selective look at the contribution of major adult learning theories and their relationship to the fast-growing field of coaching. Exploring the links between key adult learning concepts and current coaching practices, the class will outline a number of critical adult learning concepts and frameworks selected because of their practical applications to the coaching process. The course will also give students space to experience coaching through various coaching experiential activities and build a model of coaching adapted to their organizational contexts and their coaching style.

ORLD4065 Leading Change in a Democratic Society

This introductory course aims to help participants learn about and understand the paths that others have traveled in their quests to create revolutionary change within democratic societies. By drawing on the common frameworks and general example of the champions of social and political change, this course explores sets of repeating practices, principles, patterns and recurring themes that effective agents of change employ in the process of learning about and, ultimately, creating revolutionary change. Embedded in a practical, action-oriented framework for creating broad, revolutionary change, this course consists of four core components: Thinking About Change, Preparing for Change,

Leading Change, and Sustaining Change. We examine together the role leaders and change agents play in learning to create social and political change within free, open and democratic societies. Ultimately, this course is geared toward understanding the lessons we can learn from the champions of change in a way that we can apply to our own organizational or institutional areas of practice. Finally, this course attempts to draw practical inspiration from change leaders as well as insights useful in our own individual lives with an ongoing emphasis on practical application. This fully asynchronous course centers around online group discussions, individual or small group workbook exercises and activities, and limited video lecture.

ORLD4085 Management and Leadership Skills in Practice

This course develops skills as a manager and leader using a cognitive-science based approach to skills development. Taking a hands-on, experiential approach, the purpose is to demystify the notion of management, provide students with feedback about their own management potential, and facilitate their personal and intellectual growth as a skilled leader. To paraphrase the father of modern management, Peter Drucker: Only three things happen naturally in organizations: friction, confusion and underperformance. Everything else requires management and leadership. In this course, students will learn how to more effectively lead and motivate groups while understanding, as Paul Hawkes said, "Good management is the art of making problems so interesting and their solutions so constructive that everyone wants to get to work and deal with them."

ORLD4091 Somatics: A Mind/Body Approach to Leadership Development

This course presents a somatic, or whole body, approach to professional and personal leadership development. Somatics is a methodology and change theory that views the individual as an integrated mind, body, and spirit and utilizes the whole body, not just the mind, as an essential place of intelligence, learning, and change. Working with our interdependent system of thoughts, emotions, and neuromuscular physiology, somatics give us “a way in” to quickly and directly develop deep insight into our embodied and largely unconscious patterns of thinking, feeling, and acting that result in our actions, conversations, decisions, relationships, and the leader we show ourselves to be. Throughout this experiential course, students will participate in an interactive, creative learning experience designed to build whole-body awareness, reconnect with their leadership purpose, gain a repertoire of practices that can enhance their potential to develop a more powerful leadership presence, maintain balance in chaos and conflict, and build more effective relationships and teams in a diversity of contexts. Connections will be made to the ways somatics is supported by neuroscience, Western and Eastern philosophies, spirituality, psychology, adult learning, leadership, and organizational development theories.

ORLD4810 Career Strategy Development as a Lifelong Learning Process

This course is designed to develop students understanding of the career development process, in order to design informed and appropriate strategies for career and ongoing educational pursuits. Students will explore key career development activities and learn how to integrate self-knowledge into occupational/life decisions, set goals and devise strategies to attain these goals.

ORLD4815 Developing critical thinkers

In this workshop, participants will explore the ways in which adults learn critical thinking and they will experience different techniques to teach critical thinking. Exercises to be reviewed will include: Scenario analysis, critical conversation protocols and critical incidents. The course is highly participatory and will take participants through a series of increasingly complex critical thinking activities.

ORLD4827 Fostering Transformative Learning

In this course, we will explore how adult learners transform their habits of mind through critical self-reflection and discourse. We will also examine individual and social transformation and how they are connected. We will focus on practical and innovative strategies for fostering transformative learning in a wide range of adult education settings. This is a fully asynchronous distance learning course.

ORLD4828 Imagination, Authenticity, Individuation, and Transformative Learning

Participants in this course will engage in an in-depth exploration of transformative learning with an emphasis on the role of affect, imagination and the arts in the learning process. We will investigate how the journey of becoming authentic is a transformative process. Jung's concept of individuation - —i.e., differentiating one's Self from the collective—will be used as yet another lens through which we can view transformation. Participants are encouraged to engage in various creative processes for exploring transformative learning in personal and professional contexts. This is a fully asynchronous distance learning course.

ORLD4844 Helping Adults Learn

This workshop will explore different methods and contexts for facilitating adult learning. Participants will be encouraged to explore their own experiences as learners and facilitators and to consider how these experiences might help them to reframe their practice. This highly interactive course will examine what counts as an adult educational approach to learning, the emotional rhythms of learning and what adult students look for in their teachers.

ORLD4850 Discussion as a way of teaching

Discussion is one of the most frequently used teaching methodologies in higher and adult education today. This 2-day workshop takes participants through a number of increasingly complex and varied discussion exercises with the intent of participants being able to use and adapt these in their own practice. It is based on Stephen Brookfield (the workshop leader) and Stephen Preskill's books Discussion as a Way of Teaching (2005) and The Discussion Book (2016).

ORLD4855 Learning As A Way of Leading

This two-day workshop builds on practices of social justice leaders to argue that effective leadership involves constantly learning about the practice of leadership in different contexts, and learning how best to support the learning of colleagues, followers and subordinates. We explore the different learning tasks associated with transformational, organic, and social justice leadership such as practicing openness, supporting the growth of others, analyzing experience, learning to question, and fostering democracy. Over the two days participants are taken through a series of sequenced exercises to gain experience in practicing learning leadership tasks.

ORLD4860 Teaching Race in Predominantly White Organizations

This course is aimed at practitioners who work mostly in predominantly white settings. It explores the process of teaching about race and racism in educational contexts, corporations, communities, organizations and social movements. We examine the complex dynamics of working to unmask white supremacy and expose color blind perspectives in such settings. Participants consider how to use autobiographical disclosure, sequence the consideration of increasingly contentious racial issues, create conversational protocols to discuss race, prepare students for ‘brave space’ (rather than safe space) environments and respond to expressions of anger, hurt and pain. We examine the importance of examining the leader or teacher’s own racial identity, and the need for multiracial teaching teams to model difficult conversations. Finally, the course explores how to move people from individualized to structural ways of thinking about race and racism.

ORLD4900 Research and independent study in adult education

Permission of instructor required.

ORLD5023 Leadership and Self Development

This course investigates the nature and process of leadership and self-development. It is based on the assumption that effective leadership starts with self-development, mindfulness, and critical self-reflection, and is further cultivated through dialogue, inquiry, and active listening as means of influencing others towards shared goals, rather than through traditional top-down, command and control approaches. Each student will be asked to take on a personal development goal for the semester and will be working with other students in a peer coaching process that supports the practical cultivation of their leadership abilities.

ORLD5050 Mobile Learning Design for Professional Growth

This course provides students with comprehensive practical strategies to leverage mobile first learning designs, and utilizing mobile devices in numerous contexts. As mobile-learning can happen anywhere and anytime, the concept of learning and that of a classroom has become more fluid. Today's contemporary classrooms can be imagined and realized as any place where students of all ages can engage in student-centered, active learning using various mobile technological tools. This course enhances people's ability to learn, access and leverage technology who are not experts in the field of technology. It provides an adult learning overview on mobile devices, and helps you pursue mobile learning activity designs, mobile app design and prototyping, m-Learning delivery, assessments, monitoring, and evaluation.

ORLD5053 Program Development: Designing for Complexity and Sustainability

Program Development: Designing for Complexity and Sustainability introduces students to the process of program planning for adult learners from theoretical, conceptual, and practical perspectives with the goal of promoting a more informed, reflective, and contextually relevant practice. Students will explore program planning in a complex world through the lens of sustainability, one of the most "wicked problems" of our time. Students will also critically analyze the strengths and limitations of a range of program planning approaches and acquire practical tools through the use of experiential learning.

ORLD5054 Strategy development as a learning process in organizations

This course provides a comprehensive view of organizational strategy from a learning perspective. Students examine various models for facilitating the development of strategic initiatives through learning interventions.

ORLD5055 Staff Development and Training

This is an introductory course that covers an overview of the Training & Development (T&D) component of HRD and provides participants with a working knowledge of basic skills required to be successful T&D professionals in organizations, whether private or public, business or not-for-profits. While focusing on the traditional components of training assessment, design, delivery, implementation, and evaluation, this course also explores alternative training/learning modalities and strategic value of T&D for organizations. This course also challenges the dominant assumptions under which trainers are asked to work in an increasingly turbulent and competitive environment.

ORLD5057 Adult learning and education: Theory and practice

In today's VUCA (volatile, uncertain, complex and ambiguous) world, we are faced with a myriad of challenges and need to be better equipped to navigate this ever-changing world. This course introduces adult educators (i.e. learning designers, coaches, facilitators, teachers/professors, and consultants, etc.) to the 3 pillars of adult learning practice: 1) Transformative Learning, 2) Learning from Experience, and 3) Self-Directed Learning. Understanding and applying these theories to real-life issues and problems will be core in this course. Students will examine these theories in various

cultures and contexts through formal, informal, and incidental learning in corporations, medical healthcare and non-profits, among others. To consolidate learning, students will be equipped with the knowledge, understanding, and capabilities to apply the learning theories to their own unique situations and challenges.

ORLD5060 Digital Transformation, AI, and Learning in Organizations

This course examines how artificial intelligence (AI), digital transformation, creativity, and organizational learning interact to shape the future of work, leadership, and education. Students explore how imaginative development, systems thinking, and AI-driven networks reshape meaning-making, organizational strategy, and adult learning. The course uses a combination of conceptual lectures, case discussions, reflective exercises, and experiential workshops.

ORLD5061 Learning Organization: Digital Workplace

This course will explore the concept of a digital learning organization, and how to create or improve one that already exists. We will cover topics such as digital learning strategies, creating a learning culture, using technology for learning, assessing digital learning needs, emerging technologies, and implementing solutions for maximum impact. We will also address the need to support adults as they navigate the ambiguity that is a constant in today's organizations, regardless of sector. Technology is changing at an increasing velocity and organizational practitioners should be equipped to be empathic and support the fluid needs that digital technologies will continue to bring as they emerge, regardless of what they are and the context in which they are used.

ORLD5062 Global and Strategic Human Resource Development in Organizations

This course seeks to provide graduate students from varied backgrounds which may or may not be directly related to human resources with a comprehensive view of the field of human resource development. This view includes a strategic HRD focus in global organizations and implementation of HRD initiatives that develop the social/human capital resources of the organization, contribute to the organization's sustainability, and advance the organization's strategic positioning in a way that accounts for all stakeholders including the community and society. The emphasis is on how HRD relates to a changing workplace and emerging theories and practices in the management of organizations and learning and development needs of people in the workforce.

ORLD5063 Digital Pedagogy: Applying Adult Learning Principles

In this course we will explore online teaching and learning within adult education, higher education, community colleges, and organizations (corporate, non-profit); new theories, research, and applications that inform best practices in online learning; and "participative culture" vis-à-vis communities of learning, the history and evolution of online learning, and planning and designing an online course.

ORLD5070 Leadership for Adult Development

Supporting adult development enhances adults' internal capacities, which in turn enables them to manage better the complexities of leading, teaching, learning and living. This course seeks to help leaders—across levels and sectors—support adult growth within organizations. To support internal capacity building, leaders need to implement practices in service to adults' professional and personal development. This is especially important given the complexities of the adaptive challenges we face in the course of leading, learning and working —especially today. In this course we will explore an expanded notion of leadership that includes adult development. We will study research on adult developmental theories and their connections to practices that facilitate adults' transformational learning (i.e. learning that helps adults develop greater cognitive and affective capacities to better manage the complexities of leadership, work and life). We will consider questions such as: How can we create organizations and systems that support adults' transformational learning? What practices support adult development? What developmental principles inform these practices? How can we support leadership development in the workplace? What supports and conditions are necessary and needed?

ORLD5073 Action Learning Design and Coaching

Organizations increasingly build learning directly into work—as a part of the way that people get and use new ideas, solve problems and meet difficult challenges. Action learning is a popular strategy for leadership development that does just that. In this approach, people learn as they work together in small groups to ask questions about their challenges, try out new solutions, and rethink results in light of the data they collect. Sometimes this results in organizational learning and change. This course is an experiential learning laboratory that will help participants begin to develop a framework and skills for designing and coaching action learning programs. Students will learn using a project of their own choosing and will work as peer coaches in small teams during the course.

ORLD5540 Social Entrepreneurship & Leadership

Social Entrepreneurship can be simply defined as the application of the mindset, processes, tools, and techniques of business entrepreneurship to the pursuit of a social and/or environmental mission. Social entrepreneurship brings to bear the passion, ingenuity, innovativeness, perseverance, planning bootstrapping abilities, and focus on growth characteristic of business entrepreneurs on the work of meeting our society's most pressing challenges. Incorporated into each class will be implications for how entrepreneurs learn (entrepreneurial learning theory) through practice. The course will concurrently address the necessary skills needed to start a social enterprise including how to develop a business plan with a social/societal benefitting focus. Students will develop a comprehensive business plan for a social enterprise of their choosing throughout the semester, as well as a Pitch.

ORLD5550 Research on organizational learning

The course offers both theoretical and empirical insight in organizational learning and an introduction to qualitative research including own exercising. In our today VUCA world, organizational learning – understood as learning in and by organizations – is more necessary than ever. In a risky and changing world, organizations of any kind (companies, schools, hospitals, public agencies etc.) need to learn to stay alive. Research on organizational learning, including its actors and its objects, its triggers and its phases, its obstacles and its support, needs to be well founded on both theories of organization(s) and theories of organizational learning as well as on given empirical literature. This course develops such theoretical and empirical foundation alongside students' research projects in self chosen organizations. Students will prepare and realize small own research projects. Presenting and discussing both preparation and realization will serve to support this process. As this course sees organizational learning as a process of praxis, qualitative research will be favored. Accordingly the course includes an introduction and own exercising in qualitative methods. The course offers a hybrid format. It will be in-person for students who live in or nearby NYC and online for students who live further away or abroad.

ORLD5815 Critical theory and adult learning

In this workshop, participants examine the core elements of critical theory as originated by the Frankfurt School. Critical theory holds that ideological manipulation works to make inequity appear as the natural order of things. Participants will examine core concepts such as ideology, power, alienation and liberation via the works of Marcuse, Fromm, Gramsci and Foucault and consider how these relate to adult learning and the practice of adult education.

ORLD5821 Leveraging emotional intelligence (EQ) to enhance organizational effectiveness

Leveraging Emotional Intelligence (EQ) to Enhance Organizational Effectiveness will explore research, best practices, and future directions. Students will learn to select among popular EQ assessment and measurement tools, distinguish between cognitive learning and emotional learning strategies, effectively position the business case for EQ, and evaluate the effectiveness of EQ learning strategies. Participants will receive personal profiles based on three popular EQ assessments (i.e., Emotional Social Competence Inventory - ESCI; Emotional Quotient Inventory - EQi 2.0; and Mayer-Salovey-Caruso Emotional Intelligence Test - MSCEIT) and applied insights to leadership development strategies including executive coaching.

ORLD5822 Building productive relationships with social intelligence (SQ)

Building Productive Relationships with Social Intelligence (SQ) describes the components of the emerging emotional economy and why it's important to organizational performance, expand EQ capability by amplifying social intelligent components, examine the social neuroscience behind the dynamics of productive relationships, combine non-verbal agility to expand empathic accuracy for improved communication, and develop foundational human interaction skills to enhance relationships. Participants will examine the results of 3 assessments: (1) NBI (Thinking Style); (2) Listening Style Profile; and (3) Coaching Mindset Index, with a focus on devising small group and team development interventions.

ORLD5823 Building 21st century organizational capability with cultural intelligence

Building 21st Century Organizational Capability with Cultural Intelligence (CQ) students will learn a strategic learning and leadership framework used to guide cultural diversity interventions in organizations, examine the theoretical and philosophical foundations associated with evidence-based cultural diversity strategies, explore a set of core practices informed by important leadership questions, experiment with sample tools designed to launch strategic cultural diversity processes, apply strategic diversity learning and change process to personal project to integrate key learning. Participants will examine how three assessments (i.e., Culture In the Workplace Questionnaire, CQ Assessment, and Bennett's Intercultural Development Inventory) can be used to inform the design and implementation of various learning strategies focused on building a leveraging diversity capacity in the workplace.

ORLD5900 Research and independent study in adult education

Permission required. Conduct research studies (not a part of a doctoral dissertation) under guidance. Focus on a particular institution or type of institution, e.g., college of liberal arts, professional school, community college.

ORLD6054 Learning to Think Strategically

This interactive course offers an opportunity for participants to challenge conventional approaches to strategy by focusing on how successful strategists learn to think strategically — the learning aspect of strategic thinking will be emphasized. As organizational leaders, participants will be encouraged to critically assess their own and their organizations' strategy development habits. Accordingly, participants will work with their own current strategy cases to expand the breadth and depth of their strategy thinking.

ORLD6900 Research and independent study in adult education

Permission of instructor required.

ORLD6914 Learning Communities: Introduction to Research

Drawing on the literature, presents students with the central challenges of establishing learning communities as an adult education method of practice. Special attention is given to the use of the web as a way of establishing virtual learning communities. Students gain experience through the use of the web to facilitate dialogue linked to their course work.

ORLD7500 Dissertation Seminar in Adult Education

Permission required. Students should have completed most or all coursework (including research methods courses) and have passed the certification examination. The course is intended for students who have identified a reasonably narrow area for research and have already completed a preliminary literature review. The course will assist the student in design, methods, and other matters of concern in the preparation of an acceptable dissertation proposal.

ORLD7900 Directed Dissertation Research

Permission required. All doctoral students eligible for this course must register each semester until a proposal hearing has occurred and a proposal has been approved.

ORLD8900 Dissertation Advisement in Adult Education

Individual advisement on doctoral dissertations. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration for Ed.D./Ph.D. degrees.

Education Leadership

Program Description

The Education Leadership Program includes courses of study in leadership education and development for students pursuing professional careers in public and private education. The program also provides research-oriented courses of study in leadership for students pursuing careers as academics and researchers. With a nationally-recognized faculty and a tradition of prominence, the Education Leadership Program prepares students for careers as practitioners and scholars equipped to lead and transform a wide variety of educational organizations. Students gain the skills to lead educational practice; to influence political systems, education law, and education policy; to apply the methods of social science research to the conduct of inquiry; and to seek equality, equity, and diversity in education. Graduates serve in leadership positions as school principals, heads of schools, district superintendents, education leaders in comparable positions of executive leadership, and as scholars of education and education leadership.

The program seeks to prepare students to serve effectively by guiding them to:

- Become thoroughly grounded in the theory and practice of education leadership;
- Develop a broad and deep understanding of educational institutions in our society;
- Understand teaching and learning and become able to lead and support effective teaching and learning for all kinds of teachers and students;
- Understand the principles of organizational culture and behavior and gain the skills needed to provide effective organizational leadership;
- Understand contemporary management systems and become able to employ them effectively;
- Understand the nature of policy, political systems, and law and obtain the skills required to shape and influence these systems and their products;
- Understand the uses of technology in education and administration and hone the skills and knowledge to use technology effectively;
- Understand the nature of social science research and be able to apply its principles and methods in conducting inquiry and reviewing research;
- Remain alert to the legal and ethical considerations that influence all aspects of education;
- Become committed to the ideals of equity and diversity in educational matters and build the skills and knowledge needed to promote these ideals in educational institutions; and

- Exhibit the courage and critical intelligence needed to question what is and develop what could be.

Program Degrees

Expand the accordion(s) to view the degree requirements:

Education Leadership

Ph.D. | Points/Credits: 75 | Entry Terms: Fall (Odd Year Only)

Program Description

The Ph.D. program in Education Leadership (Ph.D., EdL) provides a research-intensive doctoral program that supports the development of professors and researchers in PK-12 education leadership roles. Building upon Teachers College's long-standing devotion to social justice, pioneering research, and cultivation of collaboration, students in the program will study, and research at the nexus of equity and social justice focused on school leadership and administration, adult development, data science, and organizational management and leadership. The coursework throughout the program accomplishes this by providing an innovative and unique core course of study that focuses on the current issues, theories, research, and methods in K-12 education leadership research and practice, which culminates in student independent research projects through their dissertation, advised by faculty.

The Ph.D. in Education Leadership is a 75-credit program housed in the Department of Organization & Leadership at Teachers College, Columbia University.

Program Mission

The program's mission is to support the development of professors and researchers of education leadership who will be prepared to grow aspiring and practicing school leaders and advance scholarship in the field. More specifically, the Education Leadership Ph.D. program:

- Sits at the nexus of national and global research, theory, and real-world practice.
- Equips students with the necessary skills to investigate and respond in socially just and equitable ways to critical issues in education leadership from multiple and diverse perspectives.
- Focuses on building bridges between research and practice by employing qualitative, quantitative, and data science approaches.
- Supports and stretches aspiring scholars to redefine notions of education leadership, education leadership development, and education leadership research to care for future education.
- Provides a supportive mentoring environment to develop critical thinkers, thought leaders, systematic and skilled researchers, and innovative scholars.

Course Listing:

ORLA 6100-Introduction to Systems of Human Inquiry (3 credits)

ORLD 5070-Leadership for Adult Development (3 credits)

ORLA 6024-Proseminar in Public School District Leadership (3 credits)

ORLA 6031-Legal Research, Ethics, and the Law (3 credits)

ORLA 6541-Applied Data Science in Organizations and Leadership (3 credits)

ORLA 6641-Advanced Topics in Research Methods and Design (3 credits)

ORLA 6523: Social and Political Contexts of Educational Leadership (3 credits)

ORLA 6552-Research, Theory, and Practice in Education Leadership (3 credits)

ORLA 7500-Dissertation Seminar in Educational Leadership (3 credits)

ORLA 7501-Dissertation Research Seminar (3 credits)

The following are three areas from which students will select courses in collaboration with the academic faculty advisor.

Qualitative or Quantitative Course I or II (3 credits)

Qualitative or Quantitative Course II (3 credits)

Qualitative or Quantitative Course I or II (3 credits)

Elective I (3 credits)

Elective II (3 credits)

Elective III (3 credits)

ORLA-8900 Dissertation Advisement in Educational Leadership

Doctoral Certification Requirements:

The Ph.D. Certification Examination in Education Leadership

The certification exam is your opportunity to demonstrate that you have mastered a core body of knowledge in the interdisciplinary domains covered by the Ph.D. Education Leadership program and that you are ready to progress to your dissertation project. By preparing for and writing the exam, you will be able to weave together ideas and

perspectives from many different courses you've taken and push your own understanding to a deeper, integrated level. By articulating your own approach to the field, you will begin to establish your own intellectual identity within a broader community of scholarship.

The Dissertation:

The Ph.D. in Education Leadership requires the successful completion of a dissertation study approved by a committee of two to three faculty members, a sponsor, and at least one member from the Programs in Education Leadership on a topic related to K-12 education leadership. Candidates can conduct traditional dissertations or a three-paper dissertation, so long as they demonstrate their ability to conduct empirical research and generate new knowledge that contributes to the study or practice of education leaders.

Private School Leadership/Columbia Business School Dual MA/MBA

M.A. | Points/Credits: 32 | Entry Terms: Fall

PRIVATE SCHOOL LEADERSHIP

Email: Klingenstein@tc.columbia.edu

Website: www.klingensteincenter.org

(Application code: ELPB)

Programs in Private School Leadership at Teachers College are run by the Klingenstein Center for Independent School Leadership. Designed for teachers, administrators, and school business and operations professionals who have demonstrated strong educational leadership, these cohort-based programs prepare students to meet the challenges of leadership for independent and international schools, and educational and other nonprofits. The degree programs deepen knowledge and cultivate skills and competencies necessary for effective and impactful leadership. Students participate in action research-based fieldwork and benefit from a connection to an extensive global network of alumni and schools. Coursework is enhanced by collaborative projects, alumni-presented case studies and real time scenarios, and visits to area private schools. The curriculum has been designed around six core principles of effective leadership:

- The centrality of education and education leadership in promoting belonging, equity, and inclusion, well-being, and sustainability in schools and throughout the world;
- The need to cultivate research-informed teaching practices and learning experiences among all members of the school community;
- The value of collaboration and teamwork in accomplishing goals;
- The importance of reflective practice in fostering continued learning;
- The essential role of evidence-based decision making in impactful leadership practice; and,
- Design thinking, agile thinking, future thinking, and sense-making as key embodied leadership mindsets

Both the Full-Year Master's and the Two-Summers Master's programs in Private School Leadership are supported by the Klingenstein Fund and the Education Leadership Program.

Degree-Granting Programs in Private School Leadership include:

- Full-Year Master's Degree Program (Private School Leadership) (M.A., Ed.M.)
- Two-Summers Master's Degree Program (Leadership Academy) (M.A., Ed.M.)
- Dual-Degree Program: Master's Degree from Teachers College (M.A.) in Private School Leadership and Columbia Business School (MBA)
- Dual-Degree Program: Master's Degree from Teachers College (M.A. or Ed.M.) in Private School Leadership and INSEAD in France or Singapore, and Dubai (MBA)

For more information about these programs, see the Klingenstein Center Programs page.

Coursework

Degree programs feature core courses that are required for all students. Courses are regularly reviewed and revised to ensure the most relevant, cutting-edge curriculum. Core courses in recent years include: The Leadership of Private Schools; School Choice and Privatization; Teaching and Learning in Private Schools; Systems Thinking for Equitable and Inclusive Leadership; Law and Educational Institutions; School Finance: Resource Allocation for Nonprofit Organizations; Strategic Communications; Negotiation; Ethical Issues in School Leadership; and, Applied Research for School Change.

Practicum

In the Full-Year Program, students engage in applied research consulting in independent schools locally and globally. In the Two-Summers Program, students complete a collaborative research project with program colleagues in which they pursue an area of inquiry, identify challenges, create a comprehensive plan, and develop solutions for an organization that are data and research informed. The overarching goal of the practicum is to cultivate the student's capacity to pursue in a school organization to drive change and strategic decision-making. These research projects develop leadership skills and effectiveness; allow for the firsthand study and practice of institutional research and evidence-based design and decision making; build reflective practice; and benefit the site school.

Capstone Project

A research- and writing-based capstone project requires students to curate a professional learning ePortfolio that reflects on their learning and transfers that learning to several key areas of their practice. The ePortfolio engages students in four levels of systems thinking work in schools: individual, interpersonal, institutional, and social.

Cohort Model

All Klingenstein Center programs employ a cohort model. In this model, students enroll in the same classes at the same time with the same group – with the exception of college-wide electives in the Private School Leadership year-long program. The cohort model encourages teamwork and collaboration, creates a vibrant professional learning community, and allows students to develop productive personal, professional and academic bonds that last far beyond the conclusion of the program. The strength of the cohort model is bolstered by the outstanding

and diverse students the program attracts. Cohort members come from diverse geographies throughout the United States and globally, boast dynamic and unique personal professional experiences, are at different points in their careers and hold positions ranging from teacher to head of school, come from different types of independent and international schools , and have various career goals.

Admissions Eligibility

Independent school and international school educators with at least two years of full-time work experience in a school, which may include teaching, admissions, student life, development, or other administrative or operational roles are eligible. Experience in public, charter, or parochial schools may count toward the total years of experience as long as the candidate meets all other requirements. A bachelor's degree from an accredited college or university is needed to apply.

Degree Requirements

The 32-point Master of Arts (M.A.) degree in Private School Leadership consists of required core courses and elective course options. Students in the M.A. degree program may not apply prior graduate credits towards the degree unless they were earned at Teachers College and are approved by the student's academic advisor.

Please note: These courses of study do not lead to New York State building leader or district leader certification as a public school principal or superintendent.

Dual Degree Master's Degree from Teachers College (M.A.) in Private School Leadership and Columbia Business School (MBA) or Teachers College (M.A or Ed.M.) in Private School Leadership and INSEAD (MBA)

This dual-degree program results in a master's degree in Private School Leadership from Teachers College and a Master of Business Administration (MBA) from Columbia Business School or INSEAD. The program responds to a critical need for independent school leaders to be trained in education as well as business, leadership, management, and social entrepreneurship. As self-managing organizations, independent and international schools function as small businesses with a compelling social mission. To fulfill that mission, school leaders must balance pedagogical needs with business realities: tuition affordability, curricular enhancements, financial aid, facility improvements, technology costs, and attracting and retaining top faculty members. This program is designed for highly motivated students who seek a deep understanding of both education and business as they prepare to take on the challenges of leading K–12 educational institutions.

Students pursuing this dual degree program may combine MBA study with either the Full-Year or Two-Summers Master's Degree Programs. Differences in the course study for each partner institution are outlined below.

Please note: The dual-degree program requires separate applications to each school. Please consult each school's requirements for admissions.

DUAL DEGREE (M.A. AT TEACHERS COLLEGE; M.B.A. AT COLUMBIA BUSINESS SCHOOL)

This course of study gives students the opportunity to earn degrees from both Teachers College and Columbia Business School in two full-time years, allowing graduates to enter the job market a year earlier than if they pursued these degrees separately. Students only need to complete three (instead of four) full-time semesters at Columbia Business School, though the MBA is not awarded until degree requirements are completed at both schools.

There are several pathways through the programs. The most common pathway is for students to begin the first fall at Teachers College in the Full-Year Master's Degree Program. Upon gaining admission to Columbia Business School, students enroll at Columbia Business School for winter, summer, and fall semesters before returning to Teachers College for a final spring semester in the Full-Year Master's Degree Program. Alternative pathways through the program allow students to finish either the Full-Year or Two-Summers Master's Degree Program and then to gain admission to and enroll at Columbia Business School. Most students pursuing this track will also enroll at Columbia Business School from January to December.

Students must apply separately to programs at Teachers College and Columbia Business School. Students are highly encouraged to apply for January entry at Columbia Business School and to contact the Klingenstein Center prior to applying.

DUAL DEGREE (M.A. OR Ed.M. AT TEACHERS COLLEGE; M.B.A. AT INSEAD)

This course of study gives the opportunity to earn degrees from both Teachers College and INSEAD, a leading business school with campuses in France, Singapore, and Dubai. INSEAD's MBA program is full-time and one year long, with options to begin study in September or January. Students at INSEAD can split the year between campuses or remain at one campus for the entire program.

The most common pathway through this program is to finish either the Full-Year or Two-Summers Master's Degree Program and then matriculate at INSEAD within the next five years. Students are also able to study at INSEAD after matriculating but before completing the full course of study at Teachers College. Specifically, students can enroll at INSEAD for a full year (January to December) in between the fall and spring semesters of the Full-Year Master's Degree Program at Teachers College or immediately after the second summer of the Two-Summers Master's Degree Program.

Students must apply separately to programs at Teachers College and INSEAD. Students are strongly encouraged to contact the Klingenstein Center prior to applying. Students may apply to INSEAD before or after matriculation at Teachers College.

Independent School Leadership (Full Academic Year)

Ed.M. | Points/Credits: 60 | Entry Terms: Fall

Formerly titled "Private School Leadership"

Email: Klingenstein@tc.columbia.edu

Website: www.klingensteincenter.org

Programs in Independent School Leadership at Teachers College are run by the Klingenstein Center for Independent School Leadership. Designed for teachers administrators who have demonstrated strong educational leadership, these cohort-based programs prepare students to meet the challenges of leadership for independent and international schools, and organizations that support teaching and learning in these schools. The degree programs deepen knowledge and cultivate skills and competencies necessary for effective leadership practice. Students participate in action research-based fieldwork and benefit from a connection to an extensive global network of cooperating schools. Coursework is enhanced by collaborative projects; alumni-presented case studies and real time scenarios; and visits to area schools. The curriculum has been designed around six core principles of effective leadership:

- The centrality of education and education leadership in promoting belonging, equity, inclusion; well-being, and sustainability in schools and throughout the world;
- The need to cultivate research-informed teaching practices and learning experiences among all members of the school community;
- The value of collaboration and teamwork;
- The importance of reflective practice in fostering continued learning;
- The essential role of evidence-based decision making in impactful leadership practice; and
- Design thinking, agile thinking, futures thinking, and sense-making as key embodied leadership mindsets.

Degree-Granting Programs in Independent School Leadership include:

- Full-Year Master's Degree Program (Independent School Leadership) (M.A., Ed.M.)
- Two-Summers Master's Degree Program (Leadership Academy) (M.A., Ed.M.)
- Dual-Degree Program: Master's Degree from Teachers College (M.A.) in Private School Leadership and Columbia Business School (MBA)
- Dual-Degree Program: Master's Degree from Teachers College (M.A. or Ed.M.) in Independent School Leadership and INSEAD in France or Singapore
- (MBA)

For more information about these programs, see the Klingenstein Center Programs page.

The Independent School Leadership program is designed for current and aspiring leaders who choose to pursue full-time study for one academic year. The Full-Year Program is a cohort of approximately 25 students.

Schedule

Students enrolled in the Full-Year Master's attend daytime and evening classes and experiences from September to May. The program of study is completed over nine months during the fall and spring semesters. Students complete their capstone project during the second semester.

Coursework

Full-Year Master's students take a combination of core and elective courses. The opportunity to take elective courses at Teachers College and other graduate schools at Columbia University is a feature of the Full-Year Program.

Practicum

The practicum in independent school leadership requires a team of students to work with school leaders at a selected independent or international school on a project that is both of interest to the student and of strategic importance to the school. Throughout the academic year, students work in groups and dedicate time to their practicum project. Experienced and trusted school leaders at the site schools serve as mentors and advisors throughout the projects. The practicum allows students to build their capacity as leader-researchers who can pursue inquiry in schools to drive change and inform their strategic decision-making as leaders.Students are assigned to projects by their academic advisor. Research skills and concepts from the fall Research Methods course as well as coaching from faculty bolster students' work on the practicum.

Capstone Project

A research- and writing-based capstone project requires students to curate a professional learning ePortfolio that reflects their learning and transfers that learning to several key areas of their practice. The ePortfolio engages students in four levels of systems thinking work in schools: individual, interpersonal, institutional, and social.

Cohort Model

All Klingenstein Center programs employ a cohort model. In this model, students enroll in the same classes at the same time with the same group – with the exception of college-wide electives in the Independent School Leadership year-long program. The cohort model encourages teamwork and collaboration, creates a vibrant professional learning community, and allows students to develop productive personal, professional and academic bonds that last far beyond the conclusion of the program. Cohort members come from diverse geographies throughout the United States and globally, boast dynamic and unique personal and professional personal

backgrounds and experiences, are at different points in their careers and holding positions ranging from teacher to head of school, come from different types of independent and international schools all over the country and world, and have various career goals.

Degree Requirements

The 60-point Master of Education (Ed.M.) degree in Independent School Leadership consists of all requirements specified for the 32-point Master of Arts degree. Students in the Ed.M. program generally transfer in prior graduate level points (up to 30 in the Full-Year Program and up to 28 in the Two-Summers Program) to earn the required 60 points. In addition, Ed.M. students are required to complete a project related to improving independent school practice or to activating independent schools as incubators for solutions across the ecosystem of education.

Please note: This course of study does not lead to New York State building leader or district leader certification as a public school principal or superintendent.

Independent School Leadership (Full Academic Year)

M.A. | Points/Credits: 32 | Entry Terms: Fall

Former title: Private School Leadership

Email: Klingenstein@tc.columbia.edu

Website: www.klingensteincenter.org

(Application code: ELPR)

Programs in Independent School Leadership at Teachers College are run by the Klingenstein Center for Independent School Leadership. Designed for teachers and administrators who have demonstrated strong educational leadership, these cohort-based programs prepare students to meet the challenges of leadership for independent and international schools, and organizations that support teaching and learning in these schools. The degree programs increase knowledge and cultivate skills and competencies necessary for effective leadership practice. Students participate in action research-based fieldwork and benefit from a connection to an extensive global network of cooperating schools. Coursework is enhanced by collaborative projects, alumni-presented case studies and real time scenarios, and visits to area schools. The curriculum has been designed around five core principles of effective leadership:

- The centrality of education and education leadership in promoting belonging, equity, and inclusion;
- The need to cultivate research-informed teaching practices and learning experiences among all members of the school community;
- The importance of collaboration and teamwork in accomplishing goals;
- The use of reflective practice in fostering continued learning;

- The practice of moral and ethical leadership as a way of life.

Both the Full-Year Master's and the Two-Summers Master's programs in Independent School Leadership are supported by the Klingenstein Fund and the Education Leadership Program.

Degree-Granting Programs in Independent School Leadership include:

- Full-Year Master's Degree Program (Independent School Leadership) (M.A., Ed.M.)
- Two-Summers Master's Degree Program (Leadership Academy) (M.A., Ed.M.)
- Dual-Degree Program: Master's Degree from Teachers College (M.A.) in Independent School Leadership and Columbia Business School (MBA)
- Dual-Degree Program: Master's Degree from Teachers College (M.A. or Ed.M.) in Independent School Leadership and INSEAD in France or Singapore (MBA)

For more information about these programs, see the Klingenstein Center Programs page.

The Independent School Leadership program is designed for current and aspiring leaders who choose to pursue full-time study for one academic year. The Full-Year Program is a cohort of approximately 25 students.

Schedule

Students enrolled in the Full-Year Master's attend daytime and evening classes and experiences from September to May. The program of study is completed over nine months during the fall and spring semesters. Students complete their capstone project during the second semester.

Coursework

Full-Year Master's students take a combination of core and elective courses. The opportunity to take elective courses at Teachers College and other graduate schools at Columbia University is a feature of the Full-Year Program.

Practicum

The practicum in independent school leadership requires a team of students to work with school leaders at a selected independent or international school on a project that is both of interest to the student and of strategic importance to the school. Throughout the academic year, students work in groups and dedicate time to their practicum project. Experienced and trusted school leaders at the site schools serve as mentors and advisors throughout the projects. The practicum allows students to experience new school environments while contributing in a meaningful way to the advancement of the site school. Students are assigned to projects by their academic advisor. Research skills and concepts from the fall Research Methods course as well as coaching from faculty bolster students' work on the practicum.

Capstone Project

A research- and writing-based capstone project requires students to curate a professional learning ePortfolio that reflects their learning and transfers that learning to several key areas of their practice. The ePortfolio engages students in four levels of systems thinking work in schools: individual, interpersonal, institutional, and social.

Cohort Model

All Klingenstein Center programs employ a cohort model. In this model, students enroll in the same classes at the same time with the same group – with the exception of college-wide electives in the Independent School Leadership year-long program. The cohort model encourages teamwork and collaboration, creates a vibrant professional learning community, and allows students to develop productive personal, professional and academic bonds that last far beyond the conclusion of the program. The strength of the cohort model is bolstered by the outstanding and diverse attributes of students. Cohort members come from diverse personal backgrounds and experiences, are at different points in their careers holding positions ranging from teacher to head of school, come from different types of schools all over the country and world, and have various career goals.

Degree Requirements

The 32-point Master of Arts (M.A.) degree in Independent School Leadership consists of required core courses and elective course options. Students in the M.A. degree program may not apply prior graduate credits towards the degree unless they were earned at Teachers College and are approved by the student's academic advisor.

Please note: This course of study does not lead to New York State building leader or district leader certification as a public school principal or superintendent.

Independent School Leadership (Two Summers Program)

Ed.M. | Points/Credits: 60 | Entry Terms: Summer

Formerly: Private School Leadership

Email: Klingenstein@tc.columbia.edu

Website: www.klingensteincenter.org

Programs in Independent School Leadership at Teachers College are run by the Klingenstein Center for Independent School Leadership. Designed for teachers, administrators who have demonstrated strong educational leadership, these cohort-based programs prepare students to meet the challenges of leadership for independent and international schools, and organizations that support teaching and learning in these schools. The degree programs deepen knowledge and cultivate skills and competencies necessary for effective and impactful leadership practice. Students engage in a collaborative research project with peers on behalf of a school

organization. They benefit from an extensive global network of alumni and cooperating schools. Coursework is enhanced by collaborative projects, alumni-presented case studies and real time scenarios, and visits to area private schools. The curriculum has been designed around six core principles of effective leadership:

- The centrality of education and education leadership in promoting belonging, equity, and inclusion, well-being, and sustainability in schools and throughout the world;
- The need to cultivate research-informed teaching practices and learning experiences among all members of the school community;
- The value of collaboration and teamwork;
- The use of reflective practice in fostering continued learning;
- The essential role of evidence-based decision- making in impactful leadership practice; and,
- Design thinking, agile thinking, futures thinking, and sense-making as key embodied leadership mindsets

The Two-Summers Ed.M. Program in Independent School Leadership, also known as Leadership Academy, is designed for current and aspiring leaders who choose to pursue intensive summer study with field-based work at their school of employment after each summer. The Two-Summers Program has a cohort of approximately 60 students.

Coursework

The Two-Summers curriculum is entirely prescribed. Students do not take elective courses. Some coursework between the two summers may be online. As an extension of the research course in the first summer, students engage in a collaborative research project focused on an issue of importance to them, to a site school, and to the independent school sector at large. They develop a plan for research and explore what it means to use research, evidence, and data to drive change and strategic decision-making in school.

Practicum

During the academic year between the two summers, students complete a collaborative research project with peers focused on an assigned school site and an area of inquiry particular to the assigned site. The practicum project is designed to build the student's capacity to pursue inquiry in schools. .

Projects may include but are not limited to work in areas of school such as teaching and learning; finance; development; college guidance; admissions; residential life; and communications and marketing. Students are guided in this project by a mentor who is an experienced leader in independent or international schools. Research skills and concepts from the summer Research Methods and Evidence-Informed Decision Making courses as well as coaching from faculty bolster students' work on the practicum.

Capstone Project

A research- and writing-based capstone project requires students to curate a professional learning ePortfolio that reflects their learning and transfers that learning to several key areas of their practice. The ePortfolio engages students in four levels of systems thinking work in schools: individual, interpersonal, institutional, and social.

Cohort Model

All Klingenstein Center programs employ a cohort model. In this model, students enroll in the same classes at the same time with the same group – with the exception of college-wide electives in the Independent School Leadership year-long program. The cohort model encourages teamwork and collaboration, creates a vibrant professional learning community, and allows students to develop productive personal, professional and academic bonds that last far beyond the conclusion of the program. Cohort members come from diverse geographies throughout the United States and globally, boast dynamic and unique personal and professional backgrounds and experiences, are at different points in their careers and holding positions ranging from teacher to head of school, come from different types of independent and international schools all over the country and world, and have various career goals.

Degree Requirements

The 60-point Master of Education (Ed.M.) degree in Independent School Leadership consists of all requirements specified for the 32-point Master of Arts degree. Students in the Ed.M. degree program generally transfer in prior graduate level points (up to 30 in the Full-Year Program and up to 28 in the Two-Summers Program) to earn the required 60 points. In addition, Ed.M. students are required to complete a project related to improving independent school practice or to activating independent schools as incubators for solutions across the ecosystem of education.

Please note: This course of study does not lead to New York State building leader or district leader certification as a public school principal or superintendent.

Independent School Leadership (Two Summers Program)

M.A. | Points/Credits: 32 | Entry Terms: Summer

Formerly: Private School Leadership

Email: Klingenstein@tc.columbia.edu

Website: www.klingensteincenter.org

(Application code: ELPR)Programs in Private School Leadership at Teachers College are run by the Klingenstein Center for Independent School Leadership. Designed for teachers and administrators who have demonstrated strong educational leadership, these cohort-based programs prepare students to meet the challenges of leadership for independent and international schools, and organizations that support teaching and learning in

these schools. The degree programs increase knowledge and cultivate skills and competencies necessary for effective leadership practice. Students participate in action research-based fieldwork and benefit from a connection to an extensive global network of cooperating schools. Coursework is enhanced by collaborative projects, alumni-presented case studies and real time scenarios, and visits to area schools. The curriculum has been designed around five core principles of effective leadership:

- The centrality of education and education leadership in promoting belonging, equity, and inclusion;
- The need to cultivate research-informed teaching practices and learning experiences among all members of the school community;
- The importance of collaboration and teamwork in accomplishing goals;
- The use of reflective practice in fostering continued learning;
- The practice of moral and ethical leadership as a way of life.

The Two-Summers M.A.Program in Private School Leadership, also known as Leadership Academy, is designed for current and aspiring leaders who choose to pursue intensive summer study with field-based work at their school of employment after each summer. The Two-Summers Program has a cohort of approximately 60 students.

Schedule

Participants attend two intensive four- to six-week sessions in New York City for two consecutive summers. During the year they continue their work by engaging in research and practicum projects at their schools of employment and in online coursework. Students complete the capstone project during the fall after the second summer. The program of study is completed over eighteen months.

Coursework

The Two-Summers curriculum is entirely prescribed. Students do not take elective courses. Some coursework between the two summers may be online. As part of the research course in the first summer, students design an action research-based project of importance to them, to their schools, and to the independent school sector at large. They develop a plan for research and carry out this plan over the course of the upcoming academic year.

Practicum

During the academic year between the two summers, students complete a practicum project in their respective schools. The practicum project is designed to provide the student with experiential learning in the context of their own school and to offer residual benefits to the sponsoring school.

Projects may include but are not limited to work in areas of school such as teaching and learning; finance; development; college guidance; admissions; residential life; and communications and marketing. Students are guided in this project by a mentor who is an experienced leader in independent or international schools. Research

skills and concepts from the summer Research Methods and Evidence-Informed Decision Making courses as well as coaching from faculty bolster students' work on the practicum. Sponsoring schools are asked to consider scheduling accommodations for students doing research and practicum projects during the academic year.

Capstone Project

A research- and writing-based capstone project requires students to curate a professional learning ePortfolio that reflects their learning and transfers that learning to several key areas of their practice. The ePortfolio engages students in four levels of systems thinking work in schools: individual, interpersonal, institutional, and social.

Cohort Model

All Klingenstein Center programs employ a cohort model. In this model, students enroll in the same classes at the same time with the same group – with the exception of college-wide electives in the Private School Leadership year-long program. The cohort model encourages teamwork and collaboration, creates a vibrant professional learning community, and allows students to develop productive personal, professional and academic bonds that last far beyond the conclusion of the program. The strength of the cohort model is bolstered by the outstanding and diverse attributes of students. Cohort members come from diverse personal backgrounds and experiences, are at different points in their careers holding positions ranging from teacher to head of school, come from different types of schools all over the country and world, and have various career goals.

Degree Requirements

The 32-point Master of Arts (M.A.) degree in Private School Leadership consists of required core courses and elective course options. Students in the M.A. degree program may not apply prior graduate credits towards the degree unless they were earned at Teachers College and are approved by the student's academic advisor.

Please note: These courses of study do not lead to New York State building leader or district leader certification as a public school principal or superintendent.

Public School Building Leadership (Summer Principals Academy New Orleans)

Ed.M. | Points/Credits: 60 | Entry Terms: Summer | Certification: LA Educational Leader Certificate (ELC)

Program is not accepting applications for the 2027 year.

THE SUMMER PRINCIPALS ACADEMY

Degrees Offered: M.A. & Ed.M.

Certification Offered: Recommendation for Educational Leader Certificate (ELC) in the State of Louisiana

Code: ELPS

Program Director: Dr. Brian K. Perkins

Website: https://www.tc.columbia.edu/organization-and-leadership/spa-nola/

The Summer Principals Academy (SPA) at Teachers College, Columbia University is a transformative graduate program that is committed to promoting equity and excellence in education and overcoming the gap in educational access and achievement between the most and least advantaged groups in this country. To achieve this goal, our aspiring school leaders are encouraged to construct transforming possibilities for student learning, school improvement, social equity, and opportunity. While some principal preparation programs are content to prepare school leaders to perpetuate schools as they currently exist, SPA strives to prepare leaders to create the innovative schools that our nation and the world need. Through the Summer Principals Academy, leadership development is fostered through an integrated set of experiences that include sound theoretical and "best practice" knowledge, problem-based coursework, and field-based experiences, including an intensive and extended internship.

SPA is a cohort program enrolling graduate students from all over the country and abroad in a rigorous 14-month, 36-credit program. Courses are delivered Monday – Friday, from 8:00 am – 5:00 pm, over two consecutive five-week summer sessions. The 450-hour Administrative Internship takes place during the intervening school year, thereby enabling students to complete the internship requirements while maintaining their jobs in their current schools. The schedule supports the reality of aspiring leaders who are currently working as teachers, team leaders, department chairs, or supervisors who do not wish to leave their schools to attend a full-time program.

Students' studies in the Summer Principals Academy conclude with the New School Design Project. Serving as the capstone project, candidates integrate the knowledge and skills they have developed while preparing for leadership service in schools across the nation. The New School Design teams are challenged to develop a new school that reflects the domains of knowledge, skill, and habits of mind and that is relevant to the challenges faced by children seeking a 21st-century education in a public school setting. The event offers the larger educational community of leaders the opportunity to share their insights and expertise regarding how to close achievement gaps effectively through the design of innovative and high-performing schools.

The Summer Principals Academy (SPA) offers two cohort locations – New Orleans, LA, and New York City, NY – to educators who aspire to become school leaders. The two cohorts provide the same course content, instruction, assessment, and high-quality education experience, but each caters to a different school calendar. SPA New Orleans (SPA|NOLA) delivers courses for five weeks beginning in June and ending in July.

Curriculum:

Summer I:

- ORLA 4001: Introduction to School Leadership and Decision Making (3 cr.)

- ORLA 5018: School Leadership for Adult Development (3 cr.)
- ORLA 5029: Supervision of Teaching & Learning (3 cr.)
- ORLA 5100 : Conflict Resolution for School Leadership (3 cr.)
- ORLA 5532: Curriculum Development: Teaching, Learning, and Assessment (1.5 cr.)
- ORLA 6025: Leadership Through Self-Awareness (0.5 cr.)
- ORLA 6029: Social Emotional Learning (1 cr.)

Fall:

- ORLA 5532: Program Development: Teaching, Learning, and Assessment(0.5 cr.)
- ORLA 6460: Internship in School Leadership (3 cr.)

Spring:

- ORLA 5532: Program Development: Teaching, Learning, and Assessment (1 cr.)
- ORLA 6027: Cultural Diversity, Equity, and Social Justice as Leadership Imperatives (0.5 cr)
- ORLA 6460: Internship in School Leadership II (3 cr.)
- ORLA 6520: New School Design I (0 cr.) (Please note: ORLA 6520 is the new course # replacing ORLA 5199 course #).

Summer II:

- ORLA 5017: Team Building and Organizational Development (3 cr.)
- ORLA 4025: Resource Allocation for Student Achievement (3 cr.)
- ORLA 5025: Ecology of Data-Driven Leadership (3 cr.)
- ORLA 4033: Ethical and Legal Issues in Education Leadership (3 cr.)
- ORLA 6026: Leadership Through Self-Awareness II (0.5 cr.)
- ORLA 6028: Cultural Diversity II (0.5 cr.)
- ORLA 6521: New School Design II (0 cr.) (Please note: ORLA 6521 is a new course # replacing ORLA 5199 course #).

ACCREDITATION

SPA|NOLA is a fully accredited Advancing Quality in Educator Preparation (AAQEP) principal preparation program that culminates in a Master's Degree in Public School Building Leadership and recommendation for Education Leader Certification in the State of Louisiana. Further, this program is currently an approved principal preparation program in the State of Louisiana as of October 17, 2018.

Teachers College, Columbia University is currently licensed by the Board of Regents of the State of Louisiana. Licenses are renewed by the State Board of Regents every two years. Licensed institutions have met minimal operational standards set forth by the state, but licensure does not constitute accreditation, guarantees the transferability of credit, nor signify that programs are certifiable by any professional agency or organization.

CERTIFICATION

Graduates of the Summer Principals Academy - New Orleans are recommended for Education Leader Certification (ELC) in the State of Louisiana. The SPA|NOLA program meets all requirements outlined in Bulletin 996, Standards of Approval for Teacher or Educational Leader Preparation Programs for the preparation of educational leaders. If you plan to work in a state other than Louisiana, prospective students are advised to determine if the program meets the educational requirements for certification in any other state, Washington, DC or Puerto Rico. If you intend to work in another state, we recommend that you review the state's teacher certification website for that state's qualifications. Depending on the graduate's state's certification qualifications, graduates are advised to receive their Louisiana ELC Letter of Eligibility when applying for certification out of state. The Letter of Eligibility assures prospective employing school systems that the educator meets the educational leadership certification requirements while also ensuring that the leadership certificate is not issued until the educator is in a position to receive evaluations per Louisiana's statewide evaluation system.

Public School Building Leadership (Summer Principals Academy New Orleans)

M.A. | Points/Credits: 36 | Entry Terms: Summer | Certification: LA Educational Leader Certificate (ELC)

Program is not accepting applications for the 2027 year.

THE SUMMER PRINCIPALS ACADEMY

Degrees Offered: M.A. & Ed.M.

Certification Offered: Recommendation for Educational Leader Certificate (ELC) in the State of Louisiana

Code: ELPS

Program Director: Dr. Brian K. Perkins

Website: https://www.tc.columbia.edu/organization-and-leadership/spa-nola/

The Summer Principals Academy (SPA) at Teachers College, Columbia University is a transformative graduate program that is committed to promoting equity and excellence in education and overcoming the gap in educational access and achievement between the most and least advantaged groups in this country. To achieve this goal, our aspiring school leaders are encouraged to construct transforming possibilities for student learning, school improvement, social equity, and opportunity. While some principal preparation programs are content to prepare

school leaders to perpetuate schools as they currently exist, SPA strives to prepare leaders to create the innovative schools that our nation and the world need. Through the Summer Principals Academy, leadership development is fostered through an integrated set of experiences that include sound theoretical and "best practice" knowledge, problem-based coursework, and field-based experiences, including an intensive and extended internship.

SPA is a cohort program enrolling graduate students from all over the country and abroad in a rigorous 14-month, 36-credit program. Courses are delivered Monday – Friday, from 8:00 am – 5:00 pm, over two consecutive five-week summer sessions. The 450-hour Administrative Internship takes place during the intervening school year, thereby enabling students to complete the internship requirements while maintaining their jobs in their current schools. The schedule supports the reality of aspiring leaders who are currently working as teachers, team leaders, department chairs, or supervisors who do not wish to leave their schools to attend a full-time program.

Students' studies in the Summer Principals Academy conclude with the New School Design Project. Serving as the capstone project, candidates integrate the knowledge and skills they have developed while preparing for leadership service in schools across the nation. The New School Design teams are challenged to develop a new school that reflects the domains of knowledge, skill, and habits of mind and that is relevant to the challenges faced by children seeking a 21st-century education in a public school setting. The event offers the larger educational community of leaders the opportunity to share their insights and expertise regarding how to close achievement gaps effectively through the design of innovative and high-performing schools.

The Summer Principals Academy (SPA) offers two cohort locations – New Orleans, LA, and New York City, NY – to educators who aspire to become school leaders. The two cohorts provide the same course content, instruction, assessment, and high-quality education experience, but each caters to a different school calendar. SPA New Orleans (SPA|NOLA) delivers courses for five weeks beginning in June and ending in July.

Curriculum:

Summer I:

- ORLA 4001: Introduction to School Leadership and Decision Making (3 cr.)
- ORLA 5018: School Leadership for Adult Development (3 cr.)
- ORLA 5029: Supervision of Teaching & Learning (3 cr.)
- ORLA 5100 : Conflict Resolution for School Leadership (3 cr.)
- ORLA 5532: Curriculum Development: Teaching, Learning, and Assessment (1.5 cr.)
- ORLA 6025: Leadership Through Self-Awareness (0.5 cr.)
- ORLA 6029: Social Emotional Learning (1 cr.)

Fall:

- ORLA 5532: Program Development: Teaching, Learning, and Assessment(0.5 cr.)
- ORLA 6460: Internship in School Leadership (3 cr.)

Spring:

- ORLA 5532: Program Development: Teaching, Learning, and Assessment (1 cr.)
- ORLA 6027: Cultural Diversity, Equity, and Social Justice as Leadership Imperatives (0.5 cr)
- ORLA 6460: Internship in School Leadership II (3 cr.)
- ORLA 6520: New School Design I (0 cr.) (Please note: ORLA 6520 is the new course # replacing ORLA 5199 course #).

Summer II:

- ORLA 5017: Team Building and Organizational Development (3 cr.)
- ORLA 4025: Resource Allocation for Student Achievement (3 cr.)
- ORLA 5025: Ecology of Data-Driven Leadership (3 cr.)
- ORLA 4033: Ethical and Legal Issues in Education Leadership (3 cr.)
- ORLA 6026: Leadership Through Self-Awareness II (0.5 cr.)
- ORLA 6028: Cultural Diversity II (0.5 cr.)
- ORLA 6521: New School Design II (0 cr.) (Please note: ORLA 6521 is a new course # replacing ORLA 5199 course #).

ACCREDITATION

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CERTIFICATION

Graduates of the Summer Principals Academy - New Orleans are recommended for Education Leader Certification (ELC) in the State of Louisiana. The SPA|NOLA program meets all requirements outlined in Bulletin 996, Standards of Approval for Teacher or Educational Leader Preparation Programs for the preparation of educational leaders. If you plan to work in a state other than Louisiana, prospective students are advised to determine if the program meets the educational requirements for certification in any other state, Washington, DC or Puerto Rico. If you intend to work in another state, we recommend that you review the state's teacher certification website for that state's qualifications. Depending on the graduate's state's certification qualifications, graduates are advised to receive their Louisiana ELC Letter of Eligibility when applying for certification out of state. The Letter of Eligibility

assures prospective employing school systems that the educator meets the educational leadership certification requirements while also ensuring that the leadership certificate is not issued until the educator is in a position to receive evaluations per Louisiana's statewide evaluation system.

Public School Building Leadership (Summer Principals Academy New York)

Ed.M. | Points/Credits: 60 | Entry Terms: Summer | Certification: NY State School Building Leadership (SBL)

Degrees Offered: M.A. & Ed.M.

Certification Offered: Recommendation for NY State School Building Leadership (SBL) Certificate

Code: ELBL

Program Director: Dr. Brian K. Perkins

Website: https://www.tc.columbia.edu/organization-and-leadership/spa-nyc/

The Summer Principals Academy (SPA) at Teachers College, Columbia University is a transformative graduate program that is committed to promoting equity and excellence in education and overcoming the gap in educational access and achievement between the most and least advantaged groups in this country. To achieve this goal, our aspiring school leaders are encouraged to construct transforming possibilities for student learning, school improvement, social equity, and opportunity. While some principal preparation programs are content to prepare school leaders to perpetuate schools as they currently exist, SPA strives to prepare leaders to create the innovative schools that our nation and the world need. Through the Summer Principals Academy, leadership development is fostered through an integrated set of experiences that include sound theoretical and "best practice" knowledge, problem-based coursework, and field-based experiences, including an intensive and extended internship.

SPA is a cohort program enrolling graduate students from all over the country and abroad in a rigorous 14-month, 36-credit program. Courses are delivered Monday – Friday, from 8:00 am – 5:00 pm, over two consecutive five-week summer sessions. The 450-hour Administrative Internship takes place during the intervening school year, thereby enabling students to complete the internship requirements while maintaining their jobs in their current schools. The schedule supports the reality of aspiring leaders who are currently working as teachers, team leaders, department chairs, or supervisors who do not wish to leave their schools to attend a full-time program.

Students' studies in the Summer Principals Academy conclude with the New School Design Project. Serving as the capstone project, candidates integrate the knowledge and skills they have developed while preparing for leadership service in schools across the nation. The New School Design teams are challenged to develop a new school that reflects the domains of knowledge, skill, and habits of mind and that is relevant to the challenges faced by children seeking a 21st-century education in a public school setting. The event offers the larger educational community of leaders the opportunity to share their insights and expertise regarding how to close achievement gaps effectively through the design of innovative and high-performing schools.

The Summer Principals Academy (SPA) offers two cohort locations – New Orleans, LA, and New York City, NY – to educators who aspire to become school leaders. The two cohorts provide the same course content, instruction, assessment, and high-quality education experience, but each caters to a different school calendar. SPA New York (SPA|NYC) delivers courses for five weeks beginning in July and ending in August.

Curriculum: Master of Arts: 36 points; Master of Education 60 points

Curriculum:

Summer I:

- ORLA 4001: Introduction to School Leadership and Decision Making (3 cr.)
- ORLA 5018: School Leadership for Adult Development (3 cr.)
- ORLA 5029: Supervision of Teaching & Learning (3 cr.)
- ORLA 5100 : Conflict Resolution for School Leadership (3 cr.)
- ORLA 5532: Curriculum Development: Teaching, Learning, and Assessment (1.5 cr.)
- ORLA 6025: Leadership Through Self-Awareness (0.5 cr.)
- ORLA 6029: Social Emotional Learning (1 cr.)

Fall:

- ORLA 5532: Program Development: Teaching, Learning, and Assessment(0.5 cr.)
- ORLA 6460: Internship in School Leadership (3 cr.)

Spring:

- ORLA 5532: Program Development: Teaching, Learning, and Assessment (1 cr.)
- ORLA 6027: Cultural Diversity, Equity, and Social Justice as Leadership Imperatives (0.5 cr)
- ORLA 6460: Internship in School Leadership II (3 cr.)
- ORLA 6520: New School Design I (0 cr.) (Please note: ORLA 6520 is the new course # replacing ORLA 5199 course #).

Summer II:

- ORLA 5017: Team Building and Organizational Development (3 cr.)
- ORLA 4025: Resource Allocation for Student Achievement (3 cr.)
- ORLA 5025: Ecology of Data-Driven Leadership (3 cr.)
- ORLA 4033: Ethical and Legal Issues in Education Leadership (3 cr.)
- ORLA 6026: Leadership Through Self-Awareness II (0.5 cr.)
- ORLA 6028: Cultural Diversity II (0.5 cr.)

- ORLA 6521: New School Design II (0 cr.) (Please note: ORLA 6521 is a new course # replacing ORLA 5199 course #).

ACCREDITATION

SPA|NYC is a fully accredited Advancing Quality in Educator Preparation (AAQEP) principal preparation program that culminates in a Master's Degree in Public School Building Leadership and is registered with the New York State Education Department.

CERTIFICATION

SPA|NYC leads to an institutional recommendation for New York State School Building Leader (SBL) certification. If you plan to work in a state other than New York, prospective students are advised to determine if the program meets the educational requirements for certification in any other state, Washington, DC or Puerto Rico. If you intend to work in another state, we recommend that you review the state's teacher certification website for that state's qualifications.

Public School Building Leadership (Summer Principals Academy New York)

M.A. | Points/Credits: 36 | Entry Terms: Summer | Certification: NY State School Building Leadership (SBL)

Degrees Offered: M.A. & Ed.M.

Certification Offered: Recommendation for NY State School Building Leadership (SBL) Certificate

Code: ELBL

Program Director: Dr. Brian K. Perkins

Website: https://www.tc.columbia.edu/organization-and-leadership/spa-nyc/

The Summer Principals Academy (SPA) at Teachers College, Columbia University is a transformative graduate program that is committed to promoting equity and excellence in education and overcoming the gap in educational access and achievement between the most and least advantaged groups in this country. To achieve this goal, our aspiring school leaders are encouraged to construct transforming possibilities for student learning, school improvement, social equity, and opportunity. While some principal preparation programs are content to prepare school leaders to perpetuate schools as they currently exist, SPA strives to prepare leaders to create the innovative schools that our nation and the world need. Through the Summer Principals Academy, leadership development is fostered through an integrated set of experiences that include sound theoretical and "best practice" knowledge, problem-based coursework, and field-based experiences, including an intensive and extended internship.

SPA is a cohort program enrolling graduate students from all over the country and abroad in a rigorous 14-month, 36-credit program. Courses are delivered Monday – Friday, from 8:00 am – 5:00 pm, over two consecutive five-week summer sessions. The 450-hour Administrative Internship takes place during the intervening school year, thereby enabling students to complete the internship requirements while maintaining their jobs in their current schools. The schedule supports the reality of aspiring leaders who are currently working as teachers, team leaders, department chairs, or supervisors who do not wish to leave their schools to attend a full-time program.

Students' studies in the Summer Principals Academy conclude with the New School Design Project. Serving as the capstone project, candidates integrate the knowledge and skills they have developed while preparing for leadership service in schools across the nation. The New School Design teams are challenged to develop a new school that reflects the domains of knowledge, skill, and habits of mind and that is relevant to the challenges faced by children seeking a 21st-century education in a public school setting. The event offers the larger educational community of leaders the opportunity to share their insights and expertise regarding how to close achievement gaps effectively through the design of innovative and high-performing schools.

The Summer Principals Academy (SPA) offers two cohort locations – New Orleans, LA, and New York City, NY – to educators who aspire to become school leaders. The two cohorts provide the same course content, instruction, assessment, and high-quality education experience, but each caters to a different school calendar. SPA New York (SPA|NYC) delivers courses for five weeks beginning in July and ending in August.

Curriculum:

Summer I:

- ORLA 4001: Introduction to School Leadership and Decision Making (3 cr.)
- ORLA 5018: School Leadership for Adult Development (3 cr.)
- ORLA 5029: Supervision of Teaching & Learning (3 cr.)
- ORLA 5100 : Conflict Resolution for School Leadership (3 cr.)
- ORLA 5532: Curriculum Development: Teaching, Learning, and Assessment (1.5 cr.)
- ORLA 6025: Leadership Through Self-Awareness (0.5 cr.)
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Fall:

- ORLA 5532: Program Development: Teaching, Learning, and Assessment(0.5 cr.)
- ORLA 6460: Internship in School Leadership (3 cr.)

Spring:

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- ORLA 6027: Cultural Diversity, Equity, and Social Justice as Leadership Imperatives (0.5 cr)
- ORLA 6460: Internship in School Leadership II (3 cr.)

- ORLA 6520: New School Design I (0 cr.) (Please note: ORLA 6520 is the new course # replacing ORLA 5199 course #).

Summer II:

- ORLA 5017: Team Building and Organizational Development (3 cr.)
- ORLA 4025: Resource Allocation for Student Achievement (3 cr.)
- ORLA 5025: Ecology of Data-Driven Leadership (3 cr.)
- ORLA 4033: Ethical and Legal Issues in Education Leadership (3 cr.)
- ORLA 6026: Leadership Through Self-Awareness II (0.5 cr.)
- ORLA 6028: Cultural Diversity II (0.5 cr.)
- ORLA 6521: New School Design II (0 cr.) (Please note: ORLA 6521 is a new course # replacing ORLA 5199 course #).

ACCREDITATION

SPA|NYC is a fully accredited Advancing Quality in Educator Preparation (AAQEP) principal preparation program that culminates in a Master's Degree in Public School Building Leadership and is registered with the New York State Education Department.

CERTIFICATION

SPA|NYC leads to an institutional recommendation for New York State School Building Leader (SBL) certification. If you plan to work in a state other than New York, prospective students are advised to determine if the program meets the educational requirements for certification in any other state, Washington, DC or Puerto Rico. If you intend to work in another state, we recommend that you review the state's teacher certification website for that state's qualifications.

Urban Education Leaders Program (UELP)

Ed.D. | Points/Credits: 75 | Entry Terms: Summer (Odd Year Only) | Certification: NY State School District Leadership (SDL)

URBAN EDUCATION LEADERS PROGRAM

Directors: Dr. Marcia V. Lyles & Dr. Sonya Douglass

Program Mission

The Urban Education Leaders Program (UELP) at Teachers College, Columbia University aims to prepare education professionals for district-level leadership positions in urban school systems through research-based doctoral studies that values equity, justice, and education as pillars of public necessity for growth.

Website: https://www.tc.columbia.edu/organization-and-leadership/education-leadership/urban-education-leaders-program/

(Application code: ELUE) Ed.D. – Summer and school-year cohort program

Program Description:

The Urban Education Leaders Program (UELP) at Teachers College, Columbia University is an executive education-style Ed.D. degree program that prepares mid-career education professionals for district-level leadership positions in urban school systems. UELP convenes for two weeks in the summer and one weekend per month during the regular academic year. In addition to coursework, case studies and field-based experiences, our structured approach to scaffolding the dissertation process provides the support and advisement working professionals need in order to complete their doctoral studies in a timely manner.

The objectives of the Urban Education Leaders Program are to:

- Strengthen our students' ability to lead educational organizations and systems that are purposeful, successful, and humane contexts for learning;
- Help students develop skills and knowledge needed for the effective leadership and management of complex organizations in a global, technological, and culturally diverse society;
- Stimulate inquiry and innovation around challenges in professional practice;
- Broaden and deepen reflection about values, trends, and issues that affect the education enterprise;
- Create and sustain a community of leaders committed to continuous learning and mutual support.

Students pursue a coherent curriculum grounded in practice and combining the best of theoretical and professional studies.

While each entering UELP cohort might experience slight modifications to the course schedule, the following outline of TC courses illustrates the nature and scope of the curriculum.

YEAR 1

Summer

ORLA 5010: Leadership in Schools and Communities (3 credits)

ORLA 6552: Research, Theory and Practice in Education Leadership (3 credits)

Fall

ORLA 6515: School District Organization and Governance (3 credits)

ORLA 6523: Education Policy, Politics & Leadership in Urban School Systems (3 credits)

Spring

ORLA 6519: School District Finance & Leadership (3 credit)

ORLA 6511: Leadership for Social Justice (3 credits)

ORLA 5331: Urban Education Leadership Research Practicum (1 credit)

YEAR 2

Summer

EDPA 5016: Education & the Law: Equity Issues (3 credits)

ORLA 6527: School District Leadership: Personnel, Conflict & Labor Relations (3 credits)

ORLA 6461: Internship in Public School District Leadership (1 credit)

Fall

ORLA 6513: Improving Teaching & Learning in School Districts (3 credits)

ORLD 5070: Leadership for Adult Development (3 credits)

ORLA 5331: Urban Education Leadership Research Practicum (1 credit) ORLA 6461: Internship in Public School District Leadership (1 credit)

Spring

ORLA 6500: Qualitative Research (3 credits)

ORLA 6525: Using Evidence, Data, & Research in Education Leadership (3 credits)

ORLA 5331: Urban Education Leadership Research Practicum (1 credit)

ORLA 6461: Internship in Public School District Leadership (1 credit)

YEAR 3

Summer

ORLA 6024: Proseminar in Public School District Leadership (3 credits) ORLA 7500: Dissertation Seminar (3 credits)

Fall

ORLA 8900: Dissertation Advisement or IND 6000

Spring

ORLA 8900: Dissertation Advisement or IND 6000

Degree Requirements:

The Urban Education Leaders Program (UELP) requires 75 academic credits of which 48 credits must be completed within the UELP program. Additionally, students must complete a field experience requirement, pass a doctoral candidacy certification examination, and defend a doctoral dissertation.

NYSED SDL Requirements:

New York State Education Department (NYSED) has certification requirements that are needed for School District Leader Certification. These requirements are described on the Office of Teacher Education website: https://www.tc.columbia.edu/office-of-teacher-education/students/certification-requirements/school-building-leaders--school-district-leaders/

Program Faculty

Faculty

- Alex J Bowers
  Professor of Education Leadership
- Sonya Douglass
  Professor of Education Leadership
- Ellie Drago-Severson
  Professor of Education Leadership
- Nicole Leta Brittingham Furlonge
  Klingenstein Family Chair Professor of Practice in Education and Executive Director of Klingenstein Center
- Mark Gooden
  Christian Johnson Endeavor Professor of Education Leadership
- Marcia V Lyles
  Professor of Practice in Education Leadership
- Brian Keith Perkins
  Professor of Practice

Professors of Teaching

- Rebecca Anne Stilwell
  Assistant Professor of Teaching

Adjunct Faculty

- James Parla

  Adjunct Professor

Program Courses

ORLA4001 Introduction to school leadership and decision making

This course uses the literature on decision-making theory in combination with intensive case-study analysis in groups to explore how decision-making styles and strategies affect problem-based decision-making in innovative public school settings.

ORLA4010 Introduction to organization analysis in education

This course draws on concepts and propositions from organization theory to help students construct and analyze case studies of schools and school systems and develop action plans for organizational change, reform, and renewal. Special focus on theories of bureaucracy and community; organizational structure, culture, and politics; professional learning communities; and strategic learning organizations.

ORLA4025 Resrce Alloc for Student Achiev

This course emphasizes the skills of school budgeting and facilities management, personnel allocations, and grant writing with a view to leveraging student achievement. Students use simulations and case studies to analyze an actual school budget; make a three-year budget forecast; and reassign faculty, support staff, and instructional resources to improve performance.

ORLA4033 Ldrshp Inst Anl:Sch Law Ethics

This course explores the nexus between law, ethics, and school leadership. It relies on both case law and the use of ethical dilemmas in the form of case studies and hypotheticals to teach prospective leaders how to consider, for themselves, the tensions they experience when the law, professional practice, and their ethical codes of conduct are in conflict.

ORLA4044 Leadership for adult development

In this course we will explore an expanded notion of leadership that includes supporting adult development as a focal concern. Participants interested in organizational and individual leadership and growth, especially teachers, principals, superintendents, and other leaders, will study how constructive-developmental theory and pillar practices for supporting adult growth can enable leaders to support adults' transformational learning. Permission of the instructor is required.

ORLA4045 Restructuring schooling in urban environments

Institutional and policy analysis of school redesign experiments in urban settings, with special emphasis on the Chicago case. Review of theoretical foundations research, political support, and implementation consequences of system-wide school reform, as well as analysis of how both experimental and system-wide change is initiated.

ORLA4058 Privatization and Choice in Education

Small public schools, independent schools, charter schools, vouchers, home schools, religious schools, and for-profit educational ventures are examples of the explosion of options in schooling available to a growing number of American families. The purpose of this course is to understand the configuration of these choices in America and the implications of those choices for a democratic society. Students consider whether school choice can serve the best interests of families and the common good. Through on-site visits, students use the diversity of schools in New York City as a laboratory for learning. Permission of the instructor is required.

ORLA4060 Designing Charter Schools

Design focus on instructional, governance, accountability systems, and organizational patterns. Reference to research on school models and on legislative and regulatory context of charter schools. Charter school leaders participate as resources. Collaborative field and electronic studies of existing charter schools.

ORLA4071 Private School Leadership - Systems Thinking and Sensemaking for School Leadership

How can leaders transform "good" schools into excellent schools? The purpose of this course is to equip dynamic individuals with skills and knowledge for aligning schools to accomplish challenging goals. Students study how mission and vision, governance, teamwork, social intelligence, and organization behavior contribute to effective leadership practice. They assess barriers to school change and explore strategies to overcome them. They analyze culture and ways to develop the habit of continuous school improvement. The course uses a variety of approaches with a focus on case studies. Permission of the instructor is required.

ORLA4874 Strategic Communications & Marketing for Academic Institutions

Students explore communications and marketing with specific attention to the independent school context. Topics include developing a personal and professional writing practice as a school leader, communicating effectively with internal and external constituencies of independent schools, and marketing for the purposes of admissions, student enrollment/retention, and fundraising. Communication case studies are drawn from educational institutions. All students create a portfolio as a final assessment. Students enrolled for three points complete an additional marketing project.

ORLA4876 School finance: Resource allocation for non-profit organizations

An exploration of the business aspects of managing private schools. The focus is on critical issues of management including: decision making, strategic planning, and analysis and allocation of resources. Participants analyze complex issues and problems confronting leaders in private schools such as: enrollment and tuition stabilization, pricing and affordability, funding sources, endowment management, compensation, and government compliance.

ORLA4900 Research and independent study in educational leadership

For students wishing to pursue independent study and/or research on topics not covered in regular courses. Requires faculty member's approval of a study plan, reading list, and final paper or other products or projects. Permission required from individual faculty. Students are expected to complete 9 additional hours of out of classroom work per week.

ORLA5005 Educational And Social Entrepreneurship

In this course students explore the process of starting an educational or social venture. Readings, discussions, guest speakers and class activities guide students to understand the entrepreneurial mindset, acquire knowledge related to business start-up, and develop potential business ideas. As a final project, student teams create and present business plans to a panel of hypothetical investors.

ORLA5010 Leadership in Schools and Communities

This course is designed to introduce students to the theory and practice of exercising leadership in the public sector. Research literature and essential writings of great thinkers complement a practice-based, real-life orientation to the challenges and opportunities associated with leading communities through complex and persistent problems. Course readings will be examined in light of practical challenges education leaders face every day; conversely, we will discuss the ways in which research sheds light and offers perspective to those who lead complex organizations, such as schools and districts, in public settings. The course will consider leadership from a multi-disciplinary perspective, including readings and videos from the social sciences, literature, business, history, politics, and contemporary commentary. Class discussions, case studies, guest speakers and small group work combine to invite students to recognize and develop the personal, professional, intellectual and political attributes that women and men need to address the most pressing issues in education, government, community life and society at large.

ORLA5012 The social context of education reform: Public engagement and community development

Political analysis of administration at the service delivery and community levels.

ORLA5017 Team Bldg & Organizational Dev

Organizational behavior with reference to interpersonal relationships and the conflicts resulting from the needs of individuals compared to the demands of the organization. Special permission required.

ORLA5018 School leadership for adult development

School leaders must exercise practices to support adult development, especially in the context of standards-based reform. We will explore adult developmental theories and their connection to leadership; constructive-developmental theory; pillar practices for supporting adult growth (i.e., learning that helps adults develop increased cognitive and affective capacities to better manage the complexities of work and life). We consider: How can leaders better support adults' growth? What practices support adult development? What developmental principles inform these practices?

ORLA5025 Ecology of Data-Driven Leadership

This course relies upon systems theory and its application to school systems. The course teaches prospective leaders the use of databases of various kinds to pursue a systematic inquiry in the health and productivity of the ecology of the school. It explores various approaches to data mining, model building, and ultimately the "art of improvisational leadership." The course teaches students how to distinguish the different purposes for which data can be used and misused and relies heavily on the use of cases, simulations and exercises, including those with complex feedback systems. Familiarity with spreadsheets and simple statistics is helpful.

ORLA5029 Supervision of teaching and learning

This course draws upon the research literature in human resources management and emphasizes best practice in the recruitment, hiring, mentoring, professional development, and evaluation of teachers including the termination of incompetent teachers. The course uses problem-based units on teacher recruitment and hiring, role playing on effective mentoring, video evaluations of teacher practices, and strategies for removing incompetent teachers.

ORLA5052 Instructional leadership of independent schools

The purpose of this course is to help prepare PreK-12 educators for their roles as instructional leaders and to encourage reflection about the craft of teaching. It will provide an overview of contemporary theories and research about how people learn and how this knowledge can inform leadership in curriculum design, teaching strategies, student assessment practices, and the design of professional development.

ORLA5100 Conflict Resolution for School Leadership

ORLA5331 Urban Education Leadership Research Practicum

In this course, students document their academic and professional growth and development through the creation of a research portfolio focused on urban education leadership that serves as the basis for ongoing feedback, guidance, and support for their dissertation research.

ORLA5362 Practicum in School Leadership

The Practicum in School Leadership combines an opportunity to develop knowledge and skills while contributing to the ongoing work of a school. Students work with experienced school leaders on a specific project relevant to the school's priorities.

ORLA5530 Action research in organizational behavior

Techniques and methods of designing and conducting action research on organizational problems. Various methodological and organizational issues are addressed regarding the use of action research to foster organizational learning and problem solving through systematic inquiry and reflection. Students conduct an action research project.

ORLA5532 Program development: Teaching, learning, and assessment

School community relationships, needs assessment, program planning, and evaluation of student progress. Special emphasis on the principalship.

ORLA5587 Strategic management of independent schools and nonprofit organizations

The purpose of this class is to equip educators with the skills needed for effective independent school practice. Classes are organized to develop skills in the following broad areas: staffing and management, coaching and feedback, strategic planning and organization structure, external relations, and transitioning into a new work environment. To develop proficiency in these important leadership skills, students have opportunities to learn about and then practice skills in the classroom context with feedback from peers and experienced practitioners.

ORLA5689 School Heads Colloquium

Enrollment is limited to 20 and requires an application to the Klingenstein Heads of Schools Program through the Office of Admission by May 1. The purpose of the symposium is to provide renewal and reflection on issues relevant to school leaders through intensive study and collaboration with professional peers from independent and international schools. Topics include moral leadership and current education issues in public and private schools. Participants also conduct research on a topic of interest to their schools. Through on-site visits, students use the diversity of schools in New York City and the rich cultural resources as a laboratory for learning. Permission required.

ORLA5830 The Klingenstein Summer Institute for Early Career Teachers

Residential program. Enrollment is limited to 75 and requires an application to the Klingenstein Summer Institute through the Office of Admission by January 15. An intensive two week program held annually in June that introduces early career teachers to the complexity and challenge of teaching in independent schools. Prominent professors, guest authors, and nationally renowned educators deepen understanding on topics related to the organizing themes: improving teaching and learning, understanding diversity and multiculturalism, and assessing and overcoming resistance to change. Permission required.

ORLA6020 Pro-seminar in education leadership

This seminar course is topical and brings in guest speakers, exemplary practitioners, researchers and policy makers from academia, public schools and school districts, charter schools and education management organizations, private and independent schools, business, and other organizations to share their experience, research, and insights about effective leadership practices. The central theme of the Pro-Seminar is the development of personal self-awareness and mastery, as well as professional effectiveness. Students will be introduced to a variety of tools, assessment instruments, and other resources that are useful for personal reflection and professional growth. The seminar is customized for students preparing for leadership at different levels and in different contexts, for example aspiring public school principals, independent school heads, or district level leaders.

ORLA6024 Proseminar in Public School District Leadership

This seminar is topical and brings in guest speakers, exemplary practitioners, researchers and policymakers from academia, educational and nonprofit organizations, business management and other settings to share their experiences, research and insights about effective leadership practice. The central theme of the course is the development of personal self-awareness and mastery as well as professional effectiveness. The course focuses on working with human beings in interpersonal relationships, school settings to improve performance, organizations intent on promoting change, and with oneself by offering approaches to reflection and growth. The pro-seminar is designed for students who are exercising leadership at different levels and in different contexts, including aspiring public, charter and other educational settings.

ORLA6025 Leadership Thru Self-Awareness

The intention of the Pro-Seminar in Leadership Development course is to provide opportunities for students to cultivate their leadership acuity through exploration of multiple dimensions of the self and culture. The first part of this two part course will include Self-Awareness Training (SAT) in partnership with Social and Emotional Competencies in Summer I. The three interwoven parts of the Seminar are: Self Awareness Training (SAT) as a practice for the exploration, acquaintance and development of one's inner territory. Social and Emotional Competencies for the practice, exploration, and development of one's outer awareness of human dynamics. Intercultural Competencies for effectively leveraging cultural dimensions of diversity as a leadership imperative.

ORLA6026 Ldrship Thru Self-Awareness II

The intention of the Pro-Seminar in Leadership Development course is to provide opportunities for students to cultivate their leadership acuity through exploration of multiple dimensions of the self and culture. The second part of this two part course will include Self-Awareness Training (SAT) in partnership with Intercultural Competencies in Summer II. The three interwoven parts of the Seminar are: Self Awareness Training (SAT) as a practice for the exploration, acquaintance and development of one's inner territory. Social and Emotional Competencies for the practice, exploration, and development of one's outer awareness of human dynamics. Intercultural Competencies for effectively leveraging cultural dimensions of diversity as a leadership imperative.

ORLA6027 Cultural Diversity, Equity, and Social Justice as Leadership Imperatives

Cultural Diversity provides an introduction to designing, managing, and changing school structures and cultures to be equitable and ethical, appreciate and build on cultural diversity, and consciously work toward social justice are imperatives for school leaders. Educators across the country acknowledge these imperatives, yet often nullify them (often unintentionally) by enabling and perpetuating institutionalized schooling practices and labels that segregate, marginalize, prejudice, and withhold access to rigorous, engaged learning for many students.

ORLA6028 Cultural Diversity II

Cultural Diversity II provides students with further insight on designing, managing, and changing school structures and cultures to be equitable and ethical, appreciate and build on cultural diversity, and consciously work toward social justice are imperatives for school leaders. Educators across the country acknowledge these imperatives, yet often nullify them (often unintentionally) by enabling and perpetuating institutionalized schooling practices and labels that segregate, marginalize, prejudice, and withhold access to rigorous, engaged learning for many students.

ORLA6029 Social Emotional Learning

This course will focus on three "lenses" of Emotional Intelligence: EQ for you, EQ for relationships, and EQ for educational leadership -- key perspectives on building an inclusive and equitable school that supports the needs of diverse learners. Through experiential learning, deep conversation, assessments, coaching, and practice, we'll work together to clarify and develop EQ skills. Students will explore their own EQ, and learn methods and tools to apply EQ in their role as a leader, educator, and person.

ORLA6031 Legal Rsrch, Ethics, & the Law

This course is designed to explore the interplay of law and policy, legal decision making, and educational practice with the goal to sensitive education leadership and other doctoral students to the need to study and understand legal research. It will acquaint education leadership and other doctoral students with some of the contemporary and important litigious topics in both PK-12 education and permit education leadership and other doctoral students to research and produce legal responses to current topics in education law.

ORLA6100 Introduction to Systems of Human Inquiry

ORLA6460 Internshp in Schl Leadershp

The internship in public school leadership presents an opportunity to become immersed in the field of leadership practice and to appreciate the importance of instructional leadership in the creation of a learning environment. The internship combines opportunities to study effective leadership first-hand, develop and practice instructional leadership skills, and be mentored for a career as a school principal. The internship requires approximately 450 hours (12-15 hours per week over a full year) of supervised field work in a public school. Permission required.

ORLA6461 Internship in public school district leadership

A 450-hour supervised field experience in school district leadership. Partially satisfies New York State requirement for School District Leaders certificate. Permission required.

ORLA6511 Leadership for Social Justice

Through this course, students will learn to personally reflect upon and critically examine the larger social, economic, and political contexts in which schools, districts, and colleges and universities operate. This course will also investigate the ways in which issues of race, immigrant status, social class and gender shape the experiences of practicing leaders and researchers. Over the course of the semester, students will study how larger public policies (areas often considered "outside education") –including housing policies, social welfare policies, transportation policies, and tax laws--have shaped cities, educational institutions and the lives and opportunities of students and families. This course will also examine the ways in which issues of race, immigrant status, social class and gender shape students' experiences and outcomes within schools. Additionally, readings in this course will draw from a range of areas, including political science, public policy, housing policy, law, and sociology.

ORLA6513 Improving Teaching and Learning in School Districts

This course is designed to provide students with the knowledge and skills they need to improve teaching and learning in PK-12 public school districts. Students will learn how decisions are made from the boardroom to the classroom in support of improving teaching and learning for all students. The foundational conceptual framework of this course is that improving instruction is the responsibility of everyone in the school district, and that leaders need to create reciprocal accountability for system employees to exercise that responsibility. In order to ensure that every child is receiving the kind of instruction they need to graduate college and career ready, all aspects of the organization must be aligned around a clear vision of social justice and excellence. The course will place a particular emphasis on designing professional learning systems that build the capacity of leaders throughout the system. Students will also learn how to analyze comprehensive sets of qualitative and quantitative data, in order to ensure that goals for adult and student learning are measured, adjusted and accomplished

ORLA6515 School District Organization and Governance

This course is designed to provide a sound background in organizational theory and design and to equip students with fundamental knowledge and skills to enhance leadership practice and governance in PK-12 school districts. Individuals who choose to exercise leadership in education live and work within organizations including schools, districts, communities, states and nations. In this course, we will explore the dynamic relationship between the individual and the group, as well as the relationship between the district and the schools, examining the structural, social, political, and cultural dimensions of organizations. The course builds on the premise that in order to govern effectively in the context of urban education, leaders must work not only with school boards but also with stakeholders inside and outside the formal organization of the school district.

ORLA6519 School District Finance and Leadership

This course introduces the concepts, structures and practices of school finance from practical, political, legal and economic perspectives. Educators are under increasing pressure from the public and policymakers to demonstrate that resources are being used in optimal ways to increase the achievement of all students by providing equitable and adequate educational opportunities. Equity and adequacy frameworks will be introduced with a focus on the evolution of school finance litigation and court-ordered reforms that have shaped educational policies at the state and federal levels. The principles of budget planning, development, presentation and adoption will be thoroughly explored, including site-based, performance, zero-based, outcome-focused and traditional budget models. Budget discussions will analyze local, state and federal revenue sources and expenditure estimation. The areas of enrollment management, human resources management and capital management, strategies for reducing costs and overall financial management of school systems are explored.

ORLA6520 New School Design I

ORLA6521 New School Design II

NSD II is the culminating course in the New School Design (NSD) sequence, building upon the foundational knowledge and strategic planning established in NSD I. This advanced course focuses on refining, finalizing, and presenting innovative school proposals through a structured, iterative process. Participants will deepen their expertise in school leadership, strategic planning, and design thinking, applying their knowledge to create actionable, equity-driven, and sustainable school models. Students will engage in intensive peer review, expert consultations, and real-world simulations to prepare their proposals for formal evaluation. The course emphasizes leadership, school management, community engagement, and instructional design, ensuring that graduates are prepared to launch and sustain new

schools or transform existing educational environments. As a continuation of NSD I, this course requires participants to integrate leadership theories, resource allocation strategies, and community-driven design into a final proposal that will be evaluated by a panel of educational experts.

ORLA6523 Education Policy, Politics and Leadership in Urban School Systems

The shifting landscape of American education and increased politicization of urban school systems hold critical implications for district-level education leaders. Expected to both understand and respond to the larger social, political, and economic forces that influence life in urban schools, education leaders confront numerous challenges as they navigate complex institutions, policy regimes, competing agendas, and special interests while advocating for the educational success of every student. In this course, we will explore the changing demands and expectations of urban school leadership in an era of inequality shaped largely by widening racial and socioeconomic segregation, privatization, gentrification, and corporate reform. By evaluating the influence of local, district, state, and federal policy decisions on student learning, academic achievement, and school performance, this course will consider whose values, interests, and agendas are being advanced in the education policy arena and to what end. It will also focus on how education leaders might adapt district-level strategies and democratic approaches to leadership through community-based advocacy, coalition building, and activism.

ORLA6525 Using Evidence, Data and Research Methods in Education Leadership

This course helps prepare school system leaders to use evidence, data, and research in their practice as school and district leaders as well as in preparation for doctoral dissertation-level research. In this course students learn how to access, understand, and apply peer-reviewed education research to their practice and in writing literature reviews; apply foundational quantitative, qualitative, and survey research methods to problems of practice in their organizations; and learn how to build, facilitate, and lead collaborative discussions to inform evidence-based improvement cycles around specific organizational instructional goals.

ORLA6527 School District Leadership: Personnel, Conflict and Labor Relations

This course is designed to provide students with a sound background in the management knowledge and skills that are necessary in order to exercise effective leadership in public school districts. The course focuses on human resource management, a critical dimension of systemwide leadership. We will examine basic relationships among adults as they exist in school settings, including a look at the legal and contractual rights and responsibilities of school staff and consider options for action when such obligations are not carried out appropriately. Students will explore topics including labor relations, negotiations, collective bargaining, grievance/arbitration, due process, conflict resolution and mediation, professional coaching and complex personnel issues.

ORLA6541 Applied Data Science in Organizations and Leadership

This course focuses on the applied aspects of data science in organizations and leadership using open source software, including data visualization and effective communication with organizational stakeholders, pattern and classification analysis, early warning prediction accuracy, unstructured data and text analysis, issues of algorithmic bias and fairness, and emerging topics in applied data science and visualization. Prerequisites: students should have completed at least one or more intermediate graduate level applied statistics or data analysis courses, such as HUDM 5026. HUDM 5122, or EDPA 5002, along with some experience working with the following: R, Python, SPSS, or STATA.

ORLA6552 Research, Theory, and Practice in Education Leadership

This course focuses on major theoretical perspectives on administrative leadership in education, how these perspectives are studied and advanced through empirical research, and how the theory and research are connected to leadership practice. Students will examine theory and empirical research on topics such as leadership effects on student learning; challenges in leading learning organizations; and the relationships among leaders' knowledge, skills, and dispositions and their leadership preparation and effectiveness.

ORLA6560 Advancement to doctoral candidacy seminar

Doctoral students with a minimum of 60 points toward the Ed.D. may enroll. Permission required.

ORLA6641 Advanced topics in research methods and design

This course provides students the opportunity to explore applied advanced topics in research design, and a selection of advanced quantitative methods, especially as they relate to studies of educational and organizational contexts and policies. Students will engage in developing a research question throughout the semester and identify a large public dataset to apply the analysis, or bring their own data. Topics include examining longitudinal risk of event occurrence, multilevel effects on individuals and groups, examining longitudinal trajectories and change-over-time, and typology analysis. The course culminates in the creation of an applied quantitative research presentation and supporting manuscript for possible presentation at a national or global research conference.

ORLA6900 Directed research and study in education leadership

For students wishing to pursue independent study or original research as they prepare for their doctoral certification examination and/or dissertation proposal. Permission required from individual faculty.

ORLA7500 Dissertation seminar in educational leadership

This course provides students the opportunity to discuss topics related to the preparation of their dissertation proposal in a seminar format. Students present their ideas and writing for feedback from the instructor and other students. Students may enroll in this seminar once. Permission of the instructor is required.

ORLA7501 Dissertation Research Seminar

This course provides students who already have successfully defended their dissertation proposal the opportunity to discuss their dissertation research—and the different phases of it-- in an intensive, interactive, case-based seminar format, with support and feedback from the instructor and other students; however, students in ORLA—6501 are working toward defending their dissertation proposals and those in ORLA—7501 are working on different aspects of their dissertation research depending on their research and dissertation needs (e.g., collecting data, analysis, inter-rater reliability, cross case conclusions, writing, etc.). ORLA 7501 is run in conjunction with ORLA 6501, with students from both courses meeting together. This course requires at least 18 hours per week of out-of-classroom work. Students may enroll in this course as needed in order to complete their dissertation. Permission of the instructor is required.

ORLA7503 Research Seminar

This advanced research seminar provides students who already have successfully defended their dissertation proposal the opportunity to discuss their dissertation research—and the different phases of it-- in an intensive, interactive, case-based seminar format, with support and feedback from the instructor and other students; however, students in ORLA—6503 are working toward defending their dissertation proposals and those in ORLA—7503 are working on different aspects of their dissertation research depending on their research and dissertation needs (e.g., collecting data, analysis, inter-rater reliability, cross case conclusions, writing, etc.). ORLA 7503 is run in conjunction with ORLA 6503, with

students from both courses meeting together. This course requires at least 18 hours per week of out-of-classroom work. Students may enroll in this course as needed in order to complete their dissertation. Permission of the instructor is required.

ORLA8900 Dissertation advisement in educational leadership

Individual advisement on the doctoral dissertation. Students register for this in the first semester after their dissertation proposal has been approved and continue registering in this (or in another course, with sponsor approval) until the dissertation is completed. Requires ongoing consultation between the student and dissertation sponsor. The fee equals three points at the current tuition rate for each term. Permission required from individual faculty.

Higher and Postsecondary Education

Program Description

The Program in Higher and Postsecondary Education (HPSE) prepares administrators, academic specialists, policy-makers, researchers, and faculty members who teach, create knowledge, and lead diverse postsecondary educational institutions. Our graduates are scholar-practitioners who lead in the development of research-driven practices and policies. A smaller number are scholars and faculty members who contribute to knowledge about diverse topics in higher education and who teach future practitioners and leaders.

The Program views postsecondary education as a social institution and as an organizational system within which people work, think, and learn in highly varying institutional/system contexts. Our program is framed to ensure that all of our graduates have the opportunity to think and learn deeply about higher education across three nested domains, which we envision as concentric circles: (1) the process of human learning and development, for both students and faculty (2) that occurs within college and university organizational structures and processes, and (3) that are themselves situated, historically, in society and culture. These three domains comprise the program's intellectual framework.

Domain 1 - Knowledge about educating: At its core, higher education is about a human being becoming educated: students learning and developing; faculty and other educators learning, teaching, and enhancing their intellectual and professional capacities; all members of the higher education enterprise creating knowledge. This domain includes knowledge about teaching and learning, students and student development, curriculum, student cultures, faculty work and careers, faculty and instructional development, knowledge creation.

Domain 2 - Knowledge about organization: In contemporary society, teaching, learning, and knowledge development typically occur in "formal organizations," and for higher education, that includes, heavily, colleges and universities, though increasingly, adjunctive organizations come into play (state agencies, software development companies, professional development institutes, among others). This domain includes knowledge about organizational planning and design, leadership, administration, finance, and governance; emphasizes attention to structures, processes, policies, technologies, organizational meaning and symbolism.

Domain 3 - Knowledge about social context: The organizations within which the core educating occurs are themselves embedded in social, cultural, governmental, and economic contexts (social institutions) that both rely on higher education and establish definitions of and expectations for it. Here we included knowledge about historical contexts, social institutions, cross-cultural views on student development and organizational design, social policy contexts and institutional influences. This domain promotes understanding of higher education's larger social/cultural/public environments in support of improved

teaching and learning and knowledge development (e.g., by way of civic engagement, philanthropic engagement, efforts to strengthen urban higher education in culturally diverse and rapidly changing societies).

Each domain is itself internally complex and none exists independently of others; the three domains are "nested" within one another with knowledge at any one domain infused by knowledge from others. As this scheme indicates, although different domains emphasize different expertise, all pivot around core commitments to create, offer, and improve substantive college learning and teaching. We organize our curricula with the understanding that study of higher education, in breadth, involves developing understanding of the range of things that go on at each of these three domains and importantly, between them, with attention to how each domain uniquely conceptualizes (and shapes) every issue and topic in the study and practice of higher education.

In TC's HPSE curricula, no one domain dominates the study of higher education. Rather, we seek, purposefully, to "level the playing field" among domains, thereby offering students both an expansive and balanced exposure to knowledge of the field (with opportunities to specialize through advanced study). We believe that this is an important contribution both to students' learning and the field's own self-understanding.

We have three degree programs in higher education: (1) the Master of Arts (M.A.); (2) the Master of Education (Ed.M.); (3) the Doctor of Philosophy (Ph.D.).

Program Degrees

Expand the accordion(s) to view the degree requirements:

Higher and Postsecondary Education

Ed.D. | Points/Credits: 90 | Entry Terms: Fall

Program is not accepting applications for the 2027 year.

The Ed.D. degree requires a minimum of 90 points of graduate coursework, completion of the certification exam (two parts), and the writing and successful defense of a dissertation.

Required core courses include (33 points):

- ORL 5521 Introduction to research methods in education (3) or equivalent with advisor approval
- ORLH 4010 Purposes and policies of higher education (3)
- ORLH 4011 Curriculum and instruction in higher education (3)
- ORLH 4020 College and university organization and administration (3)
- ORLH 4031 Financial administration of higher education institutions (3)

- ORLH 5011 College teaching and learning (3)
- ORLH 5044 Theories of diversity in higher education (3)
- ORLH 5526 Advanced professional seminar: The literature of higher education (3)
- ORLH 5527 Advanced professional seminar: The college professoriate (3)
- ORLH 6511 Coordinating seminar in higher education (3)
- Other advanced seminars with advisor approval (3)

A minimum of four (4) additional research courses (12 points) will be selected relative to the student's research preparation needs; selection of research coursework requires approval of the dissertation advisor. Additional methodological coursework and a research apprenticeship are recommended and may be required by dissertation advisor or committee toward development of appropriate research expertise. Consult with dissertation advisor.

The remaining fifteen courses (45 points) are to be distributed as follows:

- Five courses within the Program: Development of a concentration within one or two of the curricular domains, or crossing all three, with advisor approval. The concentration must represent a coherent area of study that broadly situates dissertation research.
- Five courses outside the Program, with at least three of these outside the Department of Organization and Leadership, with advisor approval. These courses must contribute substantively, theoretically, or methodologically to the student's selected area of study.
- Five courses either within or outside the Program, with advisor approval. These courses should contribute to the student's area of study substantively, conceptually, or methodologically.

Changes or other adjustments to requirements and distributions, as shown for the Ed.D. in Higher and Postsecondary Education, require approval of the HPSE faculty advisor. The above plan assumes advisor approval for all courses of enrollment.

A limited number of internships may be available to Ed.D. students pending advisor consultation and approval of the Program Director. For information, please contact the Program's Internship Coordinator.

Higher and Postsecondary Education

Ed.M. | Points/Credits: 60 | Entry Terms: Fall

The 60-point Master of Education (Ed.M.) degree program develops breadth of understanding of higher and postsecondary education, though emphasizing particular domains of study and practice, among them academic learning and development, organizational and institutional processes, and social/cultural and civic perspectives. Students who pursue the Ed.M. degree in Higher and Postsecondary Education typically bring to their studies well developed understandings of particular facets of the enterprise, often from their own participation in the professional practices that define it (teaching, administration, etc.). The Ed.M. degree program helps them situate their practice-based knowledge and their emerging intellectual interests within the broader span of higher and

postsecondary education, thereby providing expanded intellectual resources for their scholarly and professional efforts. The program also introduces Ed.M. students to the field of higher education as a scholarly community and a body of developing knowledge.

The Ed.M. degree program requires a minimum of 60 points and an integrative paper prepared as a culminating project.

Core courses (33 points):

- ORL 5521 Introduction to research methods in education (3) or equivalent with advisor approval
- ORLH 4010 Purposes and policies of higher education (3)
- ORLH 4011 Curriculum and instruction in higher education (3)
- ORLH 4020 College and university organization and administration (3)
- ORLH 4031 Financial administration of higher education institutions (3)
- ORLH 5011 College teaching and learning (3)
- ORLH 5044 Theories of diversity in higher education (3)
- ORLH 5526 Advanced professional seminar: The literature of higher education (3)
- ORLH 5527 Advanced professional seminar: The college professoriate (3)
- ORLH 5545 Advanced professional seminar: The civic mission of higher education (3)
- ORLH 6900 Research and independent study in higher education or equivalent with advisor approval (3). (The integrative paper is prepared in this course.)

Remaining nine courses (27 points):

- Six courses within the HPSE Program, with the purpose of developing a concentration in one of the curricular domains (Academic and Developmental Analysis, Organizational and Institutional Analysis, or Social/Cultural and Civic Analysis). To substitute an out-of-program course requires advance approval from the HPSE faculty advisor.
- Three courses outside the Program, with at least two of these outside the Department of Organization and Leadership. All extra-Program courses should relate conceptually, substantively, and/or methodologically to the student's concentration and area of interest. All out-of-Program electives require advisor approval.

Changes or other adjustments to requirements and distributions, as shown for the Ed.M. in Higher and Postsecondary Education, require approval of the HPSE faculty advisor. The above plan assumes advisor approval for all courses of enrollment.

A limited number of internships may be available to Ed.M. students pending advisor consultation and approval of the Program Director. For information, please contact the Program’s Internship Coordinator.

Higher and Postsecondary Education

M.A. | Points/Credits: 32 | Entry Terms: Fall

The 32-point Master of Arts (M.A.) degree program develops knowledgeable practitioners in three domains of higher and postsecondary education. Students who pursue the M.A. degree will build on the program's historic positioning in the study of student development through the college years and its current strengths in studies of academic learning and development. They will also build on the Program's growing capacities in higher/postsecondary education policy, social thought, and comparative analysis, as well as on the Department's offerings in organizational studies. As such, students earning the M.A. degree will be positioned to serve in a variety of academic and student support positions, as well as in various administrative roles.

The M.A. degree requires a minimum of 32 points of graduate coursework. Students pursue one of three domain sequences: (1) Academic and Developmental Analysis, (2) Organizational and Institutional Analysis, or (3) Social/Cultural and Civic Analysis.

Course requirements common to all sequences include (15 points):

- ORL 5521 Introduction to research methods in education (3) or equivalent with advisor approval
- ORLH 4010 Purposes and policies of higher education (3)
- ORLH 4011 Curriculum and instruction in higher education (3)
- ORLH 4040 The American college student (3)
- ORLH 5525 Advanced professional seminar: College student development theories (3)

Beyond the core requirements, additional requirements for the Academic and Developmental Analysis sequence include the following coursework as well as a culminating project:

- ORLH 4042 Student personnel administration: Programs and services (3) or other with advisor approval

Three (3) elective courses from the following (9 points):

- ORLD 4051 How adults learn (3)
- ORLH 4012 The community college (3)
- ORLH 4041 Student personnel administration: Organization, functions, and issues (3) or other with advisor approval
- ORLH 5011 College teaching and learning (3)
- ORLH 5044 Theories of diversity in higher education (3)
- ORLH 5522 Advanced professional seminar: Contemporary student issues and policies (3)
- ORLH 5524 Advanced professional seminar: An analysis of student cultures (3)
- ORLH 5527 Advanced professional seminar: The college professoriate (3)
- ORLH 5545 Advanced professional seminar: The civic mission of higher education (3)

- ORLH 5546 Advanced professional seminar: Philanthropy and education (3)
- Other ORLH courses (TBA) related to Higher Education area of interest with advisor approval (3)

Other Courses:

- M.A. students with internships must take ORLH 5241, Observation and Supervised Fieldwork in Higher and Postsecondary Education (1 point). Non-internship students elect another Teachers College course with advisor approval (1 point).
- Minimum of two additional out-of-Program Teachers College elective courses -- one 3-point course and one 1-point course -- for a total of 4 points. These courses require advisor approval (4 points).

Beyond the core requirements, additional requirements for the Organizational and Institutional Analysis sequence include the following coursework as well as a culminating project:

- ORLH 4020 College and university organization and administration (3)
- ORLH 4031 Financial administration of higher education institutions (3)

Two (2) elective courses from the following (6 points):

- ORLD 4051 How adults learn (3)
- ORLH 4012 The community college (3)
- ORLH 5011 College teaching and learning (3)
- ORLH 5527 Advanced professional seminar: The college professoriate (3)
- ORLH 5545 Advanced professional seminar: The civic mission of higher education (3)
- ORLH 5546 Advanced professional seminar: Philanthropy and education (3)
- ORLH 6556 Educational leadership: Research, art and practice (3) or equivalent with advisor approval
- Other ORLH courses (TBA) related to Higher Education area of interest with advisor approval (3)

Other Courses:

- M.A. students with internships must take ORLH 5241, Observation and Supervised Fieldwork in Higher and Postsecondary Education (1 point). Non-internship students elect another Teachers College course with advisor approval (1 point).
- Minimum of two additional out-of-Program Teachers College elective courses -- one 3-point course and one 1-point course -- for a total of 4 points. These courses require advisor approval (4 points).

Beyond the core requirements, additional requirements for the Social/Cultural and Civic Analysis sequence include the following coursework as well as a culminating project:

- ORLH 5044 Theories of diversity in higher education (3)

Three (3) elective courses from the following (9 points):

- ORLD 4051 How adults learn (3)

- ORLH 5011 College teaching and learning (3)
- ORLH 5522 Advanced professional seminar: Contemporary student issues and policies (3)
- ORLH 5524 Advanced professional seminar: An analysis of student cultures (3)
- ORLH 5527 Advanced professional seminar: The college professoriate (3)
- ORLH 5545 Advanced professional seminar: The civic mission of higher education (3)
- ORLH 5546 Advanced professional seminar: Philanthropy and education (3)
- ORLH 6556 Educational leadership: Research, art and practice (3) or equivalent with advisor approval
- Other ORLH courses (TBA) related to Higher Education area of interest with advisor approval (3)

Other Courses:

- M.A. students with internships must take ORLH 5241, Observation and Supervised Fieldwork in Higher and Postsecondary Education (1 point). Non-internship students elect another Teachers College course with advisor approval (1 point).
- Minimum of two additional out-of-Program Teachers College elective courses -- one 3-point course and one 1-point course -- for a total of 4 points. These courses require advisor approval (4 points).

Changes or other adjustments to requirements and distributions, as shown for the M.A. in Higher and Postsecondary Education, require approval of the HPSE M.A. Advisor. The above plan assumes advisor approval for all courses of enrollment.

Higher and Postsecondary Education

Ph.D. | Points/Credits: 75 | Entry Terms: Fall

The 75-point Doctor of Philosophy (Ph.D.) degree in Higher and Postsecondary Education is designed to prepare scholars and researchers in the area of Higher Education. To achieve the purposes of the program, the Ph.D. was designed to provide both subject-matter competence and research skills (study design, methodology). The domain of inquiry for the Ph.D. is the field of higher education. However, each student will also select a discipline-based cognate as an anchor for their developing understanding of the multi-disciplinary field of higher education.

Candidates for the degree will be equipped to recognize significant issues and their value assumptions, identify problems needing research, and design and undertake original scholarly research projects that are likely to have direct application to a particular higher education setting. Candidates will also receive supervised training in the teaching of higher education as a field of study. The program will draw on designated College strengths in diverse research strategies/methods, tailoring these to the study of higher education when appropriate.

The Ph.D. degree in Higher Education is designed for students pursuing careers as academic faculty, administrators, policy analysts, and educational researchers. Since the Ph.D. is a scholarly degree, the core objective of this degree program is to prepare researchers of the highest quality. Our program engages in broad explorations of higher and postsecondary education, and of the contexts that shape the enterprise and its

activities. Ph.D. students conclude their program by writing a dissertation that, though focused on a particular research problem within higher and postsecondary education, reflects the deep understanding of knowledge structures underpinning a particular area of inquiry.

The Ph.D. degree requires a minimum of 75 points of graduate coursework, completion of the certification exam (two parts), and the writing and successful defense of a dissertation.

Required core courses include (16 points):

- ORL 5521 Introduction to research methods in education (3) or equivalent with advisor approval
- ORLH 4020 College and university organization and administration (3)
- ORLH 5011 College teaching & learning (3)
  OR
  ORLH 5527 Advanced professional seminar: The college professoriate (3)
- ORLH 5044 Theories of diversity in higher education (3)
  OR
  ORLH 5545 Advanced professional seminar: The civic mission of higher education (3)
- ORLH 5526 Advanced professional seminar: The literature of higher education (3)
- ORLH 7500 Dissertation seminar (1)

Methods Requirements (9-12 Points):

A minimum of three (3) additional research courses (9 points beyond ORL 5521) will be selected relative to the student's research preparation needs; selection of research coursework requires approval of the dissertation advisor. At least one introductory qualitative and one introductory quantitative course are required; plus, one advanced methods course. Additional methodological coursework and a research apprenticeship are recommended and may be required by dissertation advisor or committee toward development of appropriate research expertise. Consult with dissertation advisor.

Disciplinary Cognate Requirement (12 points):

A minimum of four (4) courses within a discipline that is chosen by the student in consultation with their academic advisor.

The remaining courses are electives. Up to 30 points may be transferred from a relevant master’s degree program with advisor approval.

Changes or other adjustments to requirements and distributions, as shown for the Ph.D. in Higher and Postsecondary Education, require approval of the HPSE faculty advisor. The above plan assumes advisor approval for all courses of enrollment.

A limited number of internships may be available to Ph.D. students, pending advisor consultation and approval of the Program Director. For information, please contact the Program’s Internship Coordinator.

Program Faculty

Faculty

- Thomas Wayne Brock

  Director, Community College Research Center

- Katharine Griffin Conway

  Full Professor, coterminous

- Noah D Drezner

  Professor of Higher Education, Senior Vice Dean for Faculty Affairs and Academic Strategy

- Anna Neumann

  Edward S. Evenden Professor of Education

Professors of Teaching

- Leslie Allen Williams

  Assistant Professor of Teaching

Emeriti

- William J. Baldwin

  Professor Emeritus of Higher and Postsecondary Education

- Janice Sheryl Robinson

  Associate Professor Emerita of Higher Education

Adjunct Faculty

- Staci Lynne Ripkey

  Adjunct Assistant Professor

- Thomas Patrick Rock

  Vice President for Community & Student Affairs

- Corlisse Thomas-Deberry

  Adjunct Associate Professor

Instructors

- Amy Elizabeth Hawley Alvarez

  Director of Strategic Partnerships

Program Courses

ORL5521 Introduction to research methods in education

This course meets a departmental requirement for an introductory course on empirical research in education and organizational studies. The goal is to help students be able to access, comprehend, synthesize, and utilize research, to support and facilitate the research efforts of others, and to begin to prepare to conduct their own research. Students read exemplars of published research, along with texts about research design, data collection and analysis, and strategies for assessing the validity and trustworthiness of research. The course covers qualitative, quantitative, and mixed methods approaches to research, such as experiments, surveys, case studies, ethnography, and action research.

ORLH4010 Purposes and policies of higher education

An introduction to the U.S. system of higher education through an overview of the system and its history, a survey of the missions and purposes served by U.S. colleges and universities, and an investigation of some of the pressing policy questions now confronting those institutions.

ORLH4011 Curriculum and instruction in higher education

An introduction to theories and practices pertaining to curriculum and teaching in U.S. higher education. Internal and external influences on curriculum and teaching and implications for college and university classrooms. Examination of key trends and developments, including the impact of the scholarship of teaching.

ORLH4012 The community college

Emerging issues, problems, and trends in community colleges, technical institutes, and adult education. Topics include the history and philosophy of the community college movement, governance and finance, teaching, student personnel work, impact on students, and the future of the community college.

ORLH4020 College and university organization and administration

Basic aspects of college and university organization and administration with consideration given to the roles of various groups in governance and management as well as organizational processes such as leadership, decision making, and conflict resolution. External and internal constraints examined from conceptual, practical, and policy perspectives.

ORLH4031 Financial administration of higher education institutions

No financial training is required. Introduction to the financial pressures facing colleges and universities and the various kinds of solutions they have adopted to meet those pressures. Topics include strategic planning, cost cutting, outsourcing, enrollment planning, new curricula, and fund raising.

ORLH4040 The American college student

Reviews the demographic data about student access to college, the determinants of social class, race and gender differences in college access and choice, and the influence of colleges upon students.

ORLH4041 Student personnel administration: Organization, functions, and issues

Permission required. An introduction to various forms of organization and functions: multidisciplinary foundations, including historical and philosophical foundations and conceptual and research contributions from the behavioral and social sciences.

ORLH4042 Student personnel administration: Programs and services

A survey of programs and services typical of American colleges and universities. Includes contemporary issues of concern to student personnel administrators.

ORLH4845 Diversity: Implications for Recruitment and Retention (Legal Perspectives: Affirmative Action in Admissions in Higher Ed)

This seminar will introduce students to key aspects of the history, legal theory, application and impact of affirmative action/race conscious admissions. Leading legal cases will be reviewed to analyze and understand affirmative action through the following: the U.S. racial historical context, the origins of race-conscious admissions, the challenges to this policy, an examination of its impact, and a search for alternative approaches to the pursuit of diverse and equitable student enrollments and outcomes. Students will explore arguments for and against affirmative action, review race neutral alternatives, and identify the elements for building a legally defensible admissions program. Students are expected to prepare through extensive readings of legal cases and scholarly and media articles.

ORLH4900 Research and independent study in higher education

Independent research.

ORLH5011 College teaching and learning

Designed for individuals who aspire to college teaching. This course emphasizes research on student learning and pedagogies. The course stresses the implications of diversity in the student population.

ORLH5023 Policymaking Eff HS Coll Trans

The course examines policymaking efforts by the federal and state governments to facilitate the movement of students from high school to college and their effective preparation to meet college requirements. The policies reviewed include student financial aid, student outreach programs such as GEAR UP, state Common Core curriculum standards, and guided student pathways through college. The course examines the content of these policies, their political origins and implementation, and their impacts. The aim is to help students develop a broad and deep understanding of the main directions of – but also limitations to – national and state policymaking with respect to high school to college transition.

ORLH5044 Theories of diversity in higher education

Critical analysis of cultural diversity in American higher education with respect to the curriculum, co-curriculum, and institutional structure. Presents new paradigms with which to understand the complexities of response that are necessary to adequately meet the needs of all students.

ORLH5241 Observation and supervised fieldwork in higher and postsecondary education

Permission required. Students reserve two days a week for work in colleges. A seminar integrates field practices with course theory. Required of all students doing an internship.

ORLH5522 Advanced professional seminar: Contemporary Student Issues and Policies

Intensive analysis of selected problems and issues in postsecondary education. The course is intended for practicing professionals in postsecondary education as well as majors in the program. Other students in the college who wish to enroll should obtain permission of the instructor.

ORLH5524 Advanced professional seminar: An analysis of student cultures

Critical analysis of selected research reports pertaining to the student cultures. The focus is on the purposes of each study, the question(s) asked, the assumptions and theories upon which the research is based, the sources of data, the method(s) of data collection, the conclusions and interpretations developed, and the relevance of the research to student personnel in particular and to higher education in general.

ORLH5525 Advanced professional seminar: College student development theories

Course focuses on college student development theories and their application to higher education. Primary areas of focus include: (1) intellectual and ethical developmental theory, individual development models, learning styles models, and theories of cultural identity, (2) ethical considerations using theory in practice, and (3) critique of theories from a variety of research perspectives.

ORLH5526 Advanced professional seminar: The literature of higher education

Permission required if not a student in the program. Intensive analysis of research process as applied to study of higher education. The course is intended for Ed.M., Ed.D., and Ph.D. students in the program. Other students in the college who wish to enroll should obtain permission of the instructor. Analysis of selected classic and contemporary works that have influenced thought and affected public opinion and public policy related to higher education. Topics vary from year to year.

ORLH5527 Advanced professional seminar: The college professoriate

Review and discussion of the research and literature, diverse roles, and expectations that characterize the position of college professor, with attention to implications for professional and personal development. Consideration of the professoriate as a profession.

ORLH5533 Advanced professional skills: Faculty development

Theory and practice concerning theory, evaluation, and improvement of college teaching. Topics include models and practices for review, design, and conduct of faculty development programs.

ORLH5545 The civic mission of higher education

This course is designed to give you an understanding of the civic mission of higher education and introduce you to the study and practice of public engagement in higher education. During the semester, we will consider the civic roles of postsecondary education institutions both past and present. Special attention will be paid to contemporary philosophies and practices of engagement, and how engagement is expressed in various institutional contexts.

ORLH5546 Philanthropy and education

The power of philanthropy within the United States and American higher education has been tremendous. Philanthropy has become a cultural norm in the United States; Americans give their money at a higher rate than any other country in the world. In fact, Peter Dobkin Hall believes that “No single force is more responsible for the emergence of the modern university in America than giving by individuals and foundations.” The purpose of this course is designed to look critically at how philanthropy and fundraising has affected American higher education.

ORLH5547 Higher education assessment in an era of accountability

This course will introduce students to assessment practices in U.S. higher education, focusing on assessment of teaching, learning, and educational quality as it relates to the learning outcomes movement in higher education. The course divides the intended learning into two broad topics: understanding and analyzing the national landscape of higher education accountability and assessment; and developing the skills to create and implement an assessment plan.

ORLH5900 Research and independent study in higher education

Independent research.

ORLH6020 Craft of interview research

Taught in research team/practicum format, the course develops students' knowledge and skills of interview research as a process including development of research questions, conceptual framework, study design and methods, data collection, data analysis, interpretation, and reporting. We focus on one-to-one interviewing coupled to document analysis and observation toward understanding persons' thinking and learning in diverse educational contexts.

ORLH6501 Certification & Dissertation Proposal Writing Workshop I

The Certification and Dissertation Proposal Writing Practicum provides an opportunity for doctoral students to spend time developing and writing work for their Certification II Exam and Dissertation Proposal. The course is zero credits, but requires a minimum of 27 hours per week of out of classroom cerification prep/dissertation work. Advisor approval required. This course can be taken up to two times.

ORLH6502 Certification & Dissertation Proposal Writing Practicum II

The Certification and Dissertation Proposal Writing Practicum provides an opportunity for doctoral students to spend time developing and writing work for their Certification II Exam and Dissertation Proposal. The course is zero credits, but requires a minimum of 27 hours per week of out of classroom cerification prep/dissertation work. Advisor approval required. This course can be taken up to two times.

ORLH6511 Coordinating seminar in higher education

Permission required. Course restricted to Ph.D., Ed.D., and Ed.M. students in the Higher Education program. An overview and discussion of the most topical literature in American higher education, this course is designed to explore a wide variety of educational roles in the context of the goals and aspirations of new doctoral students.

ORLH6556 Educational leadership: Research, art and practice

Examination of leadership research definition, dimensions, characteristics, and capacities. Exploration of leadership opportunities within entire range of educational practice. Application of leadership lessons to educational problems and situations through case studies.

ORLH6900 Research and independent study in higher education

Independent research.

ORLH7500 Dissertation seminar in higher education

Students should have completed most or all coursework (including research methods courses) and have passed the certification examination. Students register for the course the semester a proposal hearing is to be scheduled. The course is intended for students who have identified a reasonably narrow area for research and have already completed a preliminary literature review. The course will assist the student in design, methods, and other matters of concern in the preparation of an acceptable dissertation proposal.

ORLH7900 Directed dissertation research

All doctoral students eligible for this course must register each semester until a proposal hearing has occurred and a proposal has been approved.

ORLH8900 Dissertation advisement in higher education

Individual advisement on doctoral dissertations. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration for Ed.D./Ph.D. degrees.

Social-Organizational Psychology

Program Description

The Program in Social-Organizational Psychology is concerned with the various contexts (interpersonal, group, inter-group, and inter-organizational) in which human behavior occurs; the ways in which groups of individuals interact and influence these contexts; and how these interactions can be understood, studied, and modified through theory, research, and various types of interventions.

Three degree programs are offered: a master's program in organizational psychology, an executive master's program in organizational psychology with a specialization in change leadership, and a doctoral program. A terminal Master of Arts degree in Psychology: Organizational is awarded upon successful completion of 36 points and passing the comprehensive examination, or in the case of the executive MA program, a capstone project. The Ph.D. degree is awarded upon completion of at least 75 points of planned and sequential study, qualifying papers, and a dissertation.

The degree programs provide advanced training in the concepts, research methods, and applications of social-organizational psychology. They are designed to prepare students to engage in research, consultation, and teaching in educational, business, governmental, and community organizations. Emphasis is placed on the acquisition of basic concepts and methods applicable to diverse institutional and organizational contexts.

With the help of a faculty advisor, students select courses in a generalist track, or, in their area of specialization, with consideration given to their academic backgrounds, work experiences, and career objectives. These tracks are supplemented by courses offered through other Programs and Departments at Teachers College and Columbia University.

In addition, an Advanced Certificate in Cooperation and Conflict Resolution approved by the New York State Education Department is also offered to students in the M.A./ Ph.D. programs. Students interested in receiving the certificate must complete a sequence of five courses and one semester of internship. Students who opt for the Advanced Certificate must complete an application for admission with the Office of Admission. Students in the M.A./Ph.D. program who wish to take their electives within the area of conflict resolution but who do not wish to receive the Advanced Certificate may register for courses without completing an application.

Master of Arts in Organizational Psychology (ORGM)

The 36-point M.A. degree program educates students to be experts in organization effectiveness, culture and change, team development and team building, conflict resolution, assessment and coaching, leadership, diversity, equity, and inclusion (DEI), artificial intelligence, and more, through emphasizing the rigorous scientific study of the practical problems facing people in organizations today, in service of a more just society.

Students admitted to the M.A. degree program craft their course of study according to their backgrounds, interests, and goals along with their advisor. Academic, career and personal advising is plentiful and accessibility to meetings with the Program Director and the Program Advisor is a key source of support for M.A. students. Further, all Social-Organizational Psychology Program faculty are available for advising and meet with students regularly to discuss research, practice, and myriad other issues related to the program and the field, providing an additional resource to students for academic and career development.

Upon completing the M.A. degree program, students are prepared to engage in a broad range of professional employment opportunities. Our graduates are often employed in positions typically found within the organization development function of middle or large-size organizations including human resources, people development, human capital, talent management, and the like. These include positions in organizational development and consultation, human resource development and strategy, organizational effectiveness, human capital research, employee relations, mediation and conflict resolution, global learning, DEI strategy, and career development and counseling, among others.

Graduates of the master's degree program may apply for admission to the doctoral program in Social-Organizational Psychology. However, successful performance in the M.A. degree program does not in and of itself guarantee admission. Students who apply become part of the applicant pool for that year, and their qualifications are evaluated with equal standing along with the other applicants.

Executive Master of Arts Program in Organizational Psychology with a specialization in Change Leadership (ORGX)

The Executive Master of Arts Program in Organizational Psychology with a specialization in Change Leadership, also known as XMA, prepares experienced professionals to lead and sustain complex organizational change in increasingly dynamic, global, and uncertain environments. Designed for professionals from a diverse range of organizations, sectors, and geographic locations, this year-long intensive program blends social science theory with practical application. Unlike business-exclusive programs, XMA focuses on the application of both psychological and business principles to today's most pressing organizational challenges.

The program emphasizes individual, team, and organizational learning and transformation through applied research, reflective practice, and the use of theoretical frameworks and models. Participants enter the program each summer in small cohorts and work with faculty experts in organization change, consultation, leadership, and adult learning. XMA is delivered over one year through four one-week modules and one two-day module, supplemented by pre-work, post-work, guided independent study, and action research. Participants examine change-related topics at the societal, organizational, group/team, and individual levels and integrate their learning through sustained opportunities for application, practice, and reflection. The program culminates in a 36-credit Master of Arts Degree in Organizational Psychology, with a specialization in Change Leadership.

For a more comprehensive description of the Executive Master of Arts Program in Change Leadership, please visit www.tc.edu/leadchange.

Doctor of Philosophy in Organizational Psychology (ORGD)

The doctoral degree program in Social-Organizational Psychology follows a scientist- practitioner model. It is designed for full-time graduate students who desire fundamental education and skill development in the science and application of psychology to social and organizational situations and activities. Our goal is to provide an environment that is conducive to the development of scientist-practitioners who are prepared to assume the diverse responsibilities of positions at research universities, leading businesses, and professional service firms. Through coursework, field projects with organizations, and close working relationships with faculty members and fellow graduate students, doctoral students are provided with advanced training in the theoretical concepts, research methods, and applications of social-organizational psychology. Students gain critical knowledge and skills that encompass both research and practice.

Some salient aspects of the program include:

- The integration of both social and organizational psychology;
- A theoretical, research, and applied focus on understanding multiple levels of organizational functioning from individuals to groups to organizations as a whole and the dynamic interaction among these levels;
- A breadth of coverage including, organizational psychology, organizational change, organizational networks, leadership, conflict and negotiation, coaching, diversity, organizational demography, motivation, power and authority, group processes, and organizational dynamics;
- An emphasis on both quantitative and qualitative research methods to address organizational issues;
- Opportunities to engage in basic research, applied research, teaching, and organizational consulting and application activities; and
- Faculty members who are trained in a broad array of disciplines including social psychology, counseling psychology, industrial-organizational psychology, organizational behavior, and business management, and all of whom apply their respective disciplines to social-organizational psychology issues.

MASTER OF ARTS IN SOCIAL PSYCHOLOGY (ORGS)

Doctoral students enrolled in ORGD may complete 32 credits towards an en passant MA in Social Psychology. There are no direct admits to this degree program, and transfer credits are not permitted. Courses used to fulfill the MA degree in Organizational Psychology (ORGM) cannot be used towards the MA degree in Social Psychology.

Program Degrees

Expand the accordion(s) to view the degree requirements:

Cooperation and Conflict Resolution

Advanced Certificate | Points/Credits: 16 | Entry Terms: Spring, Summer, Fall

The Program in Social-Organizational Psychology, through the Morton Deutsch International Center for Cooperation and Conflict Resolution (MD-ICCCR), offers an Advanced Certificate in Cooperation and Conflict Resolution approved by the New York State Education Department. Students interested in receiving the certificate must complete a sequence of five core courses including one semester of a 3-credit internship, and one elective for a total of 16 credit points. Students who opt for the Advanced Certificate must complete an application for admission through the Office of Admission. Students in the M.A./Ph.D. program who wish to take their electives within the area of conflict resolution but who do not wish to receive the Advanced Certificate may register for courses without completing an application. The courses are offered in conjunction with the MD-ICCCR whose mission is to help individuals, schools, communities, businesses, and governments better understand the nature of conflict and how to achieve its constructive resolution. Contact: MD-ICCCR at (212) 678-3246 or icccr@tc.columbia.edu.

Executive Master's in Change Leadership (Executive Psychology - Organizational)

M.A. | Points/Credits: 36 | Entry Terms: Summer

EXECUTIVE MASTERS PROGRAM IN ORGANIZATIONAL PSYCHOLOGY WITH A SPECIALIZATION IN CHANGE LEADERSHIP (ORGX)

The Executive Master of Arts Program in Organizational Psychology with a specialization in Change Leadership, also known as XMA, prepares experienced professionals to lead and sustain complex organizational change in increasingly dynamic, global, and uncertain environments. Designed for professionals from a diverse range of organizations, sectors, and geographic locations, this year-long intensive program blends social science theory with practical application. Unlike business-exclusive programs, XMA focuses on the application of both psychological and business principles to today's most pressing organizational challenges.

The curriculum is grounded in the multi-level nature of organizational change and in the understanding that change leadership requires both analytic and reflective capacities. Participants examine change at the societal, organizational, group/team, and individual levels while developing the knowledge, skills, and self-awareness needed to diagnose, design, lead, and sustain change efforts in real organizational settings. Drawing on systems psychodynamics and other theoretical frameworks and models, the program prepares participants to recognize the visible and less visible dimensions of organizational life, including the assumptions, emotions, relational patterns, and unconscious dynamics that shape behavior, culture, and change.

Participants enroll in core courses that address foundational and applied dimensions of organizational change, including organizational theory, behavioral research, intercultural communication, group dynamics, leadership, coaching, consultation, conflict, and social psychology. These courses are organized across four intensive learning modules, each focused on a different aspect or level of change in organizations. In addition to the core curriculum, integrative courses support the translation and application of course concepts to participants' own work contexts. These courses span the length of the program and include action research, individual and group reflection, and opportunities to apply program concepts between modules. All integrative courses are part of the formal curriculum and are taken for credit.

Executives enrolled in the degree program will be exposed to a change leadership curriculum that is grounded in traditional psychological and business principles while focused on leading change in contemporary organizational environments. Learning objectives reflect professionally documented competencies essential for successful change leaders and are sequenced to emphasize the multi-level, complex nature of change in today's organizations. Executives will learn about change-related topics at the societal, organizational, group, and individual levels and will be asked to integrate their own learning and professional development through action research projects, cultural events, and participation in discussion-based reflective practice courses.

Executives will enroll in twelve core courses that reflect the fundamental knowledge, skills, and abilities required for leading organizational change. These courses are sequenced across four Learning Modules, each of which focuses on a different aspect or level of change in organizations (e.g., system, group, individual). In addition to the core, two integrative courses have also been developed to assist with the translation and application of course concepts to the actual work environment, namely through action research and individual and group reflection. These integrative courses will span the length of the entire program and will have virtual components that occur in the liminal spaces between modules. All integrative courses are part of the formal curriculum and will be taken for credit.

Capstone Project

The program culminates in a capstone project, referred to in XMA as the Applied Change Project (ACP), in which participants apply their learning to a change leadership initiative within their own organization or professional context. The ACP provides an opportunity to integrate theory, research, consultation skills, and reflective practice in relation to a real-world organizational challenge.

Degree Requirements

Foundational

- ORLJ 5055.991 Organization Change (3)
- ORLJ 4002. 991 Functions of Organizations (3)
- ORLJ 4009.991 Understanding Behavioral Research (3)
- ORLJ 5046.992 Intercultural Communication (3)
- ORL 5362.992 Group Dynamics: A Systems Perspective (3)

Applied Skills

- ORLJ 4010.993 Executive Coaching (3)

- ORLJ 5005.993 Leadership & Supervision (3)
- ORLJ 5017.993 Small Group Intervention (3)
- ORLJ 6042.994 Applications in Social Psychology (3)
- ORLJ 5148.994 Managing Conflict in Organizations (3)

Integrative Courses

- ORLJ 6343.993 Practicum in Change & Consultation in Organizations (3)
- ORLJ 6349.994 Practicum: Process Consultation (3)

Capstone Project

- ORLJ 5012.994 Organization Internship (3)

Social-Organizational Psychology (Psychology - Organizational)

M.A. | Points/Credits: 36 | Entry Terms: Spring, Summer, Fall

MASTER OF ARTS IN ORGANIZATIONAL PSYCHOLOGY (ORGM)

The degree program provides courses at Teachers College, and students may take relevant courses at Columbia University, particularly the Graduate School of Business, the School of International and Public Affairs (SIPA), the School of Social Work, and the Mailman School of Public Health among others. There is one major for the M.A. degree entitled Psychology: Organizational.

The curriculum is comprised of major courses consisting of four required core level I courses, four required advanced core level II courses, other general elective courses (usually ORLJ but can be outside ORLJ or at other Columbia schools) and 6 credits of breadth courses, which are Teachers College, non-ORLJ courses, in a related field. The M.A. degree requires the satisfactory completion of a minimum of 39 points.

Courses available at the Graduate School of Business, Graduate School of Arts and Sciences, School of International and Public Affairs, Social Work, and in other graduate programs at Columbia University may be taken as a general elective course (courses not taken at Teachers College may not count as breadth courses). Students must consult with an advisor to select courses outside of Teachers College that may satisfy the elective requirements. An effort is made to assist students in developing a program of study that will best meet their personal career interests and objectives.

Core Required Courses: Level I

The following four courses are required for all candidates.

- ORLJ 4002 Functions of organizations (3)
- ORLJ 4005 Organizational psychology (3)
- ORLJ 4009 Understanding behavioral research (3)

- ORLJ 5003 Human resource management (3)

Advanced Core Required Courses: Level II

The three courses immediately below are required for all candidates. In addition, candidates must choose one of the application courses (listed further down), for a total of four courses required to satisfy the advanced core level II:

- ORL 5362 Group dynamics: A systems perspective (3)
- ORLJ 5045 Organizational dynamics and theory (3) (prerequisite ORLJ 4005)
- ORLJ 5340 Adaptive Negotiation and Conflict Resolution (3)

Plus one of the following application courses:

- ORLJ 5012 Organizational internship (2-3) (prerequisite ORLJ 4005)
- ORLJ 5017 Small group intervention: Improving team performance (3) (prerequisite ORL 5362)
- ORLJ 5019 Data-based interventions in organizations (3)
- ORLJ 5341 Effective Mediation (3)
- ORLJ 6343 Practicum in change and consultation in organizations (3) (prerequisites ORL 5362, ORLJ 4005)

Breadth Courses: 6 credits Teachers College, non-ORLJ courses are required. Please consult an advisor.

Suggested Organizational Psychology Elective/Concentration Courses:

The following courses are suggested electives within ORLJ. Students may choose from among these electives and other relevant electives that are not listed here (including courses at the Graduate School of Business, SIPA, etc.) upon consultation with an academic advisor.

- ORLJ 4010 Executive coaching (3)
- ORLJ 4331 Constructive multicultural organizational development (1)
- ORLJ 5005 Leadership and supervision (3)
- ORLJ 5012 Organizational internship (1-3)
- ORLJ 5018 Organizational Behavior Research, Analytics, and A.I. (3)
- ORLJ 5019 Data-based interventions in organizations (3)
- ORLJ 5021 Organizational culture (3)
- ORLJ 5025 People analytics (3)
- ORLJ 5090 Strategic talent management (3)
- ORLJ 5115 Motivation, Leadership, and Decision Making (3)
- ORLJ 5250 Equity, diversity, and inclusion in teams (3)

- ORLJ 6040 Fundamentals of cooperation, conflict resolution, and mediation in different institutional contexts (3)
- ORLJ 6343 Practicum in change and consultation in organizations (3)
- ORLJ 6350 Advanced practicum in conflict resolution (3)

Internship

While not a prerequisite for graduation, an internship may be helpful for proper job placement. The purpose of the internship is to provide students with an opportunity to gain practical experience relevant to their interests and to apply the principles of organizational psychology theories to real-world situations. Students who are interested in doing an internship should consult with an academic advisor.

Comprehensive Examination

The Comprehensive Examination, ORLJ 5500, may be taken after a student has completed the core level I courses receiving the grade of a C+ or above. In addition, 29 of 39 credits toward the M.A. degree must be complete or in progress the semester the exam is taken. Students are encouraged to take the exam in their penultimate semester of the M.A. degree program.

A student must score 80% or above to pass the comprehensive examination. Should a student fail the examination twice, he/she may not be allowed to continue in the M.A. degree program.

Social-Organizational Psychology

Ph.D. | Points/Credits: 75 | Entry Terms: Fall

DOCTOR OF PHILOSOPHY (ORGD)

The Ph.D. in Social-Organizational Psychology program explores behavior in organizations from individual, group, and organizational perspectives, applying theory and research to practical challenges. We prepare students to engage in research, organization development consultation, executive coaching and teaching in educational, business, governmental, and community organizations.

Our program is grounded in the same social justice values espoused by Teachers College as a whole. We are committed to helping educate scholar-practitioners who choose to apply their expertise in service of the greater good. Our faculty conducts research and engages in practice in the areas of diversity, equity and inclusion, social identity, conflict resolution, culture, community and belonging and working with and across differences. The values underlying these topics are interwoven throughout our curriculum.Students are required to take a minimum of 75 credits for the Ph.D. degree. Occasionally, students may transfer credits - up to a maximum of 15 points from previous graduate training at other institutions. Transferring the maximum is unusual, because courses transferred must be equivalent to courses that are required in our Ph.D. program.

Students are encouraged to design an individually meaningful course of study within the larger offerings of the Program. Students take a series of required courses that build a strong foundation in social-organizational psychology and may also select a series of more specialized courses depending on their specific areas of interest. Examples include managing conflict, DEI (diversity, equity, and inclusion), organizational network analysis, group dynamics, and organizational change.

Additional focus and expertise are developed through collaboration on major research projects with faculty members and practice-based or consulting activities under faculty supervision.

Research Training

The research training for doctoral students involves acquiring an understanding of underlying concepts and theories in social and organizational psychology and gaining experience in conducting research. The formal coursework provides a strong foundation in both social psychology and organizational psychology theories and their applications. A series of required research methods courses provides the foundation necessary for understanding and conducting scholarly research. Similarly, a series of required courses in measurement and statistics provides students with the strong statistical and analytical background necessary for the research process.

Research experience is furthered through "workgroups." Workgroups are research teams led by a faculty member. In workgroups, students participate in the design, execution, data analysis, and writing phases of research projects. All students are required to participate in workgroups each semester for the first four years in the degree program. The commitment to research training is an important part of the program and consumes a significant amount of students' time.

Applied Aspects of the Program

The applied aspects of the degree program for doctoral students involve the development of skills and knowledge in the application of theory and research to practice and consulting activities. As such, students acquire an understanding of the systems approach, in particular, the dynamic interaction among individuals, groups, organizations, and their environments as well as an understanding of organizational diagnosis, organization development, coaching and managing conflict. A variety of opportunities are available for students to develop skills in conducting applied and action research and in providing consultation to groups and organizations. All of these activities are grounded in theory and research in social-organizational psychology. A series of courses are available which provide students with basic skills in interpersonal relationships, interviewing and information gathering techniques, and process consultation. In addition, supervised field experiences are conducted in which students engage in an applied project with a local organization under faculty direction. It is assumed that students will undertake internships or work in organizations during summers or in the later years of the program. The Ph.D. Program in Social-Organizational Psychology is a scientist-practitioner program and as such focuses on both research and practice.

The curriculum represents the dual emphasis of the program.

The following are six areas from which students select courses:

1. Research and Statistics
2. Theory and Practice in Social-Organizational Psychology

3. Integrative Experiences
4. Breadth Requirement (courses beyond those offered by program faculty but within TC)
5. Elective courses
6. Dissertation Advisement

Students take both required and elective courses for a minimum of 75 credits. Variable-credit courses should be taken for the minimum rather than the maximum number of credits in order to have both the required number of credits and the desired distribution of courses.

For a more comprehensive description of the Ph.D. degree program requirements, please see the Ph.D. program handbook, located on the Social-Organizational Psychology student resources web page. The handbook should be considered the primary document with regard to degree requirements for the Ph.D. program, including information on requirements for the two Qualifying Papers.

1.) Research and Statistics (5 courses required)

- ORLJ 5040 Research methods in social psychology
- HUDM 4122 Probability and statistical inference
- HUDM 5122 Applied regression analysis
- HUDM 5123 Linear models and experimental design
- HUDM 6122 Multivariate analysis I

2.) Theory and Practice in Social-Organizational Psychology (9 courses required)

Courses in this section are sub-divided into theory/seminar and practice courses. Of the nine required courses, there are five courses that are set (two pro-seminars, as well as three practice courses). The four remaining courses, should be chosen from theory/seminar courses taught by TC Faculty.

THEORY/SEMINAR

Required:

- ORLJ 5540 Pro-seminar in social psychology
- ORLJ 5541 Pro-seminar in organizational psychology

Optional:

- ORLJ 5115 Social networks & performance
- ORLJ 6040 Fundamentals of cooperation, conflict resolution, and mediation in different institutional contexts
- ORLJ 6045 Demography in organizations
- ORLJ 6199 Special topics seminars
- The social psychology of organizational futures

- A systems psychodynamic approach to organizational life
- ORLJ 6500 Stereotypes and stereotypic processes in organizational contexts
- ORLJ 6502 Dynamic networks and systems

PRACTICE

Required:

- ORL 5362 Group dynamics: A systems perspective
- ORLJ 6343 Practicum in change and consultation in organizations
- ORLJ 6349 Practicum in process consultation

3.) Integrative Experiences

Integrative experiences include participation in eight semesters of workgroups and colloquia, as well as graduate teaching assistantships.

WORKGROUPS (8 courses)

The curriculum is designed to facilitate students' completion of two qualifying papers, while enrolled in workgroups for the first four years of the program.

- ORLJ 6341 - 6641 Workgroup (Debra Noumair)
- ORLJ 6342 - 6642 Workgroup (Patricia Hewlin)
- ORLJ 6344 - 6644 Workgroup (Peter Coleman)
- ORLJ 6345 - 6645 Workgroup (Elissa Perry)
- ORLJ 6346 - 6646 Workgroup (James Westaby)
- ORLJ 6347 - 6647 Workgroup (Caryn Block)

Notes:

1. One workgroup per semester for a minimum of eight semesters is required from the time a student enters the Ph.D. program.
2. Students must workgroups for 3 credit each semester.
3. Workgroup credits may not be substituted for required courses.
4. Students are required to actively engage in at least two different workgroups over the eight semesters that workgroup is required. Active engagement means regular participation in the design and conduct of research until it reaches a conclusion. Solely being present at meetings does not satisfy the requirement.

COLLOQUIUM

Each semester, the program holds a number of colloquia and related activities including invited speakers from academia and consulting, presentations from program members, and general meetings. These are important developmental experiences for learning about research, practice, and professionalism. Attendance is required throughout the first four years of the program. These are taken for 0 credits on a pass/fail basis.

- ORLJ 6640 Social-organizational psychology colloquium

TEACHING ASSISTANTSHIPS

Doctoral students are required to serve as a graduate teaching assistant for master's- level courses (in the Fall and in the Spring) for two years within their first four years of the Social-Organizational Psychology Program. The TA-ship requirement starts in the student's third year, unless they are a graduate of our M.A. program. Students typically are expected to act as graduate teaching assistants for the Master's level core courses (Human Resources Management, Organizational Psychology, Understanding Behavioral Research, to name a few). Beyond this, additional graduate teaching assistantship opportunities are available for more advanced courses (e.g., Organizational Dynamics, Leadership and Supervision, Group Dynamics, Executive Coaching, etc.).

4.) Breadth Requirement

Students must take a total of six credits of breadth courses. A breadth course must be outside of your program of study (in this case, non-ORLJ) and must also be a course at Teachers College. On the College forms, you are strongly encouraged to count your statistics/methods courses as breadth courses.

5.) Elective Courses

To fulfill the 75-credit program, electives can be taken in addition to required courses and the Breadth Requirement. Any ORLJ courses may be taken as electives. Below is a list of pre-approved elective courses outside of ORLJ, including courses at Columbia University. This list is NOT exhaustive.

If a student wishes to take a course not listed here, he/she must get written approval from their advisor or the Ph.D. Director (an email will suffice). If the student is at risk of being closed out of the course by waiting for approval, it is best to register for the course during the interim period and then drop it, if necessary.

- B 9506^ Individual and Collective Behavior in Organizations
- ORL 6500 Qual Res Meth Orgs: Data Collection
- ORL 6501 Qual Res Meth Orgs: Data Analysis Design
- ORLJ 4002 Functions of Organizations
- ORLJ 4010 Executive Coaching
- ORLJ 5003 Human Resource Management
- ORLJ 5005 Leadership and Supervision
- ORLJ 5017 Small Group Intervention
- ORLJ 5018 Organizational Behavior Research, Analytics, and A.I.
- ORLJ 5019 Data-based Interventions in Organizations

- ORLJ 5021 Organizational Culture: Theory, Research & Practice
- ORLJ 5025 People Analytics
- ORLJ 5045 Organizational Dynamics
- ORLJ 5090 Strategic Talent Management
- ORLJ 5250 Equity, Diversity & Inclusion in Teams and Orgs
- ORLJ 5340 Adaptive Negotiation and Conflict Resolution
- ORLJ 5341 Effective Mediation
- ORLJ 6350 Advanced Practicum in Conflict Resolution
- ORLA 6541 Applied Data Science in Organizations and Leadership
- ORLA 6641 Advanced Topics in Research Methods and Design
- ORLD 4051 How Adults Learn
- ORLD 4085 Management and Leadership Skills in Practice
- ORLD 4827 Fostering Transformational Learning
- ORLD 5055 Staff Development and Training
- ORLD 5061 The Learning Organization
- ORLD 5821 Leveraging Emotional Intelligence to Enhance Organizational

Effectiveness

- ORLD 5822 Building Productive Relationships with Social Intelligence
- ORLD 5823 Building 21st Century Organizational Capability With Cultural Intelligence
- CCPJ 4050 Microaggressions in Institutional Climates
- CCPJ 5020 Racism & Racial Identity in Psych & Ed
- CCPJ 5062 Career Counseling
- CCPJ 5563 Multicultural Consultation in Org Development
- CCPX 4035 Personality and Behavior Change
- CCPX 5034 Developmental Psychopathology
- CCPX 6352 Cognition, Emotion, & Health
- HUDK 5023 Cognitive Development
- HUDK 5029 Personality Development Across the Life Span
- HUDM 5026 Introduction to Data Analysis in R
- HUDM 5059 Psychological Measurement

- HUDM 5124 Multidimensional Scaling and Clustering
- HUDM 5133 Causal Inference
- HUDM 6026 Computational Statistics
- HUDM 6030 Multilevel and Longitudinal Data Analysis
- HUDM 6055 Latent Structure Analysis

Certification After Completing Coursework

Certification Examination in Psychology: The Research Methods Examination (RME) in Psychology is part of the certification process for doctoral students in psychology degree programs at Teachers College. The examination measures students' knowledge in statistics, measurement, and research design and is developed by the Research Methods Examination Committee.

Qualifying Papers: All doctoral candidates in the Social-Organizational Psychology Program must submit two qualifying papers (Theory-based/Empirical and Applied). The primary purposes of the qualifying papers are integrative, diagnostic, pedagogical, and evaluative. The qualifying papers are examples of the kind of work students will be doing as social-organizational psychologists. The papers provide an opportunity for the faculty to help develop and evaluate the student's skills in an ongoing and iterative process.

6.) Internship

Students are required to complete at least one internship, engage in part-time work for an organization during their program of study, or demonstrate the equivalent of this practical experience. Students with prior relevant work experience may opt not to work or do an internship. Students completing the internship requirement must register for ORLJ 5012 for six semesters, or have the equivalent work experience.

7.) The Dissertation

The doctoral dissertation is a report of independently conducted research. In formulating and conducting this research, the student has available as consultants and advisors two or three members of the faculty. Students will need to register for dissertation-related classes. There is a sequence of courses that vary with respect to course credit and fee. When actively working on the dissertation and meeting with one's sponsor and/or committee, students are expected to register for ORLJ 7501 two semesters. This course is only offered for 0-3 points and students can register for the minimum number of credits; it is offered for variable credit to accommodate the different needs of various students. Once the student has registered for two terms of ORLJ 7501, Ph.D. students are required to register for ORLJ 8900 for 0 credits and pay a fee for every semester until the term of the final defense when a student must enroll in TI8900, PhD Dissertation Defense. Please see the Office of Doctoral Studies for information regarding the fees.

Program Faculty

Faculty

- Caryn J. Block

  Professor of Psychology and Education

- Sarah Brazaitis

  Professor of Practice

- Peter Thomas Coleman

  Professor of Psychology and Education

- Patricia Faison Hewlin

  Professor of Social-Organizational Psychology

- Debra Noumair

  Professor of Psychology and Education

- William A Pasmore

  Professor of Practice of Social Organizational Psychology

- Elissa L. Perry

  Professor of Psychology and Education

- James Westaby

  Professor of Psychology and Education

Professors of Teaching

- Gina Buontempo

  Associate Professor of Teaching

- Marina Patricia Field

  Assistant Professor of Teaching

Emeriti

- Madhabi Chatterji

  Professor Emerita of Measurement, Evaluation, and Education

- Loriann Roberson

  Professor Emerita of Psychology and Education

Adjunct Faculty

- Seymour Adler

  Adjunct Professor, Social-Organizational Psychology

- Robert Mcdonald Anderson

  Part Time Instructor

- Clymer D Bardsley

  Adjunct Assistant Professor

- Michael Nicholas Bazigos

  Adjunct Full Professor

- Galit Ben-Joseph

  Adjunct Associate Professor

- Dilshad Dayani

  Adjunct Associate Professor

- Bruce Alan Echtenkamp

  Adjunct Associate Professor

- Latoya Ingram Jordan

  Adjunct Assistant Professor

- Aitong Li

  Adjunct Assistant Professor

- Sam T Liu

  Adjunct Full Professor

- Rita Danielle Meyerson

  Adjunct Assistant Professor

- James Mundell

  Adjunct Professor, Social-Organizational Psychology

- Michele S. Riley

  Adjunct Associate Professor for the ORLJ 5341 001 course

- Hyun Jin Sohn

  Adjunct Assistant Professor

- Flora Naomi Taylor

  Conference Consultant for the Social-Organizational Psychology's Summer 2026 Group Relations Conference

- Jody Niebuhr Tracey

  Adjunct Assistant Professor

- Renee Marie Vieira

  Adjunct Associate Professor

Instructors

- Jenny C.M. Besch

  Part Time Instructor

Program Courses

ORL5362 Group dynamics: A systems perspective

Enrollment limited. The course explores social processes in groups and their impact on individual behavior. In addition to a series of lectures/discussions, students are required to participate in an experiential group relations conference or to conduct a self-study project on group relations. Special fee is required.This class gives students the opportunity to develop an in-depth understanding of group dynamics from a systemic perspective and to learn about their own behavior in groups. Readings, lectures, and discussions will address dynamics as they occur in varied groups, systems and contexts including the business world, educational institutions, healthcare systems, the military, religious institutions, and in community and family life. The interplay of power, authority, socio-political identities, and group dynamics is emphasized.

ORLJ4000 Conflict Resolution in Schools

Peaceful, safe classrooms and schools support both academic and social-emotional learning. This course introduces the field of conflict resolution education in schools, in the context of supporting student academic achievement, increasing skills for coping with interests-based conflicts, and creating just and caring classrooms and schools.

ORLJ4002 Functions of organizations

A survey of the primary functions and operations of organizations: accounting, finance, marketing, strategic planning, management information systems, and the relation of these functions to human resource management.

ORLJ4005 Organizational psychology

Introduction to theories and research that underlie the field of organizational psychology. Implications and applications in various organizational contexts are considered.

ORLJ4009 Understanding behavioral research

Overview of alternative methods of behavioral research and their relative strengths and limitations. Application of methodological principles in order to read and evaluate social science research and learn how to begin to conduct research.

ORLJ4010 Executive coaching

Executive Coaching combines two previously taught courses into one in order to integrate theory and practice. As such, this course is intended to provide students with an overview of theory, research, and practice related to coaching within organizational settings as coaching is viewed as a subset of organizational consultation. Assuming some basic

knowledge of organizational behavior and theory and limited experience with coaching, the course is designed to give students an opportunity to gain foundational knowledge of the coaching process, including how to create a coaching relationship, engage in coaching conversations, and build commitment for action planning.

ORLJ4331 Constructive Multicultural Organizational Development: Leveraging Tension for Socially Just Change

Enduring forms of discrimination and misconduct permeate many organizations, creating inequitable systems that advantage some and disadvantage others. Organizations, in fact, often reproduce social inequality with relation to nationality, race, ability, gender, speech, sexual orientation, class, academic pedigree, and other social dimensions. In this unique participant-centered course, we explore why constructive social change in multicultural organizations is often slow and recalcitrant as well as how to accelerate it. To accomplish this, we apply the Dynamical Systems Model to a case study of the United States National Park Service.

ORLJ4800 Conflict & Complexity: A Dynamical Systems Approach to Addressing Protracted Conflict

This course will explore the relevance of dynamical systems theory (DST) for understanding protracted and seemingly intractable conflict at different levels of social reality (interpersonal, inter-group, international) and will outline the conditions under which such conflict can be transformed.

ORLJ4804 Healing and Reconciling Relationships in Conflict

This course examines the role that unaddressed and unhealed emotional trauma plays in creating and maintaining conflict. It also highlights unaddressed trauma as an obstacle to reconciliation-our ability to put the past to rest and to rebuild relationships that have broken under the strain of conflict.

ORLJ4901 Research and independent study in social-organizational psychology

Permission Required. Student works closely with faculty in conducting research in social-organizational psychology and producing a substantive paper at semester's end.

ORLJ5003 Human resource management

The goal of this course is to provide a solid understanding of theory, research, and practice in human resource management. Through a combination of reading, cases, lectures, and discussions of the material, students will understand human resources' ability to be a credible partner to the business and its pivotal role in supporting organizational strategy; the complexity of the human resources function to move from the sole mission of the attraction, motivation and retention of people to one that also attempts a line of sight and contribution to organizational value; and the various aspects of the human resources function such as human resource strategy, talent management, talent development, organizational design/effectiveness, and training.

ORLJ5005 Leadership and supervision

Major psychological and other interdisciplinary approaches to the study of leadership. Critical analysis of relevant theories, research, and practical applications.

ORLJ5012 Organizational Internship

This course is designed to provide meaningful, real-world practical experience in an organizational setting. It allows the student to gain exposure to a professional environment where they can apply academic theory from the field of social-organizational psychology (human resources, organizational development, talent management, and others) or conflict resolution (human rights, majority relations, mediation, peacemaking, social justice, and others). Students will work for at least 150 hours within their selected organization.

ORLJ5017 Small group intervention: Theory and method

Prerequisite: ORL 5362. This course gives students an opportunity to apply their knowledge of group and team dynamics in order to learn how to improve work team functioning and performance. The course covers a variety of models for effective teaming with an emphasis on how to apply those models to real work teams. Students learn relevant theory and research that underlies effective small group interventions and practice applied skills in teamwork. The class format is a seminar style with considerable discussion, case study analyses, role-plays, and small group work.

ORLJ5018 Organizational Behavior Research, Analytics, and A.I.

This course covers commonly applied research methods, models, and concepts applied in organizational behavior projects. This methodologically includes conducting focus groups, survey construction, key data analysis skills to determine predictors, and survey feedback techniques to inform change. Students develop a meaningful organizational behavior survey project (e.g. examining issues such as turnover, job satisfaction, or health behavior), based on modern models, from initial conceptualization to final report presentation. Students are also taught how to properly use A.I. for topic modeling (as well as learning about its limits), basic network analysis, and decision modeling, to identify key factors driving organizational behavior, satisfaction, and well-being, which has relevance to organizational interventions, policy, practice, or organizational consulting.

ORLJ5019 Data-based interventions in organizations

Prerequisite: ORLJ 4009. Reviews tools for collecting, organizing, and analyzing qualitative and quantitative data in organizations. Students explore and practice the use of data collection techniques most frequently utilized by practitioners in the field (secondary data, observations, questionnaires, interviews, and focus groups), as well as practice analysis techniques associated with these tools. The use of diagnostic tools is considered within the framework of the consulting cycle (contracting and planning, data collection, data analysis, and data feedback). Upon completion of this course, the students should be well prepared to engage in a consultation with the real client.

ORLJ5021 Organizational Culture: Theory, Research, and Practice

This course provides students with a working knowledge of theory, research, and practice in organizational culture. Through seminal works in organizational culture and organizational identity, coupled with empirical research, theoretical models, and case studies, students will explore the dynamics of organizational culture from founder-led to iconic F500 companies to elite government organizations. The course takes the position that organizational culture is central and deeply rooted within the system and drives all actions within the organization.

ORLJ5025 People Analytics

This course covers human capital as a source of strategic advantage, and how companies, consultants and executives can harness empirical people data to create business advantages. In this course, students gain a knowledge and understanding of the strategies, tools, and methods to conduct to talent and workforce analytics. The course will guide students through several real-world examples of talent analytics each designed to provide hands-on experience applying analytics to workforce and people data.

ORLJ5040 Research methods in social psychology

Open only to qualified doctoral students in the behavioral or social sciences. Representative approaches to practice in the design, conduct, and analysis of research. Fall: Experimental and quasi-experimental design. Spring: Field and survey methods; policy and evaluation research.

ORLJ5045 Organizational dynamics and theory

Prerequisite: ORLJ 4005 or equivalent. Study of organizations as total systems with consideration of different types of organizations. Emphasis on the impact of such dimensions as mission, strategy, structure, culture, systems, and leadership on individual and organizational performance and vice versa. Organizational change is also addressed.

ORLJ5046 Intercultural communications in organizational contexts: Theory, issues, and practices

This class is designed to explore the intercultural communication field and what it has to offer professional educators in the context of their understanding of intercultural theory and practice and in their ability to design effective and empathic learning environments.

ORLJ5055 Organization change: Theory and practice

The Comprehensive Examination may be taken after a student has completed the core courses (level 1) with a grade of C+ or better in each course and has completed at least 26 credits (or is in the process of completing at least 26 credits when the exam is being given).

ORLJ5090 Strategic Talent Management

This course provides a comprehensive review of the theory and practice of Strategic Talent Management in organizational settings. Students will learn about key conceptual models (e.g., talent life-cycle, leadership pipeline, high-potential classification and role segmentation frameworks), processes and tools used for assessing and developing talent (e.g., talent reviews and brokering, multi-trait multi-method assessment frameworks, and the 70/20/10 model of development).

ORLJ5115 Life decisions, social networks, and well-being

This course allows students to understand how social networks influence performance in a wide variety of settings. Relevant topics in the application of social network ideology are explored, such as motivated goal pursuits, leadership processes, and the structure of group and organizational networks. The course also explores important interpersonal processes through a social network lens, such as human conflict, emotional contagion, and helping behavior.

ORLJ5250 Equity, Diversity & Inclusion in Teams and Organizations

This course covers foundational and current research on equity, diversity and inclusion (E, D & I) in work teams and their larger organizational systems. Students in this course will learn effective, evidence-based practices and have opportunities for skill-building and hands-on learning related to issues of E, D & I in today's workplace. Students will also engage in critical self-reflection to increase understanding of their own identities and knowledge about how who they are shapes how they navigate in diverse workplaces. The class format will include lecture, discussion, experiential learning and activities/exercises to increase practice skills in E, D & I.

ORLJ5310 Preparation for Coaching

The purpose of this course is to introduce students to the basic structure and techniques of interviewing and listening. The course is largely experiential and is intended for students who have little or no background or experience in counseling or coaching.

ORLJ5340 Adaptive Negotiation & Conflict Resolution

An experiential course designed to promote negotiation understanding and adaptivity across negotiation situations. Students will have the opportunity to develop more self-awareness and basic collaborative negotiation skills with supervised practice.

ORLJ5341 Effective Mediation: Standard and Adaptive Practices

Mediators help disputants handle their conflict constructively and to find acceptable solutions. Students will learn the conditions when mediation is most effective, appropriate and feasible; identify basic differences in the task versus relationship nature of the cases presented; and employ strategies that are fitting and conducive to mediation.

ORLJ5540 Proseminar in social psychology

Open only to qualified doctoral students in the behavioral or social sciences. Intensive readings and analysis of theories and research in social psychology and social structure.

ORLJ5541 Proseminar in social and organizational psychology

Open only to qualified doctoral students in the behavioral or social sciences. Intensive readings and analysis of theories and research in social and organizational psychology and social structure.

ORLJ6040 Fundamentals of cooperation, conflict resolution and mediation in different institutional contexts

This course is an advanced seminar on the theoretical foundations of conflict resolution based on current and previous social psychology research. It emphasizes the links between theory and practice and provides a broad overview of basic topics in conflict resolution, including cooperation and competition, power, culture, justice, negotiation and mediation, violence, intergroup conflict, intractable conflict and sustainable peace.

ORLJ6045 Demography in Organizations

This course seeks to understand the role that demography plays in organizations. The main focus in this course is on demographic variables such as race, gender, and disability. The course examines various theoretical frameworks that help us to understand how demographic variables influence organizational behavior and decisions.

ORLJ6341 Group/Org Dyn & Divers Iss

Permission required. Limited to doctoral students. Topics are announced in the preliminary and final course schedules distributed each semester.

ORLJ6342 Practicum:Facades of Conformity, Authenticity & Leadership

Permission required. Limited to doctoral students. Topics are announced in the preliminary and final course schedules distributed each semester.

ORLJ6343 Prcm:Change/Cnstltatn in Orgntn

Prerequisite: ORL 5362 and ORLJ 4005. Enrollment limited. Open to master's students and doctoral candidates who have a strong background in social science, organizational behavior, administration, psychology, or business. Offers the opportunity to understand the consulting process through work on change projects involving actual clients.

ORLJ6344 Prac:Conflict Justice Coopertn

Permission required. Limited to doctoral students. Topics are announced in the preliminary and final course schedules distributed each semester.

ORLJ6345 Prac:Dvrsty Discrim Organztns

Permission required. Limited to doctoral students. Topics are announced in the preliminary and final course schedules distributed each semester.

ORLJ6346 Practicum in Social Dynamics: Attitudes, Decision Making, and Satisfaction

Permission required. Limited to doctoral students. Topics are announced in the preliminary and final course schedules distributed each semester.

ORLJ6347 Prac: Diversity Dynamics in Organizations

Permission required. Limited to doctoral students. Topics are announced in the preliminary and final course schedules distributed each semester. This course requires 27 hours per week outside of the classroom.

ORLJ6349 Practicum: Process Consultation

Permission required. Limited to doctoral students. Topics are announced in the preliminary and final course schedules distributed each semester.

ORLJ6350 Conflict Resolution: Advanced Methods for Identity and Intergroup Conflict

Prerequisite: ORLJ 5340. This applied course explores some of the theories and intervention skills needed when conflicts of interest are compounded by the complexity and perceived and/or real social identity differences. It is primarily concerned with how group differences (such as class, power, culture, race, and gender) can be understood and mitigated by means of negotiation, mediation, and dialogue.

ORLJ6441 Practicum in Systems Psychodynamics: Understanding Organizational Dynamics

ORLJ6444 Practicum in Peace and Conflict Dynamics: Adaptivity and Optimality Dynamics in Conflict

This practicum is designed as four inter-related courses that together help students learn the conceptualization, design, implementation, and analysis of experimental, survey, qualitative and modeling research in the areas of peace and conflict. It involves readings, extensive discussions, and participation in all aspects of ongoing programs of research including: literature reviews, conceptual discussions and hypothesis generation, research design, materials development, piloting materials, data collection, data analyses, write-ups, and presentations.

ORLJ6445 Practicum In Discrimination, Diversity and Demography: Foundational Research Skills

This practicum is designed as four inter-related courses that together help students develop: foundational knowledge in the areas of discrimination, diversity & inclusion, demography, and evidence-based management as well as fundamental research and writing skills. This second practicum (Foundational Research Skills) helps students learn the fundamentals of conducting research (e.g., how to conduct literature searches, how to organize and summarize collected readings).

ORLJ6500 Stereotypes and stereotypic processes in organizational contexts

Open only to qualified doctoral students in the behavioral or social sciences. Stereotypes are an important means by which perceivers form impressions of others, and understand and interact with their social environments. It is important to understand the role of stereotypes in information processing as well as the conditions under which stereotype activation and use are more or less likely to occur. This seminar explores the development, activation and suppression and use of stereotypes in organizational contexts.

ORLJ6502 Dynamic Networks and Systems

Doctoral seminar. This seminar examines various theoretical and empirical approaches to the study of complex systems. Example topics include traditional systems theory, social network analysis, dynamic network theory, social interaction analysis, and simulations of complex systems. A variety of frameworks are addressed that span individual, dyadic, group, organizational, and international levels.

ORLJ6640 Social-organizational psychology colloquium

Permission required. For doctoral candidates only. Discussion of ongoing projects involving research and consultation.

ORLJ6901 Advanced research and independent study in social-organizational psychology

Permission required.

ORLJ7501 Dissertation seminar

Permission required. Development of doctoral dissertations and presentation of plans for approval. Registration limited to two terms. For requirements, see section on Continuous Registration for Ed.D./Ph.D. degrees.

ORLJ8900 Dissertation advisement in social-organizational psychology

Fee to equal 3 points at current tuition rate for each term. For requirements, see section on Continuous Registration for Ed.D./Ph.D. degrees.

Executive Leadership

Program Description

Prepare for impactful, purposeful, and innovative leadership with the online Doctorate of Education in Executive Leadership program. This program empowers leaders to cultivate dynamic culture, inspire motivated performance, and activate meaningful change, all while navigating organizational complexity. Designed for senior-level professionals seeking advanced leadership skills, the flexible cohort-based degree can be completed in as few as three years. Curriculum, informed by multidisciplinary research and practice, covers topics in education leadership, adult learning, social-organizational psychology, research and inquiry, and organizational change. In this program you will find:

- A flexible program that combines online learning with four 3-4 day on-campus immersives;
- A combination of synchronous, asynchronous, and flipped-classroom style courses that allow participants to learn in the way that works best for them as they maintain employment – all while building a close cohort and network.
- An exceptional and renowned faculty with active research and practice;
- Accomplished professionals and highly successful instructors who offer courses on marketing, finance, governance, and strategic leadership;
- A data-driven approach to leadership;
- Opportunities for design thinking and place-based learning in New York and beyond;
- Individualized student advising and mentorship from faculty, fellow students, and alumni;
- The opportunity to develop your dissertation alongside your coursework, creating space for organic emergence and interweaving of your authentic questions with development of your research and skilled inquiry capacities;
- A supportive, dynamic, exciting group of peers who will make your cohort experience exceptional;
- A robust and global alumni network and networking opportunities during the program and beyond;
- Opportunities for professional development, including networking opportunities and guidance on presenting research at industry conferences and placing work for publication.

Program Degrees

Expand the accordion(s) to view the degree requirements:

Executive Leadership

Ed.D. | Points/Credits: 75 | Entry Terms: Spring, Summer

The Doctor of Education in Executive Leadership includes courses in education and leadership, adult learning, social-organizational psychology, research and inquiry, and organizational change. Your courses are designed for immediate impact and built to keep pace with industry changes. You'll benefit from coursework that's immediately applicable and agile enough to meet the constantly shifting ecosystem of work. The degree program currently has two concentrations: *Global and Independent Education Leadership* and *Organization Transformation;* the Organization Transformation pathway will welcome its first students in Summer 2027. Students apply into the concentration that is the best fit for their interests.

Specific courses and topics include:

- Research and Evidence-Informed Leadership
- Systems Thinking for Strategic Leadership
- AI-Adaptive Teams
- Leading with Social, Motivational, and Emotional Intelligence
- Leadership Frameworks
- Listening Leadership

Core Requirements (21 Credits)

All students must take the courses below or program-approved substitutes that address similar content.

- ORLD 6908: Advanced Seminar – Leadership and Adult Education
- ORLD 5821 – Leveraging Emotional Intelligence (EQ) to Enhance Organizational Effectiveness
- HUDK 5197: The Psychology of E-Learning in Business and Industry
- ORL 5521 – Research Methods
- ORL 6500: Qualitative Research (Design and Data Collection)
- ORLJ 5019: Evidence-based research to practice
- ORLJ 6520 - Advanced professional writing seminar or

Concentration Requirements (24 Credits)

Each concentration requires six 3-Credit Pathway Content Courses and two 3-Credit Application Courses. See your concentration's program planner for details.

Electives and Transfer Credits (30 credits)

- Students may transfer up to 30 credits into the program, and/or choose electives that align with their studies with their advisor's support.

Program Faculty

Faculty

- Nicole Leta Brittingham Furlonge

  Klingenstein Family Chair Professor of Practice in Education and Executive Director of Klingenstein Center

Professors of Teaching

- Rebecca Anne Stilwell

  Assistant Professor of Teaching

Program Courses

HUDK5197 The Psychology of E-learning in Business and Industry

This course will focus on the design of online learning experiences in workplace environments, from a perspective that looks to put academic research into practice. Real-world cases, including numerous demonstrations of real-life courses and systems, will be used to explore uses of online learning in the workplace for both training and "just-in-time" performance support purposes. This course will cover a variety of online learning methods, including simulations, games, mobile learning, social learning, uses of artificial intelligence, and learning in virtual reality environments. The methods and case studies will be examined with an eye toward relevant research in the areas of education, software usability, and cognitive psychology. Potential career paths for someone interested in the field of workplace e-learning will also be discussed.

ORL5521 Introduction to research methods in education

This course meets a departmental requirement for an introductory course on empirical research in education and organizational studies. The goal is to help students be able to access, comprehend, synthesize, and utilize research, to support and facilitate the research efforts of others, and to begin to prepare to conduct their own research. Students read exemplars of published research, along with texts about research design, data collection and analysis, and strategies for assessing the validity and trustworthiness of research. The course covers qualitative, quantitative, and mixed methods approaches to research, such as experiments, surveys, case studies, ethnography, and action research.

ORL6500 Qualitative research

This course is an introduction to qualitative research methods—conceptualization, design and data collection procedures–with a special focus on organizational study. Students will formulate qualitative problem statements and research questions; design a qualitative study guided by an interactive model and consideration of five different approaches; learn to use observation, interviewing, focus groups, and archival data resources; and apply design and data collection skills by undertaking a pilot research study. Consideration will be given to conceptual frameworks, ethical considerations, field work, sampling, and data management. This course requires a minimum of 27 hours per week of out of classroom work.

ORLD5821 Leveraging emotional intelligence (EQ) to enhance organizational effectiveness

Leveraging Emotional Intelligence (EQ) to Enhance Organizational Effectiveness will explore research, best practices, and future directions. Students will learn to select among popular EQ assessment and measurement tools, distinguish between cognitive learning and emotional learning strategies, effectively position the business case for EQ, and evaluate the effectiveness of EQ learning strategies. Participants will receive personal profiles based on three popular EQ assessments (i.e., Emotional Social Competence Inventory - ESCI; Emotional Quotient Inventory - EQi 2.0; and Mayer-Salovey-Caruso Emotional Intelligence Test - MSCEIT) and applied insights to leadership development strategies including executive coaching.

ORLD6908 Adult Education: Theory and Practice

(1) Adult Development -- This course provides an overview of adult development theories and how they inform adult learning. Students will gain insight into stage and phase theories and how adult growth can be supported in a variety of workplace, educational, and community settings. Developmental assessments will be examined and differences explored based on theories that differently explore psychological, lifespan, spiritual, moral, and other frameworks for understanding adult development. (2) Adult Education/Learning: Theory and Practice -- This course helps educators gain insight into themselves as facilitators of adult learning based on theory, research, and practice related to learning from and through experience, self-directed learning, and transformative learning theory. This course supports a critical appraisal of one's facilitation practice. The format will be interactive discussion of various theoretical perspectives on adult learning, with a view to how these ideas can be used to understand / improve / change your practice. (3) Advanced Seminar: Leadership in Adult Education -- In this course, we will explore various theories and practices of leadership from the perspective of adult learning; we will do so in a workplace context. Specifically, we will examine the framing of leadership as a form of human performance and focus on contextual, conceptual, and behavioral dimensions of leadership. Our inquiry will be guided by four essential questions: 1) Are leaders born? 2) Can leadership be taught? 3) Does it all depend? 4) What's new/emerging? The format will be a seminar where cases be read and discussed to examine various perspectives on leadership theory, models of practice, and research in light of class members' own experiences and practice. (4) Workplace and Organizational Learning --In this course, we will examine trends that have affected the shift to knowledge work and globalization and implications for learning in organizations. We will contrast structured training practices with the embedded, contextualized nature of informal workplace learning and critically assess learning practices in different settings (business organizations, not-for-profits, higher education, healthcare, community, other educational settings). Finally, we will examine differences when learning is supported at individual, group, and organizational learning levels.

ORLJ5019 Data-based interventions in organizations

Prerequisite: ORLJ 4009. Reviews tools for collecting, organizing, and analyzing qualitative and quantitative data in organizations. Students explore and practice the use of data collection techniques most frequently utilized by practitioners in the field (secondary data, observations, questionnaires, interviews, and focus groups), as well as practice

analysis techniques associated with these tools. The use of diagnostic tools is considered within the framework of the consulting cycle (contracting and planning, data collection, data analysis, and data feedback). Upon completion of this course, the students should be well prepared to engage in a consultation with the real client.

ORLJ6520 Advanced professional writing seminar

For doctoral students, only. This course is designed to help students develop the writing skills needed in their academic and post-academic careers. Course topics include establishing and maintaining good writing habits; writing theoretical, applied, and empirical papers; providing and responding to reviewer comments on manuscripts; and ethics in writing. The course provides a support for students as they work on completing their own qualifying papers. The desired and expected outcome of the course is at least one completed qualifying paper or paper ready to submit for publication.

Teachers College
COLUMBIA UNIVERSITY

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Other Areas of Interest

16 pages

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Other Areas of Interest

Department Mission

Teachers College degree programs have always provided a way for students to pursue formal study in a wide array of conventional disciplines. In addition, the College offers a number of non-degree programs and opportunities to explore a range of areas of interest that provide education in and out of the classroom and across the lifespan.

Interdisciplinary Studies in Education

Program Description

This Academic Program is designed for students who have interests in an area of specialization not offered at the College, but for which a coherent and integrated degree program may be developed through the selection of a combination of current course offerings from several different disciplines or Academic Programs at Teachers College.

Limited to areas of study at Teachers College, admission to the Interdisciplinary Studies in Education program is granted only if the designed program of study cannot be pursued through one of the established areas of specialization, many of which have a sufficient degree of flexibility to permit an interdisciplinary approach to a field of study. All Teachers College professors are eligible to serve as advisors and the applicant is required to seek the support of a minimum of two advisors from the relevant disciplines represented in the proposed program of study as part of the application process. For the M.A. or Ed.M. degree a comprehensive examination, essay, or special integrative project is required.

Contact the Admission Office (212) 678-3710 for a more detailed description of the Program and procedures for applying.

Program Degrees

Expand the accordion(s) to view the degree requirements:

Interdisciplinary Studies in Education

Ed.D. | Points/Credits: 75 | Entry Terms: Spring, Summer, Fall

This Academic program is designed for students who have interests in an area of specialization not offered at the College, but for which a coherent and integrated program may be developed through the selection of a combination of current course offerings from several different disciplines or Academic Programs at Teachers College.

Limited to areas of study at Teachers College, admission to the Interdisciplinary Studies in Education program is granted only if the designed program of study cannot be pursued through one of the established areas of specialization, many of which have a sufficient degree of flexibility to permit an interdisciplinary approach to a field of study. All Teachers College professors are eligible to serve as advisors and the applicant is required to seek the

support of a minimum of two advisors from the relevant disciplines represented in the proposed program of study as part of the application process. The number of certification examinations is based upon discussion between the two approved faculty advisors and the student.

- If the examination will be proctored by the Office of Doctoral Studies (ODS), it must be held on one of the three approved dates by the college (February, June, or October)
- If the examination will be a Take-Home examination, it can be held at any time during any term.
- Certification Examination Application form required in the term the exam will be held
- If Proctored by ODS, check AM, PM, or AM & PM box
- If Take-Home, check Take-Home box
- A letter signed by both academic advisors must be included with the application form stating:
  Short description of the exam including how it will be administered
  The start date of the exam
  The due date of the exam

Contact the Admission Office (212) 678-3710 for a more detailed description of the program and procedures for applying.

Interdisciplinary Studies in Education

Ed.M. | Points/Credits: 60 | Entry Terms: Spring, Summer, Fall

This Academic Program is designed for students who have interests in an area of specialization not offered at the College, but for which a coherent and integrated program may be developed through the selection of a combination of current course offerings from several different disciplines or Programs at Teachers College.

Limited to areas of study at Teachers College, admission to the Interdisciplinary Studies in Education program is granted only if the designed program of study cannot be pursued through one of the established areas of specialization, many of which have a sufficient degree of flexibility to permit an interdisciplinary approach to a field of study. All Teachers College professors are eligible to serve as advisors and the applicant is required to seek the support of a minimum of two advisors from the relevant disciplines represented in the proposed program of study as part of the application process. For the M.A. or Ed.M. degree a comprehensive examination, essay, or special integrative project is required.

Contact the Admission Office (212) 678-3710 for a more detailed description of the program and procedures for applying.

Interdisciplinary Studies in Education

M.A. | Points/Credits: 32 | Entry Terms: Spring, Summer, Fall

This Academic Program is designed for students who have interests in an area of specialization not offered at the College, but for which a coherent and integrated program may be developed through the selection of a combination of current course offerings from several different disciplines or programs at Teachers College. The Interdisciplinary Studies in Education MA is available in both the online and in-person formats. Prospective students should work with their academic advisor and the Admissions Office to determine which format is the right fit for their studies.

Limited to areas of study at Teachers College, admission to the Interdisciplinary Studies in Education program is granted only if the designed program of study cannot be pursued through one of the established areas of specialization, many of which have a sufficient degree of flexibility to permit an interdisciplinary approach to a field of study. All Teachers College professors are eligible to serve as advisors and the applicant is required to seek the support of a minimum of two advisors from the relevant disciplines represented in the proposed program of study as part of the application process. For the M.A. or Ed.M. degree a comprehensive examination, essay, or special integrative project is required.

Contact the Admission Office (212) 678-3710 for a more detailed description of the program and procedures for applying.

Program Faculty

Program Courses

Conflict Resolution

Program Description

The Program in Conflict Resolution is a concentration of courses aimed at developing core competencies for reflective scholars/practitioners. It is offered both as a track in the Master of Arts and Doctoral programs in Social-Organizational Psychology and, in whole or in part, as a complement to the studies of students throughout the College. The courses are offered by the International Center for Cooperation and Conflict Resolution (ICCCR), whose mission is to help individuals, schools, communities, businesses and governments better understand the nature of conflict and how to achieve its constructive resolution.

Advanced Certificate in Cooperation and Conflict Resolution

Students interested in receiving an Advanced Certificate in Cooperation and Conflict Resolution must complete a sequence of six courses:

- ORLJ 5340 Adaptive negotiation & conflict resolution
- ORLJ 6040 Fundamentals of cooperation, conflict resolution and mediation in different institutional settings
- ORLJ 6350 Conflict Resolution: Advanced Methods for Identity and Intergroup Conflict
- ORLJ Elective An ICCCR-sponsored elective course; electives vary semester to semester
- ORLJ 5012 Organizational internship (in community mediation or an organizational setting)

For more information regarding graduate studies in cooperation and conflict resolution, visit our website: www.tc.edu/icccr. If you have questions, please contact the ICCCR office at (212) 678-3402, or email us: icccr@tc.edu.

Note: Students who take these courses on a non-credit basis will be awarded a Cooperation and Conflict Resolution Certificate of Completion.

Program Degrees

Expand the accordion(s) to view the degree requirements:

Program Faculty

Program Courses

TC Academy

Program Description

TC Academy offers non-credit programs that are designed to take both a practical and innovative approach to professional development and learning. We offer educational programs that leverage TC's world-renowned faculty and thought leadership in the College's four core areas of expertise: health, education, leadership, and psychology. Several online programs and courses are available allowing professionals to access Teachers College from around the world.

Program Degrees

Expand the accordion(s) to view the degree requirements:

Program Faculty

Program Courses

Education Policy Studies

Program Description

The breadth and depth of education policy studies at Teachers College is unmatched at any other school of education in the United States. Teachers College faculty who teach education policy courses include economists, lawyers, political scientists, psychologists, and sociologists as well as specialists in a wide range of interdisciplinary areas such as early childhood education, K-12 school reform, higher education policy, and law and education policy. Thus, policy courses and research at Teachers College are grounded in a full range of disciplinary and interdisciplinary perspectives.

Many education policy faculty members focus on the U.S., particularly the special challenges facing large cities, but we also have a very strong cadre with research and teaching interests in comparative and international education. Methodologically, we prepare students in quantitative, qualitative and mixed-methods approaches, and we encourage students to learn methods by doing original research of their own or through organized team projects. In addition to our emphasis on research and teaching, Teachers College policy faculty work closely with legislators, governors and other policy makers.

Program Degrees

Expand the accordion(s) to view the degree requirements:

Program Faculty

Program Courses

Family and Community Education

Program Description

Teachers College has long recognized that the family is a fundamental educational institution. Those concerned with education will benefit from considering how education proceeds within families and how families are linked with other educational institutions in the community: e.g., schools, daycare centers, healthcare and social service agencies, the media, libraries and museums, parks, and religious institutions.

Values, attitudes, norms, self-concepts, and expectations are formed, sustained, and modified in families as different generations teach and learn from each other through observation, participation, and instruction.

Families also mediate and thereby transform the influences of other educational institutions on their members. Since education takes place in a broad range of institutional and interpersonal settings, it is also important to understand how individuals engage in, move through, and combine these various educational experiences over a lifetime. Moreover, efforts to improve education often entail attempts to change families or their connections with other institutions. Thus, an understanding of families is significant for educational policy, practice, and research. Families are subject to numerous sources of change. The household composition, interpersonal relationships, and kin networks of the same family may change significantly from one stage of the life-cycle to another and in connection with geographic and social mobility. During periods of rapid demographic, economic, and technological change, it becomes especially important for educators to examine families and to consider such issues as how new forms of transportation and communication technology are modifying information processing in family settings.

Given the complex connections of families with other institutions in the community, the variety of forms of the family in modern societies, and the numerous teaching and learning activities that take place in family settings, insights from a wide range of scholarly disciplines can be utilized in attempting to understand and help shape the educational role of modern families. Teachers College has a distinguished tradition of study and research on families and communities as educators.

The Elbenwood Center for the Study of the Family as Educator (Professor Hope Jensen Leichter, Director), The Institute for Urban and Minority Education, The Rita Gold Early Childhood Center, the Center for Children and Families (Professors Sharon Lynn Kagan and Jeanne Brooks-Gunn, Co-Directors), and several departments within the College offer opportunities for study and research related to families. Additional opportunities for the interdisciplinary study of families and communities as educators can be arranged with advisors.

Students interested in including elective studies in Family and Community Education in their degree programs should talk with Professor Hope Jensen Leichter.

Other interested faculty members include:

- Professor Jeanne Brooks-Gunn
- Professor Sharon L. Kagan
- Professor Victoria J. Marsick
- Professor Hervé Varenne
- Professor Barbara Wallace

Program Degrees

Expand the accordion(s) to view the degree requirements:

Program Faculty

Program Courses

General Offerings

Program Description

Master's and Doctoral Candidates

IND 4000. Masters candidate (0)

This course is open to all degree students in programs who need to maintain registration but are not registering for any courses in a given semester. Students should review their status with an advisor prior to registration. Registration is limited to four terms. Fee: current Teachers College fee for the semester of registration.

IND 5000 Independent Research (0)

This course is open to all degree students who are engaging in non-credit independent research (e.g., working towards a dissertation proposal, dissertation manuscript, or other academic project) and need to maintain registration but are not registering for any regular courses in a given (summer) semester. This course requires a minimum of 18 hours per week of independent research outside of the formal setting. This course is offered for zero points, and does not carry the non-refundable College Fee. Retroactive registration is not permitted. This course can only be taken up to four times and may not be used in lieu of any degree requirements or to satisfy the College's continuous enrollment policy. Registration for this course must be completed by the Office of the Registrar with permission from the student's research advisor. This course does not provide full-time status for Federal Title IV Aid purposes. This course is offered in the summer term only.

IND 6000. Doctoral candidate (0)

This course is open to all degree students in doctoral programs who need to maintain registration but are not registering for any courses in a given semester. Students should review their status with an advisor prior to registration. Registration in this course does not satisfy a student's obligation for continuous doctoral dissertation registration. Registration is limited to six terms. Fee: current Teachers College fee for the semester of registration.

Program Degrees

Expand the accordion(s) to view the degree requirements:

Program Faculty

Program Courses

Law and Educational Institutions

Program Description

In schools and postsecondary institutions, public and private, legal considerations play a central role in questions of educational governance, finance, curriculum, instruction, admission, staffing, accountability, equality of opportunity, and school reform. It is therefore important for policy analysts, administrators, policy makers, advocates, teachers, and communities to understand law in its many forms – constitutional provisions, statutes, regulations, policies, court decisions, administrative regulations, and collective bargaining agreements, among others. There is also a growing need for effective collaboration between educators, lawyers, and researchers; such collaboration not only helps avoid costly and divisive litigation but provides a powerful tool that can be used to advance important educational objectives.

This is not a degree program, nor is it a certificate program. Coursework in education law mayn be taken in connection with degree programs in most Teachers College Departments. For course descriptions, please see course listing in the Department of Education Policy and Social Analysis.

EDPA 4086 Law and education: Regulation, religion, free speech, and safety (3)

EDPA 5016 Educational equality: The role of law (3)

EDPA 4033 Comprehensive Educational Opportunity (3)

EDPA 5880 School Law Institute (3)

Various topics courses, including Social Science, Education Policy, and the Courts (3)

Program Degrees

Expand the accordion(s) to view the degree requirements:

Program Faculty

Program Courses

Urban Education

Program Description

Through its various Departments and Academic Programs, Teachers College, located in the heart of one of the world's largest cities, has a wide range of opportunities for instruction, research, and service in the field of urban education. Individual programs of study may be arranged for students whose major interest is in the areas of teaching, bilingual education, counseling, administration, supervision, special education, research, teacher education, or other professional roles. Special attention is given to prospective teachers and other school personnel; to persons with leadership responsibility for educational planning and program development; and to individuals interested in research and experimentation.

Most Departments and Programs at Teachers College give special attention to students primarily concerned with education in the urban setting. In addition to courses which focus primarily on urban education, many courses do include attention to education in urban settings.

For study possibilities, students should contact the Program Director in which their professional interests lie. The Ed.D. degree program in Curriculum and Teaching offers an area of focus in Urban Education for those primarily concerned with instruction, whether in schools or in other educational environments.

Teachers College is also involved in educational program development and evaluation of urban programs. This research-service function is carried on with selected New York City schools and with other school systems in metropolitan areas.

Of particular interest in this regard is the Institute for Urban and Minority Education (IUME), which gives special emphasis to research, development, training and service programs designed to improve education in the nation's cities and for minority group members.

The Institute investigates a wide range of factors that influence educational success and failure. It provides technical assistance to schools; opportunities for students and faculty to engage in research and development activities; and, supervised and independent study jointly arranged between the Institute and appropriate academic departments.

For further information, address inquiries to the Department Chair of the area of specialization.

General offering

IND 4033. Problems and programs in urban education (2-3)

Knowledge, insights, and understandings emerging from theory, research, and practice, concerning urban education.

Program Degrees

Expand the accordion(s) to view the degree requirements:

Program Faculty

Program Courses

Teachers College
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About the Catalog

This catalog is an informational guide to Teachers College. The information is contains is subject to change and should not be considered a contract. Changes to the catalog are possible for a number of reasons, including changes in certification or licensing standards for certain programs of study, periodic review of academic programs, curricula and course offerings by Teachers College or Columbia University, and modifications of policies Through academic advising, every effort will be made to help students adapt to changes in the catalog. However, the final responsibility for meeting academic and graduation requirements rests with each student. Students are encouraged to consult frequently with their faculty or academic advisors and to remain in regular contact with their program in order to stay informed about possible changes in the catalog. Current versions of TC policies are available at www.tc.edu/policylibrary.

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Academic Calendar 2026 - 2027

Autumn Term 2026

April 27	Monday	Registration for Autumn Term 2026 for continuing students via web registration begins.
May 4	Monday	Registration for Autumn Term 2026 begins for new students.
September 2	Wednesday	Classes begin. Autumn Term.
September 7	Monday	Labor Day. College Holiday.
September 15	Tuesday	Last day to add and drop classes for the Autumn term.
September 18	Friday	Autumn semester payment due date for tuition, fees, and housing charges.
September 22	Tuesday	Last day to change points in variable-point courses.
September 28	Monday	Deadline for Teachers College to report the full-time enrollment status of international students F-1/J-1 to the federal government.
November 2	Monday	Deadline to apply for February 2027 Master's and Advanced Certificate graduation via the Student Portal
November 3	Tuesday	Election Day. College Holiday.

November 25	Wednesday	No Classes. Offices open.
November 26	Thursday	Thanksgiving Holidays.
November 27	Friday	Thanksgiving Holidays.
December 7	Monday	Registration for the Spring term for continuing students via web registration begins.
December 14	Monday	Registration for the Spring term for new students via web registration begins.
December 22	Tuesday	Autumn Term ends.
December 28	Monday	Final grades due for Autumn 2026 graduating students.
December 31	Thursday	Remaining final grades for Autumn 2026 due.

Spring Term 2027

December 7	Monday	Registration for the Spring term for continuing students via web registration begins.
December 14	Monday	Registration for the Spring term for new students via web registration begins.
January 4	Monday	Beginning of Winter Session classes - Spring start

January 4	Monday	Deadline to meet academic requirements for February 2027 Master's Degree or Advanced Certificate Graduation
January 18	Monday	Winter Session classes end.
January 18	Monday	Martin Luther King, Jr. Day Observed. College Holiday.
January 19	Tuesday	Spring 2027 classes begin
February 1	Monday	Last day to add and drop classes for the Spring term.
February 5	Friday	Spring semester payment due date for tuition, fees, and housing charges.
February 10	Wednesday	Award of February degrees and certificates. No ceremony.
February 12	Friday	Deadline for Teachers College to report the full-time enrollment status of international students F-1/ J-1 to the federal government.
March 15	Monday	First day of spring holidays.
March 21	Sunday	Last day of spring holidays.
May 10	Monday	End of Spring Term.
May 19	Wednesday	Conferring of degrees at Columbia University.

Summer Term 2027

April 26	Monday	Registration for Summer Term and Autumn Term for continuing students via web registration begins.
May 3	Monday	Registration for Summer Term and Autumn Term begins for new students.
May 20	Thursday	Session A courses begin.
May 31	Monday	Memorial Day Observed. College Holiday.
June 30	Wednesday	End of Summer Session A courses.
July 5	Monday	Independence Day observed. College Holiday.
July 6	Tuesday	Session B courses begin.
August 16	Monday	End of Summer Session B courses.

Applying to Teachers College

For complete information regarding admission to Teachers College, please refer to the Office of Admission website at tc.edu/admission.

About the Application Process

Teachers College is a graduate school of education, psychology, leadership, and health. To be eligible for admission to any/all programs, applicants must hold, or be in the process of obtaining, a baccalaureate degree from a nationally accredited institution as recognized by the U.S. Department of Education. International applicants must hold, or be in the process of obtaining, the equivalent of a 120-credit U.S. baccalaureate degree.

Teachers College admits students for Spring, Summer, and Fall entry. However, not all programs or degree levels are available for all entry terms. The application for degree admission opens each year in early September for the following Spring, Summer, and Fall entry terms. **Applicants may only have one active application at a time, and may only apply to one degree program per cycle.**

A complete list of available programs, degrees, and entry terms can be found at tc.edu/programs.

All admission decisions are final. The official notification of all admission decisions comes directly from the Office of Admission. Specific details regarding an applicant's admission decision are confidential and not shared with anyone external to the admission committee.

All application materials submitted to Teachers College in connection with the application for admission become the property of Teachers College and cannot be returned or forwarded to the applicant or another college, university, or place of business.

How to Apply

The Teachers College application, admission requirements and application instructions can be found at tc.edu/apply.

The complete Teachers College application consists of the application form and supplemental materials, which vary depending on the program and degree.

Application Deadlines

Only complete applications will be eligible for review. An application is considered complete when all required application materials are received by the Office of Admission by the designated, posted deadline.

Deadlines vary according to degree and program and are posted at tc.edu/admission/how-to-apply/application-deadlines/.

Please note: Applications for admission completed after the posted deadline(s) may be considered on a space-available basis, but review is not guaranteed.

Students with Disabilities

The Office of Access and Services for Individuals with Disabilities (OASID) ensures that programs and services at Teachers College are physically, programmatically, and attitudinally accessible to individuals with disabilities. Equal access is achieved through individualized responses addressing the needs of individuals with conditions including, but not limited to, vision, hearing, or mobility impairments; medical conditions; or learning disabilities that affect one or more academic activities. Students who seek accommodations should contact OASID directly. For more information, visit tc.edu/oasid.

Statement of Non-Discrimination

Teachers College ("TC" or the "College") is committed to providing a working, learning and living environment free from discrimination and harassment and to fostering a vibrant, nurturing community founded upon the fundamental dignity and worth of all of its members.

Consistent with this commitment, Teachers College does not discriminate on the basis of race, color, religion, creed, sex, gender, gender identity or expression, sexual orientation, national origin, age, marital or partnership status, citizenship or immigration status, military status, disability, pregnancy, genetic predisposition or carrier status, status as a victim of domestic violence, or any other legally protected status in the administration of its admissions policies, educational policies, employment, scholarship, loan, and other College-administered programs; treatment, or in access to College programs or activities.

Components of a Complete Degree Application

Degree-seeking applicants must submit all pieces of the application to be considered for admission.

Only complete applications will be reviewed. These required items are:

- **Completed and Signed Online Application Form**
- **$75 Non-Refundable Application Fee**
- **Statement of Purpose**
- **Résumé**
- **Academic Transcripts and Evaluations**: Applicants are required to submit up-to-date transcripts reflecting a complete academic history, including all undergraduate and graduate coursework they have completed. For current requirements regarding transcript submission, visit the Office of Admission website at tc.edu/apply. Applicants who have completed, or are completing, undergraduate and/or graduate degrees at institutions outside of the United States are required to submit an official course-by-course evaluation. Please see the "International Applicants" section for further detail.
- **Letters of Recommendation**: Applicants are required to submit at least two letters of recommendation. Some programs require a third recommendation or may include specific elements to address. For program-specific requirements, please visit tc.edu/programs and search for your program.
- **Standardized Tests**: Standardized tests are required by some, but not all, Teachers College degree programs. The testing center must report official scores directly to the Office of Admission by the application deadline. Expired scores will not be accepted. For tests administered by the Educational Testing Service (ETS), **the assigned institution code for Teachers College is 2905**. For more information, visit tc.edu/admission/how-to-apply/degree-programs.
- **English Proficiency Tests**: If an applicant's native language is not English and they have not received a baccalaureate (undergraduate) degree from an institution where English was the sole official language of instruction, they must submit official scores from an accepted English proficiency exam. We accept the Internet-based Test of English as a Foreign Language (TOEFL iBT), the International English Language Testing System (IELTS), and the Duolingo English Test (DET).
- If an applicant has not earned an undergraduate degree at an institution where English was the sole official language of instruction, but they have successfully completed a graduate degree at

a school that meets this criteria, they are **not required** to submit official results from an accepted English proficiency exam. If an applicant meets these conditions, in order to qualify for a TOEFL/IELTS/DET exam waiver, evidence of their conferred graduate degree must be displayed on the relevant academic transcript or course-by-course evaluation. Applicants who meet this criteria must reach out to the Office of Admission at admission@tc.columbia.edu to request an English Proficiency Exam waiver. For more information and score requirements, visit tc.edu/admission/how-to-apply/international-applicants.

- **Supplemental Application Requirements**: Some programs require additional application materials. For more information, visit tc.edu/programs.

International Applicants

International applicants must hold, or be in the process of obtaining, the equivalent of a 120-credit U.S. baccalaureate degree to be eligible for admission to Teachers College.

- **Course-by-Course Evaluations**: Applicants who have completed, or are completing, undergraduate and/or graduate degrees at institutions outside of the United States are required to submit a full course-by-course evaluation including verified transcripts for U.S. degree equivalency. It is the applicant's responsibility to provide the necessary paperwork and payment to an approved evaluation service (World Education Services (WES), Educational Credential Evaluators (ECE), or The Evaluation Company (TEC)), and to request that an official copy of the report be sent to the Teachers College Office of Admission. **The completed evaluation must be received by the admission deadline**. The determination of degree equivalency to U.S. degrees is at the discretion of Teachers College. For more information and a list of approved evaluation agencies, visit tc.edu/admission/how-to-apply/international-applicants.
- **Certified Translations**: For applicants who are not required to submit a course-by-course evaluation because they did not or will not complete degrees abroad, transcripts in languages other than English must be accompanied by certified English translations.
- **English Proficiency**: If an applicant's native language is not English and they have not received a baccalaureate (undergraduate) degree from an institution where English was the sole official language of instruction, they must submit official scores from an accepted English proficiency exam. Refer to the "English Proficiency Tests" section above for more information.
- **Visa Information:** Documents necessary to obtain a student visa (I-20 or DS-2019) should be sent to the Office of International Students and Scholars only after an applicant has been

officially admitted and deposited to Teachers College. Applicants should not submit bank statements or other proof of funds with application materials.

Non-Degree, Advanced Certificate, and Non-Credit Applications

Admission as a Non-Degree Student

Non-degree status is available to applicants holding a baccalaureate degree from a nationally accredited institution as recognized by the U.S. Department of Education. International applicants must hold the equivalent of a 120-credit U.S. baccalaureate degree. The non-degree application is available online at tc.edu/apply. The components of a non-degree application include:

- **Completed and Signed Online Application Form**
- **$75 Non-Refundable Application Fee**
- **Academic Transcripts and Evaluations**: Applicants are required to submit official transcripts reflecting a conferred baccalaureate (undergraduate) degree and all academic courses and grades. For current requirements regarding transcript submission, visit the Office of Admission website at tc.edu/apply. Applicants who have completed their undergraduate degree at an institution outside of the United States are required to submit an official course-by-course evaluation. Please see the "International Applicants" section for further detail.
- **English Proficiency Tests**: If an applicant's native language is not English and they have not received a baccalaureate (undergraduate) degree from an institution where English was the sole official language of instruction, they must submit official scores from an accepted English proficiency exam. We accept the Internet-based Test of English as a Foreign Language (TOEFL iBT), the International English Language Testing System (IELTS), and the Duolingo English Test (DET).
- If an applicant has not earned an undergraduate degree at an institution where English was the sole language of instruction, but they have successfully completed a graduate degree at a school that meets this requirement, they are **not required** to submit official results from an accepted English proficiency exam. If an applicant meets these conditions, in order to qualify for a TOEFL/IELTS/DET exam waiver, evidence of their conferred graduate degree must be displayed on the relevant academic transcript or course-by-course evaluation. Applicants who meet this criteria must reach out to the Office of Admission at admission@tc.columbia.edu to request an English proficiency exam waiver. For more information and score requirements, visit tc.edu/admission/how-to-apply/international-applicants .

- **Supplemental Application Requirements**: Some programs require additional application materials. For more information, visit tc.edu/programs.

A non-degree student may take up to 16 points as long as the academic standards of the College are met. Once the 16 point maximum is met, the non-degree student must either:

- Apply to and be admitted to a Teachers College degree program, or
- Obtain approval from the Registrar for continued registration under non-degree status.

Admission to non-degree status implies no commitment for admission to a degree, advanced certificate, or non-credit program. Should a non-degree student become a degree candidate, a maximum of 16 points (8 in the major field) taken in non-degree status may be applied toward a degree program, if approved by the program.

For more information about applying as a non-degree student, visit tc.edu/admission/how-to-apply/non-degree-programs/.

Admission as an Advanced Certificate Student

Advanced certificate status is available to applicants holding, or in the process of obtaining, a baccalaureate degree from a regionally accredited institution as recognized by the U.S. Department of Education. International applicants must hold, or be in the process of obtaining, the equivalent of a 120-credit U.S. baccalaureate degree. Some advanced certificate programs require coursework or degree completion beyond the baccalaureate degree; for specific information, visit tc.edu/programs.

The advanced certificate application is available online at tc.edu/apply. The components of an advanced certificate application include:

- **Completed and Signed Online Application Form**
- **$75 Non-Refundable Application Fee**
- **Statement of Purpose**
- **Résumé**
- **Academic Transcripts and Evaluations**: Applicants are required to submit up-to-date transcripts reflecting a complete academic history, including all undergraduate and graduate coursework they have completed. For current requirements regarding transcript submission, visit the Office of Admission website at tc.edu/apply.. Applicants who have completed, or are completing, undergraduate and/or graduate degrees at institutions outside of the United States are required to submit an official course-by-course evaluation. Please see the “International Applicants” section for further detail.

- **English Proficiency Tests**: If an applicant's native language is not English and they have not received a baccalaureate (undergraduate) degree from an institution where English was the sole official language of instruction, they must submit official scores from an accepted English proficiency exam. We accept the Internet-based Test of English as a Foreign Language (TOEFL iBT), the International English Language Testing System (IELTS), and the Duolingo English Test (DET).
- If an applicant has not earned an undergraduate degree at an institution where English was the sole language of instruction, but they have successfully completed a graduate degree at a school that meets this requirement, they are **not required** to submit official results from an accepted English proficiency exam. If an applicant meets these conditions, in order to qualify for a TOEFL/IELTS/DET exam waiver, evidence of their conferred graduate degree must be displayed on the relevant academic transcript or course-by-course evaluation. Applicants who meet this criteria must reach out to the Office of Admission at admission@tc.columbia.edu to request an English proficiency exam waiver. For more information and score requirements, visit tc.edu/admission/how-to-apply/international-applicants
- **Supplemental Application Requirements**: Some programs require additional application materials. For more information, visit tc.edu/programs.

Admission to an advanced certificate implies no commitment for admission to a degree, non-degree, or non-credit program.

For more information about applying as an advanced certificate student, visit tc.edu/admission/how-to-apply/advanced-certificate-programs/.

Admission as a Non-Credit Student

Refer to the TC Academy website at tc.edu/tcacademy for more information about non-credit options at Teachers College.

Admission to a non-credit program implies no commitment for admission to a degree, non-degree, or advanced certificate program.

Aid at Teachers College

Aid at Teachers College

You have a range of financial aid options that could make a Teachers College degree more affordable, including federal aid, institutional (or TC-specific) aid, and aid from external or private funding resources. For most types of aid, there are processes and schedules that you must follow if you wish to be considered for funding. Please be sure to adhere to all noted deadlines in order to maximize your eligibility.

Visit https://www.tc.columbia.edu/admission/financial-aid/aid-at-teachers-college/ for more information.

To Be Eligible for TC Aid

The Office of Financial Aid, along with Teachers College Faculty and, in some cases special Committees, support reviewing and determining your eligibility for a variety of aid programs at Teachers College.

1. If you would like to be eligible for financial aid from TC, then you **must** indicate your interest by checking the appropriate box in the Institutional Aid Application, which is embedded in the Application for Admission. Confirm that the TC financial aid checkbox is selected **before** you submit your application. If you select the financial aid checkbox, then you will be considered for several types of financial aid directly from TC.
2. Some academic programs at TC offer scholarships or grants for students who are affiliated with their program. These scholarships may require a separate application. If you are admitted to TC, then you may contact your financial aid liaison to learn about any program-based aid that you could apply for, and if a separate application is required.

In addition to aid from Teachers College, you may be eligible for federal or external forms of aid, as well as private funding resources. Many of these forms of aid can be combined, and in some cases, you may need to repay some aid in the future. We encourage you to explore all possible forms of funding to support your TC education.

Types of Aid

Institutional Aid

Your financial aid offer letter may include some funding directly from Teachers College, in addition to any federal financial aid for which you may be eligible. You could receive institutional aid in the form of different types of scholarships, grants, a fellowship or assistantship position, or other awards. Financial aid from TC is not based on your level of financial need. Any institutional aid that you receive from Teachers College is money that you will not need to repay in the future.

Important: If you want to be considered for financial aid from TC, then you must indicate this via a checkbox on the Institutional Aid Application, which is embedded in your Application for Admission. In addition, you may need to submit an additional application to qualify for some forms of financial aid.

Your financial aid liaison can help you understand if there are special requirements for certain types of aid that apply to your situation.

Please explore our website to learn important details about each category of Teachers College financial aid.

Institutional Scholarships

Teachers College offers a variety of scholarship awards to Master's and Doctoral students, recognizing the broad range of talents our students represent. With TC aid, we aim to support your learning and success at the College. However, funding is competitive and limited and not all students will receive awards.

To qualify for Teachers College scholarships, you will need to opt-in for financial aid consideration when you complete your Teachers College Application for Admission. To maximize your eligibility, you are encouraged to submit your admission application by the priority deadline. Go to the How to Apply for Institutional Aid page to learn more.

Funding for Doctoral Students

All newly admitted Doctoral students are automatically considered for the Doctoral Fellows program, TC's signature scholarship program for Doctoral students. Each year, a subset of new Doctoral students are selected from our applicant pool by our faculty for a limited set of Doctoral Fellow appointments. The Doctoral Fellows program provides a partial or full tuition scholarship and an apprenticeship allowance of $30,000 per year for up to three or four years of study. Apprenticeship training in the form of research, teaching, or other experience is required of most Doctoral Fellows.

Faculty make selections upon admission to academic programs and students will be notified if they have been selected by the Office of Financial Aid. Only students who have been appointed as Doctoral Fellows are notified.

Doctoral students are also eligible for a variety of other scholarships, assistantships, endowed and special funds as well as grant programs, which may be awarded to new or continuing students and vary in amount and renewability. Most other awards are granted directly by our academic programs to students. Please explore further institutional aid opportunities utilizing the menu to the right.

Funding for Master's Degree Students

All newly admitted Master's students are automatically considered for TC's Master's student scholarship programs. Scholarships for Master's students are granted for one or two years, and are applied directly to the cost of tuition. The Founders' and Teachers' Future Awards, described below, are administered through the Office of Financial Aid, and granted soon after students are admitted to their respective program. Students may also be selected for a variety of other scholarships, assistantships, endowed and special funds, which may be awarded to new or continuing students and vary in amount and renewability. Most other awards are granted directly by our academic programs to students. Other institutional aid opportunities can be explored using the menu to the right.

Founders' Award

You will be considered for the Founders' Award as a way to help support your first year of graduate study.

Scholarship Eligibility Criteria	Scholarship Length	Award Benefit
• Incoming first-year student at Teachers College • Not a full-time Teachers College or Columbia University employee	Your first academic year	Up to $18,500

Teachers' Future Award Scholarship

You may qualify for a Teachers' Future Award Scholarship to help cover the tuition costs for up to two years of graduate school at Teachers College.

Scholarship Eligibility Criteria	Scholarship Length	Award Benefit
• Master's Program with Teacher Certification • U.S. Citizen or permanent resident • Not a full-time Teachers College or Columbia University employee	Renewable up to two years if you meet academic standards	Up to $15,000 per academic year

Assistantships

Assistantships are paid positions that enable you to gain valuable research, teaching, or other work experience. An assistantship can help cover part of your graduate school cost while you build academic and professional skills. With an assistantship, you will receive a salaried or hourly wage and/or wages credits towards your tuition expenses in exchange for your work on research, teaching, or administrative projects.

Assistantships Basics

This section of our website includes details such as respective responsibilities, time commitments, and compensation for the types of assistantships available at Teachers College. Characteristics of your particular assistantship may vary, but most share the following in common.

- You may work up to 27 hours per week, combined, in all assistantship jobs.
- If your assistantship includes tuition credits as part of its compensation, then you will see that listed on your financial aid offer letter.
- You will receive regular paychecks according to the Teachers College payroll schedule.
- If your assistantship includes tuition credits and those credits are not needed, the funds cannot be converted to or added to your salary.
- The salary/wages you earn in an assistantship position is taxable income that you will report on your taxes, unless otherwise specified.

More information can be found at https://www.tc.columbia.edu/admission/financial-aid/aid-at-teachers-college/institutional-aid/assistantships/

Endowed & Special Scholarships from Teachers College

You may qualify for endowed funds or other special scholarships from Teachers College if you meet specific criteria related to your academic program or interests. In most cases, our academic departments and programs independently manage their endowed or special scholarship funds. Speak with your program director or advisor about your eligibility and their process for awarding department/program funds.

Endowed & Special Scholarships Administered by the Office of Financial Aid

The endowed and special scholarships that appear below are administered either directly by the Office of Financial Aid or another office as specified. Most require special application procedures, so pay careful attention to the instructions to ensure you are appropriately considered.

The application(s) for these endowed scholarships are made available through the Office of Financial Aid in January of the current academic year for selection and awarding for the following academic year. You will receive an independent email from the Office of Financial Aid with information about the relevant application processes. Applications are typically due in February, and students are notified of awards by mid-March.

More information can be found at https://www.tc.columbia.edu/admission/financial-aid/aid-at-teachers-college/institutional-aid/endowed--special-scholarships/

Teachers College Grants & Other Awards

Some Teachers College grants require you to submit a separate application. These grants are funded by Teachers College as an institution to support our own students, faculty, and academic programs for specific projects or endeavors. More information about these awards can be found at https://www.tc.columbia.edu/admission/financial-aid/aid-at-teachers-college/institutional-aid/grants--other-awards/

Apply for Financial Aid at Teachers College

We encourage all students to apply for financial aid. The process does not have to be time-consuming for you, and you could receive funding that lowers your cost of attendance at Teachers College. Your final cost after financial aid could make your graduate school goals more affordable.

Applying for Institutional Aid

Both domestic and international students can apply for scholarship aid from Teachers College. When you complete your Teachers College admission application, be sure to opt-in for financial aid when answering the question in the application about whether you want to be considered for scholarships.

You may qualify for aid in different forms including scholarships, grants, assistantships, and other awards. Learn more about applying for institutional aid.

Your Next Steps in the Process

We want you to know how to interpret your Teachers College financial aid offer letter and options for paying your bill. Learn more about how to review your offer letter and bill from Teachers College.

If you want to make more detailed plans about your graduate school finances, we encourage you to explore our resources for budgeting and financial wellness at Teachers College.

Federal Aid

If you are a U.S. citizen or eligible non-citizen, then you can use federal aid to help pay for graduate school at Teachers College. If you are not a U.S. citizen or eligible non-citizen, we encourage you to review financial aid options for international students.

As a Teachers College student, you could see a combination of funding sources in your financial aid offer letter. If you receive federal grants and loans, our Office of Financial Aid will manage the process of receiving the funds and ensuring that they are applied to your TC bill. **Note:** If you are a domestic student who isn't eligible for federal aid, you may be eligible for institutional aid from Teachers College, as well as earnings from working a campus job as a graduate assistant.

Eligibility

To be eligible for federal financial aid, applicants must meet each of the following criteria:

- Be a U.S. Citizen or Eligible Non-Citizen
- Be enrolled in at least five (5) credits/points per semester in a degree program
- Be making Satisfactory Academic Progress toward their degree
- Not have been convicted of any offense under federal or state law involving the possession or sale of a controlled substance
- Be registered with the Selective Service System, if they are male
- Not be in default on a loan or owe a payment of federal funds

All applicants are encouraged to file a FAFSA, regardless of eligibility for Federal Aid. Students can find and file the FAFSA online at www.fafsa.ed.gov. The Teachers College institutional code is **G03979**.

More information on federal aid can be found at https://www.tc.columbia.edu/admission/financial-aid/aid-at-teachers-college/federal-aid/

Private Loans

Our staff builds your financial aid offer with as much aid as possible, but there may still be a gap between what you can afford and what it will cost you to attend. If this is your situation, private loans may be an option.

Private loans operate differently than federal student loans and have their own advantages and disadvantages. Many private lenders do not offer flexible repayment terms, and they may have higher interest rates and fees. It is your responsibility to understand all of the details if you take out a private loan.

More information can be found at https://www.tc.columbia.edu/admission/financial-aid/aid-at-teachers-college/private-loans/.

Registration Procedures

Advising and Special Permission Courses

It is the responsibility of each student to obtain advising and approval for their course selections from their academic advisor prior to registering. Registering for classes that your advisor has not approved can seriously compromise your ability to fulfill degree requirements and may have unintended financial consequences. Students must also obtain permission from the course instructor for any course listed in the Schedule of Classes as requiring instructor approval.

Override forms for waivers of prerequisites, corequisites, major restriction, degree restriction, or closed classes must be authorized in writing and recorded by the Registrar's Office. The Special Permission/Override form is downloadable from this web site and available in the Registrar's Office.

Approval for all Special Permission courses must be recorded by the department or the Registrar. Please allow 24 hours once the course approval has been obtained for the department to complete the data entry before registering for a class which requires special permission.

All approvals/overrides must be recorded before you can register. **Please note: Students are responsible for registering for courses after the Special Permission Form has been submitted.** Submitting the form to the Office of the Registrar does not automatically register you for the course. Once you submit the form, you should go to the myTC Portal to register. Alternatively, you can register in person in the Registrar's Office.

Auditing

Students currently enrolled for 15 or more points may audit one or two courses in Teachers College without fee. Applications for auditing privileges are obtainable from the Office of the Registrar during the change-of-program period. Courses with limited enrollment, laboratory courses, elementary language courses, seminars, and continuing education workshops will not be open to auditors. Audited courses will not appear on the transcript and may not later be applied for credit.

Certified doctoral candidates may audit Teachers College courses which enhance their professional interests. Such courses will not appear on the transcript or fulfill any academic requirement. An eligible doctoral candidate, upon presentation of the certified doctoral candidate card, may obtain an application to audit from the Office of the Registrar, secure written approval of the course instructor, and return the approval form to the Office of the Registrar during the change-of-program period. An auditing permit will be issued.

Changes in Grading Options

The following changes in grading options may be made in the Office of the Registrar by the deadlines indicated below.

Pass-Fail or Letter Grading Option: Selection of either grading option in courses that offer this choice must be made by the third class session. The Change In Grade Mode Form must be submitted to the Office of the Registrar.

Attendance ("R") Grade Option: Declaration of this option must be made before two-thirds of the class sessions have met. Contact the Office of the Registrar at registrar@tc.columbia.edu for more information.

Doctoral Pass ("DP") Grade Option: This grade option is available only to certified Doctoral Candidates in terms subsequent to the term in which the student has been certified by the appropriate doctoral committee. Declaration of this option must be made before to two-thirds of the classes have met. The application form is available in the Registrar's Office.

Changes of Registration

Except as noted below, students may initiate changes of registration by the following means:

- Online at myTC
- Via e-mail to registrar@tc.edu (Please send from your TC e-mail account).
- Via fax at (212) 678-3005. If using fax, please make certain to explain your request as completely as possible and to include course numbers, section numbers, CRN's, your full name and student ID number, your contact phone/e-mail, your signature, and the date.
- (For less time-sensitive requests), via U.S. mail to Office of the Registrar, 525 W. 120th St. Box 311, New York, NY 10027. If sending requests via mail, make certain to include the same information as listed above for faxed requests.

Note that full processing of any registration change hinges upon the student's ability to initiate the transaction according to the relevant deadline. For a listing of the registration deadlines mentioned below, please see the applicable term's Registration Information bulletin on the Registration Tools menu of this web page.

Adding Courses: Students may continue to register for courses through published change of program dates. Late registrations are not permitted after the semester's add/drop deadline without special approval from the Registrar and payment of a $100 late fee. Please be aware that neither attendance in a class nor willingness to pay the late fee will entitle a student to register after the term's deadline. After the change of program period, students will only be able to add workshops starting later in the semester, prior to that course's first session.

Dropping Courses: Students may drop courses and receive full tuition credit by the published change of program deadlines. In any given term, the deadline to drop a course for a full tuition credit is also the last day to add a course. Courses with special dates must be dropped before the course begins to receive full tuition credit. There is no

reduction of tuition for special date classes once the course begins or for fee-based courses in art, music, and dance after the close of the change of program period. You may obtain a list of fee-based courses in the Office of the Registrar.

Changes of Points: Students may add or drop points in variable point courses through published deadlines. In most cases, students will be able to use any of the methods listed above to request point changes. However, if the deadline for changing points has not passed and a student is not able to make the change online, s/he should fax in the point change request and/or e-mail the Registrar (registrar@tc.edu) for more information.

Withdrawal: After the deadline passes for adding or dropping courses, students may only withdraw from courses. These courses will remain on the student's academic record with a grade of "WD."

Enrollment Verification

Enrollment Verification: Students who need to have their enrollment verified to an outside organization may fill out a request for enrollment verification. Please allow approximately five (5) business days for processing of these requests.

Enrollment Status: Enrollment status certification is based upon the number of semester points for which a student is registered per term. "Full-time'' status is accorded to students registered for nine (9) or more semester points per term. Students enrolled for fewer than nine (9) semester points (zero (0) - eight (8)) are considered "part-time.'' "Half-time'' status is based on enrollment of five (5) - eight (8) semester points per term. Students registered for fewer than five (5) semester points are accorded "less-than-half-time status.'' During the Summer Term, enrollment status is determined by the cumulative number of semester points in both Session A and B. For "full-time'' status, students must register for a combined load of at least nine (9) semester points, with no more than nine (9) semester points in one summer session.

No student will be certified for full-time or part-time status unless he or she is enrolled for that term in some form. Doctoral students may check with the Office of Doctoral Studies regarding personal exemption or waivers. Students cannot be certified for future dates of attendance.

Veterans Benefits: Students eligible to receive education benefits from the Department of Veterans Affairs must file a Veterans Benefits Enrollment Verification request each term. Enrollment will not be verified to the DVA until the student has completed registration for the term.

Holds

Holds may be placed on your record which can block your registration. All holds must be removed by the originating office before you will be able to register. You may check if you have any holds on the myTC Portal.

Maximum Point Hold

Teachers College is on a semester hour system. The number of points, or credits, that a course carries per semester is listed by each course on the course schedule. Students may take no more than nine (9) points during a summer session and no more than a total of 16 points for the entire summer term. During the Autumn or Spring term, students may take no more than 18 points. Students who hold full-time positions are discouraged from enrolling for more than eight (8) credits each Autumn and Spring term.

Special-Date Courses

Students may continue to register for workshops and special-dates classes starting later in the term; however, registration and payment must be completed prior to the start of the workshop or special-dates class . For credit registration, students may register either by the myTC Portal or by registering in-person in the Office of the Registrar. Credit workshops are listed on the Schedule of Classes.

Students will not be permitted to change from credit registration to non-credit, or from non-credit to credit after the course or workshop has begun.

Withdrawal From Workshops and Special-Dates Classes: Students must withdraw from a workshop or special-date class prior to the beginning of the workshop or class. No tuition rebates will be granted for a workshop or special-date class once it has begun.

Student Contact Information

Name: Students may change the name on their permanent records by filling out the Name Change Form and returning it to the Registrar's Office. You may drop off the form (with appropriate documentation) in person or scan the form and e-mail it to registrar@tc.edu. Please note: if a student has not been active since Summer 1989 or earlier, his/her name cannot be officially changed, as the records have been microfilmed.

Address: You should update your address in TC's records promptly each time your address changes. The fastest, most convenient way to update your address is through the myTC Portal. Click here for instructions on updating your address online. Alternatively, a Change of Information form is also available online for download or in the Registrar's Office (528 West 121st St., Room 324). If you download the form, you can mail or fax (212-678-3005) it to the Office of the Registrar. If you must use the paper form, please be aware that processing may take several business days, especially during peak registration times.

Emergency Contacts: We recommend that you review and update your emergency contacts in myTC as often as needed.

Email: All official Teachers College correspondence sent via email will be sent to a student's official delegated TC email account. Teachers College expects every student to receive email at his or her Teachers College email address and to read email frequently and consistently. A student's failure to receive and read College communications in a timely manner does not absolve that student from knowing and complying with the content of such communications. Students may redirect (auto-forward) email sent to their Teachers College email address

to another email address, unless they are also employees of the College and have access to confidential College information. However, students who redirect email from their official College email address to another address do so at their own risk. If email is lost as a result of forwarding, it does not absolve the student from the responsibilities associated with communications sent to their official College email address.

Registration Instructions

Please read the Registration Instructions for step by step instructions on how to register.

Tuition, Fees & Cost of Attendance

Graduate school is a significant investment, and understanding your educational costs is an important part of the financial planning process. At Teachers College, your **Cost of Attendance (COA)** represents the estimated total cost of completing your education for a specific academic year.

Your COA includes both **direct costs** that are billed by the College and **indirect costs** that you may incur while attending school. Direct costs may include: tuition, mandatory fees, health service fees, and student health insurance. Indirect costs may include: housing and food, books and supplies, transportation, and personal expenses.

Important: Your actual cost of attendance will be unique to your individual circumstances and may vary based on your program, enrollment level, housing arrangements, and financial aid eligibility. If you have questions about your estimated cost of attendance, we encourage you to contact the Office of Financial Aid.

Tuition at Teachers College

Teachers College charges tuition on a **per-credit basis**. Most students, regardless of residency, pay the same tuition rate.

Unlike many public institutions, Teachers College **does not differentiate between in-state and out-of-state tuition rates**. However, a limited number of specialized cohort programs may follow different tuition structures.

Your total tuition charges will depend on:

- The number of credits you enroll in each semester
- The number of semesters required to complete your degree
- Whether your program uses a standard or specialized tuition model

Most courses at Teachers College are **three credits**.

Students who prefer to spread out their educational expenses may be eligible to participate in a **deferred payment plan** through the Office of the Bursar.

Annual Tuition Rates

Academic Year	Tuition Rate	Mandatory College Fee
2026-2027 (estimated)	$2,216 per credit	$538 per semester

Enrollment Status

Your enrollment status is determined by the number of credits for which you register during a semester.

Enrollment Status	Credits per Semester
Full-time	9 or more credits
Three-quarter time	7 to 8.5 credits
Half-time	5 to 6.5 credits
Less than half-time*	Fewer than 5 credits

*Students enrolled less than half-time are generally **not eligible for federal financial aid**.

Standard Tuition and Fee Estimates

The following estimates are intended to help students understand typical tuition and mandatory charges for standard academic programs.

Please note that all costs are estimates and may be subject to change.

2026-2027 Academic Year (Estimated)

Fall 2026 Tuition and Fees

Enrollment	Tuition	College Fee	Columbia Health Service Fee	Columbia Health Insurance	Estimated Total
5 credits	$11,080	$538	$228	$2,761	$14,607
7 credits	$15,512	$538	$228	$2,761	$19,039
9 credits	$19,944	$538	$759	$2,761	$24,002

*Coverage is valid from **August 15 through December 31**.

Spring 2027 Tuition and Fees

Enrollment	Tuition	College Fee	Columbia Health Service Fee	Columbia Health Insurance	Estimated Total
5 credits	$11,080	$538	$228	$4,487	$16,333
7 credits	$15,512	$538	$228	$4,487	$20,765
9 credits	$19,944	$538	$759	$4,487	$25,728

*Coverage is valid from **January 1 through August 14**.

Summer 2027 Tuition and Fees

Enrollment	Tuition	College Fee	Estimated Total
5 credits	$11,080	$538	$11,618
7 credits	$15,512	$538	$16,050
9 credits	$19,944	$538	$20,482

Health Fees and Student Health Insurance

Health-related charges are determined separately from tuition and may vary based on your enrollment status, residency, and insurance requirements.

For additional information, please review:

- Columbia Health Fee information
- Columbia Student Health Insurance information

Need Help Estimated Your Cost?

The cost of graduate school extends beyond tuition alone. We encourage you to review your expected expenses carefully and develop a financial plan before enrolling.

If you have questions about your tuition charges, enrollment status, or cost of attendance, please contact the Office of Financial Aid for assistance.

Degree Requirements

General Requirements

The minimum requirements for degrees as established by the College and University are given below. Students must consult the appropriate departmental brochures for specific program requirements governing each degree. Students may not be enrolled concurrently in two different institutions; students may not be in two different degree programs or areas of specializations at Teachers College or Columbia University.

General Residence

For each degree, a candidate must register for and earn a minimum of thirty semester hours of acceptable graduate credits. The candidate must register for course work through Teachers College and remain matriculated in each degree program for at least two academic terms. Living on campus is not required. Students electing to earn more than one degree must consult the Registrar about general residence including minimum point requirements for multiple degrees. Following is a chart of minimum residency requirements for several multiple degree requirements. In addition to satisfying residency requirements, a student must meet all degree requirements for each degree as outlined in the Degree Requirements section of the catalog and all degree requirements as outlined by the department.

	Minimum Points	Minimum TC Credit	Maximum Transfer Credit
Two Degrees at Teachers College			
M.A./M.S. and M.A./M.S.	60*	60*	0
M.A./M.S. and Ed.M.	60	45	15
Ed.M. and Ed.M.	90	60	30
M.A./M.S. and Ph.D.	75	45	30
M.A./M.S. and Ed.D.	90	45	45
Ed.M. and Ph.D.	75	45	30
Ed.M. and Ed.D.	90	45	45
Three Degrees at Teachers College			

M.A./M.S., M.A./M.S., and Ed.M.	90	75	15
M.A./M.S., Ed.M., and Ed.M.	90	90	0
M.A./M.S., M.A./M.S., and Ed.D.	90	75	15
M.A./M.S., M.A./M.S., and Ph.D.	75	75	0
M.A./M.S., Ed.M. and Ph.D.	75	60	15
M.A./M.S., Ed.M. and Ed.D.	90	60	30
Ed.M., Ed.M., and Ed.D.	90	90	0
Four Degrees at Teachers College			
M.A./M.S., M.A./M.S., Ed.M., and Ed.D./ Ph.D.	120	120	0
M.A./M.S., Ed.M., Ed.M., and Ed.D./or Ph.D.	120	120	0

* Plus an essay or 32 points without an essay for each degree.

Note: If you received a Professional Diploma from Teachers College, please check with the Registrar for minimum requirements.

Period of Candidacy (Master's Degrees)

Candidates must be formally admitted to a degree program by the Office of Admission. The period of candidacy for the degrees of Master of Arts, Master of Arts in Teaching, Master of Science, and Master of Education is limited to five years. Every candidate for the Master of Arts, Master of Arts in Teaching, 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. A candidate may petition the Registrar for an extension of time for adequate reasons if the student has been in attendance in the degree program within the last five years. In such cases, an extension must be recommended by the major advisor and approved by the Registrar. Upon approval, all current degree requirements including the departmental integrative project and at least 16 points to satisfy the recency requirement must be completed. Petitions for extension may be obtained through the Office of the Registrar. If a student has not been in attendance within the last 5 years and wishes to pursue the completion of the degree, the student must reapply for admission and be accepted into the degree program. Applications for re-admission may be obtained from the Office of Admission. Applications for re-admission follow the same processes and standards as those for initial admission. If a student is subsequently readmitted to a Master's degree program with a period of candidacy after

the expiration of the initial five-year period of candidacy, all current degree requirements including the departmental integrative project and at least 16 points to meet recency requirements must be completed.

Academic Performance

The faculty of the College requires that all students maintain acceptable grades. Some departments specify an overall minimum grade average (see specific department statements). Any department judging a student to be performing below expectations is authorized by the Faculty to require additional course work as a means to evaluate the student's continuance within the degree program or at the College. If satisfactory progress is not maintained a student may be dismissed from the program. In addition, a student at the doctoral level whose academic performance in course work and in other requirements is seriously below the level required for successfully completion of a degree may be denied permission for continued enrollment at the College on the initiative of the Department. Such a decision cannot be made by an individual professor but must be made by the department in which the student is enrolled. There is no formal appeal from such a decision, but the service of the Ombudsperson may be requested by the student.

Any student receiving grades of C- or lower in three or more courses will be dismissed from the College. The full academic standards for students policy can be found in the Policy Library, here.

Application for Master's Degree or Certificate Award

Candidates for the award of the degree of Master of Arts, Master of Arts in Teaching, Master of Science, Master of Education, or a certificate must file an application (obtained from and returned to the Registrar, in accordance with dates listed in the Academic Calendar). All courses, except those of current enrollment, must be completed at the time of application. If the degree or certificate is not then earned, a Renewal-of-Application is to be filed for reconsideration of the award. (See Academic Calendar for dates). An application for award terminates at the next time for degree conferral but may be renewed upon filing a Renewal-of-Application with the $15 renewal fee in accordance with the dates listed in the Academic Calendar. Degree applications are kept on file for a period of three years from the date of the original degree application.

Graduation

All degrees and certificates are awarded in September, February, and May. Degrees are conferred by the President of the University at the annual Commencement in May.

Master of Arts Point Requirement

The Master of Arts degree is granted upon the satisfactory completion of no less than 30 points and a formal essay; or 32 points and an acceptable departmental integrative project; or 32 points and successful completion of a departmental comprehensive examination. At least 20 points must be earned in Teachers College courses. The remaining course work, through Teachers College

registration, may be completed in Teachers College or other graduate divisions of the University, but no more than 12 points of graduate credit from other faculties of the University will be credited toward the minimum point requirement. Graduate level courses in the University are numbered from 4000 and above. A candidate for a second Master's degree must be readmitted to candidacy by the Office of Admission. Courses and the integrative project, comprehensive examination, or essay offered for the first Master's degree may not be applied toward the second. The same minimum point requirements stated above apply and must include at least six points of Teachers College courses outside the Teachers College major program.

Program of Study

The program for the Master of Arts must include: a minimum of 12 points in the major field courses, the exact requirement to be determined in consultation with the major advisor. In order to broaden the student's background in education, six points of Teachers College courses outside the Teachers College major program must be completed as well as a formal essay, comprehensive examination, or an integrative project. No transfer credit is granted for work completed at other universities to satisfy the minimum point requirement. Electives are chosen in consultation with the major advisor.

Essay

Students opting for the preparation of a formal essay should check with the Office of the Registrar for instructions. The formal essay must demonstrate the ability of the student to select, organize, and present the results of professional investigation in the major field. The essay may consist of a body of work in a studio or performance area, demonstrating the design, preparation, and presentation of professional works appropriate to the major field. Documentation of such works may include media such as photographs, color slides, TV tapes, film, recordings, or an approved computer software program. An outline of the subject of the essay must be approved by the major advisor and forwarded to the Registrar prior to or accompanying the application for the degree. The original copy of the formal essay is to be submitted to the Registrar no later than the dates indicated in the Academic Calendar. The approved essay is submitted to the College library for retention; the departmental integrative project is maintained in the major department.

Master of Science

The Master of Science degree is granted upon the satisfactory completion of a minimum of 30 points and a formal essay; or 32 points plus a departmental integrative special project; or 32 points and successful completion of a departmental comprehensive examination. At least 20 points must be earned in Teachers College courses and must include at least six points of Teachers College courses outside the Teachers College major program. The remaining course work may be completed, under Teachers College registration, in Teachers College or in other graduate departments of the University. Graduate level courses in the University are numbered from 4000 and above.

Program of Study

The program for the Master of Science degree must include at least 20 points in science courses and related technical fields. In order to broaden the student's background in education, a minimum of six points of Teachers College courses outside the Teachers College major department must be completed as well as a formal essay, comprehensive examination, or a departmental integrative special project. No transfer credit is granted for work completed at other universities to satisfy the minimum point requirement. Electives are chosen in consultation with the major advisor.

Essay

Please refer to this requirement under the Master of Arts degree section.

Master of Education

The Master of Education degree is awarded upon satisfactory completion of a minimum of 60 points of graduate work. This is a two-year program. Thirty points must be completed under the auspices of Teachers College, including 18 points in Teachers College courses. A maximum of 30 points of graduate credit may be transferred from other recognized institutions. Candidates who have completed a Master of Arts or Master of Science degree through Teachers College must offer a minimum of 45 points of the required 60 points under Teachers College registration. Candidates admitted to the Ed.M. program are required to complete a minimum of six points of Teachers College graduate coursework outside the major program. Equivalent courses for which transfer credit has been granted may be substituted for Teachers College courses upon written petition to the Registrar. Additionally, a formal essay, a departmental comprehensive examination, or a special departmental integrative project is required. Consult departmental advisory statements for additional requirements.

Doctor of Education/Doctor of Philosophy

Teachers College offers programs of study leading to the Doctor of Education and Doctor of Philosophy degrees. The requirements differ in accordance with the nature of the degree as described below. The Office of Doctoral Studies provides general information, administrative advice, and service to doctoral students and assists the doctoral committees in their supervision of the work of candidates for both degrees. Requirements outlined below are described in further detail in the bulletins Requirements for the Degree of Doctor of Education, Requirements for the Degree of Doctor of Education in College Teaching of an Academic Subject, and Requirements for the Degree of Doctor of Philosophy. A prospective student should obtain the appropriate bulletin from the Office of Doctoral Studies. Each student is responsible for fulfilling the stated requirements. Doctoral programs are offered in many but not in all areas of specialization in Teachers College. Therefore, a prospective doctoral student should consult a faculty advisor, either through conference or correspondence, concerning programs offered, the degree most appropriate for specific goals, any departmental

requirements for admission and programs of study, and application deadlines. Direct inquiries concerning admission to the Office of Admission of Teachers College and indicate the degree and field of interest in order to receive appropriate information and application forms.

Doctor of Education

The degree of Doctor of Education emphasizes broad preparation for advanced professional responsibilities through a program based upon extensive study in a specialized branch of the field of education or in an area of instruction.

The minimum requirements for this degree are: satisfactory completion of a planned program of a minimum of 75 points of graduate course work beyond the Bachelor's degree (at least 45 points of which must be taken through

Teachers College registration); submission of a statement of total program indicating periods of intensive study subsequent to the first year of graduate study which accompanies the program plan of study; satisfactory performance on a departmental Certification Examination; and the preparation and defense of a dissertation. Some fields of study have additional requirements; consult departmental advisory statements. Special programs leading to the degree of Doctor of Education for persons preparing for college teaching of an academic subject are offered in several departments. The programs emphasize broad preparation in the candidate's major field, specialized competence in a limited area within that field, and an understanding of the broader problems of education, especially at the college level. The minimum requirements are: satisfactory completion of a planned program of a minimum of 75 points of graduate course work beyond the Bachelor's degree; submission of a program plan of study; satisfactory performance on a departmental Certification Examination; and the preparation and defense of a dissertation. The point requirement beyond certification is the same for the program as described in the above paragraph. Some fields of specialization have additional requirements such as an examination in one foreign language or in mathematical statistics; consult departmental advisory statements.

Continuous Registration Requirement for the Ed.D. Degree

Students are required to be in continuous enrollment for a minimum of 3 points of Teachers College course credit, or for the dissertation advisement course, in each fall and spring term, starting with the term following departmental recommendation or following the term in which the dissertation proposal was approved in a departmental hearing, whichever comes first, and continuing until all requirements for the degree are met. (See Ed.D. Requirements Bulletin for policy on the dissertation advisement course). The obligation to register continuously ends after the dissertation has received final approval.

Doctor of Philosophy

The degree of Doctor of Philosophy emphasizes research and intensive specialization in a field of scholarship. Under an agreement with Columbia University, Teachers College offers programs leading to the Ph.D. degree in designated fields in which the Graduate School of Arts and Sciences of the

University does not offer programs, namely in education, including education in the substantive disciplines and certain applied areas of psychology. The minimum requirements for the degree are: satisfactory completion of a planned program of 75 graduate points beyond the Baccalaureate; submission of a program plan of study; satisfactory performance on foreign language examinations and on a departmental Certification Examination; and preparation and defense of a research dissertation. Some fields of specialization have additional requirements; consult departmental program statements. Relevant courses completed in other recognized graduate schools to a maximum of 30 points, or 45 points if completed in another Faculty of Columbia University, may be accepted toward the minimum point requirement for the degree. Each degree candidate must satisfy departmental requirements for the award of the M.Phil. degree prior to continuance in the Ph.D. program. These degree requirements are specified in the Requirements for the Degree of Doctor of Philosophy Bulletin, obtainable from the Office of Doctoral Studies. A Ph.D. candidate must complete all requirements for the degree in not more than seven years. The time limit is six years for those who have received an applicable Master's degree or 30 points of advanced standing. All candidates are required to register in residence in the Graduate School of Arts and Sciences through Teachers College and to pay a fee in the term in which the dissertation is defended.

Continuous Registration for Dissertation Advisement: Ph.D. Degree

Each Ph.D. student must register continuously for the course in doctoral dissertation advisement offered by the department following enrollment in the department's designated dissertation seminar course(s) or following the term in which the dissertation proposal was approved, whichever comes first, and continuing until all requirements for the degree are met. (See Ph.D. Requirements Bulletin for policy on the dissertation advisement course.) Continuous registration for doctoral advisement is required each autumn and spring term, whether or not the student is in attendance, and in the summer term when special permission has been granted to schedule an oral examination on the dissertation. Registration for TI 8900 Dissertation Defense: Ph.D. is required for the term in which the oral defense is held. See Fees and General Offerings sections for further details. The obligation to register for dissertation advisement ends after the dissertation has received final approval.

Postdoctoral Study

The facilities of Teachers College may be made available to persons holding the doctoral degree from approved institutions who desire to spend a period in advanced research or study. Application for admission to postdoctoral study for transcript credit should be made to the Office of Admission. Persons who do not wish transcript credit may apply for Visiting Scholar status. Refer to the Visiting Scholar section in the Policies and Procedures section of this bulletin for more information.

Residential Services At Teachers College

The Office of Residential Services extends a warm welcome to you as you consider joining our residential community.

The Office of Residential Services at Teachers College, Columbia University, complements the institutional mission of the College by striving to provide housing that is convenient, clean, and safe for campus residents, their families, and guests. The department is committed to creating a stimulating, inclusive, and caring environment that supports the out-of-classroom experience and enhances intellectual, personal, and professional development. We collaborate with other campus departments to meet the unique needs of our graduate student population and provide uncompromising quality, innovation, and continuous improvement in a multicultural community.

Teachers College has approximately 615 spaces available for single students and 55 apartments for students with families. Bancroft, Grant, Sarasota, and Whittier Halls are historic buildings similar to other early 1900's New York City apartment-style buildings. New Residence Hall opened in the fall 2004 semester.

Location:

1230 Amsterdam Avenue, Whittier 1B (between 120th and 121st Streets)

Mailing Address:

Office of Residential Services, 525 West 120th Street, Box 312, New York, NY 10027

Phone:

(212) 678-3235

Email:

housing@tc.columbia.edu

Website:

tc.edu/housing

Eligibility for Housing

In order to be eligible to live in student housing, students must be enrolled in a degree program at Teachers College and registered for 1 credit or full-time equivalent during the fall and spring semesters. To maintain eligibility to renew the housing contract past mid-May, residents must be enrolled and registered for a minimum of 12 credits or equivalent during the term of their contract (6 credits if contract starts in the Spring).

Housing Contracts extend for one calendar year, beginning with the summer term. Any resident who renews their contract is not required to register for summer sessions and may remain in the residence hall, but must re-enroll for the upcoming fall semester and live in Teachers College housing for the upcoming fall semester.

Full-time employees of Teachers College are not eligible for on-campus housing. Residents who become Teachers College full-time employees are not eligible for Teachers College housing, and will be required to vacate Teachers College housing at the end of the current contract period.

A Resident may remain in housing for a maximum of 6 years (72 months) during their entire enrollment at Teachers College.

When to Apply for Housing

Housing offers are based on availability of units, geographic priority, and date of receipt of application. Applicants outside a 30-aerial-mile radius of the Teachers College campus have the highest priority for housing. To complete an application you should visit our website at www.tc.edu/housing/apply and complete our housing application.

An application for housing can be submitted as soon as a Teachers College applicant is admitted. It is recommended to apply as early as possible. Housing applications will only be considered active once the enrollment deposit has been paid. Unfortunately, given the limited number of spaces available, we may be unable to accommodate all requests for housing.

Housing Assignments

Students will be notified by the Office of Residential Services of their housing status at the beginning of each round for that application period. Notification that a housing space is available will be accompanied by instructions about how to select an available room and sign the housing contract, which is done through the TC Housing Portal. A non-refundable $750 reservation fee is required to hold the space. This fee will be credited to a student's account upon move-in, and may be used to pay for the semester housing charges.

There is a transfer period twice per year in which students may request a change of assignment. Students may choose to exercise the transfer option if they are unsatisfied with their original assignment.

Applications will be processed beginning (dates approximate):

- *May 1st: Fall Term*
- *December 1st: Spring Term*
- *April 1st: Summer A & B Terms*

Once offered an assignment in Teachers College housing, the housing application may not be deferred to another semester. Hence, the applicant would need to submit a new housing application and fee for the desired semester. Applications can be deferred by the applicant on the Housing Portal.. A housing application may be deferred for a maximum of one contract year, provided an assignment was never offered.

Important Information

- Individuals interested in summer-only housing should visit our website at www.tc.edu/housing/sch to reserve Summer Housing.
- Students are responsible for notifying the Office of Admission (if an incoming student) or the Office of Registrar (if a continuing student) of any changes in mailing address, telephone number, or email address.

Single Student Housing

Four buildings are available for single-student housing: Bancroft Hall, Whittier Hall, and New Residence Hall, and Sarasota Hall.

Bancroft Hall is located at 509 West 121st Street. There are three types of housing options for single students in this residence hall, including one-bedroom apartments and shared apartments (two and three bedrooms). All assignments include a private bedroom. Room sizes vary in all accommodation types.

Whittier Hall is located at 1230 Amsterdam Avenue (at the corner of 120th Street). There are several different types of housing accommodations offered in this residence hall. All assignments include a private bedroom. Room sizes vary in all accommodation types.

In the single rooms, kitchen and bathroom facilities are shared by approximately 20 students. Suites are self-contained units with three to six private bedrooms. Residents of suites share a kitchen, bathroom, and common area. Studios, one- and shared-two-bedroom apartments all have a private bathroom and kitchen. Microwaves are provided for students in suites, studios, and one- and shared-two-bedroom apartments. A microfridge (a microwave attached to a refrigerator unit) is provided in the single rooms.

New Residence Hall is located at *517 West 121st St.* The building contains 252 units. Some have private kitchenettes, while most units share community kitchens which are distributed throughout the building. The efficiency units are approximately 200 square feet in size, and each one contains a private bathroom.

Sarasota Hall is located at *512 West 122nd Street.* There are 24 one-bedroom apartments, all of which have a private kitchen and bathroom. Room layouts and sizes vary.

All single student housing units are fully furnished. Residents must, however, provide their own linen, cooking utensils, and other household items. All units come with cable TV service, and wired and wireless internet.

Single Student Housing Average Semester Rates

(2026-2027 Academic Year)

Bancroft Hall

- One Bedroom: $13,251 - $14,014
- Two Bedroom Share: $7,972 - $9,069
- Three Bedroom Share: $7,735 - $8,371

New Residence Hall

- Efficiency: $10,426 - $10,818
- Studio*: $12,110 - $12,655

Sarasota Hall

- One Bedroom: $12,138 - $14,100 (electric is paid separately)

Whittier Hall

- Single Room: $5,969 - $7,331
- Suite Room: $6,756 - $8,142
- Single Room with private bathroom*: $8,057 - $8,603
- Studio*: $9,926 - $12,994
- Two Bedroom Share*: $8,298
- One Bedroom*: $12,901

*Limited availability

Please note: Rates are subject to change and typically increase 3-5% each year.

Family Housing

Family Housing

Family housing is available for both traditional and non-traditional families. To be eligible for family housing, students must demonstrate that the applicant and the individual(s) with whom the applicant is applying to reside share a qualifying family relationship. One immediate family member is required to reside with resident in contracted space at least 50% of the contracted period. Qualifying family relationships under current policy include the following:

- Marriage
- Dependent child or legal guardian
- Domestic partnership (long-term relationship between the two adults)

Relationships that do not qualify for family housing status include: parents, grandparents, or siblings of applicants (unless a minor sibling for whom the resident is the legal guardian).

Documentation of Family Status

All persons applying for family housing must submit proper documentation along with their application. The following are acceptable forms of documentation:

1. Copy of a current marriage certificate.
2. In the case of a single parent, birth certificate(s), adoption papers, or other appropriate documentation of legal guardianship.
3. Notarized Affidavit of Domestic Partnership declaring that the applicants share a domestic partnership.

The Affidavit of Domestic Partnership form is included in the application.

Those who submit the Affidavit of Domestic Partnership must include one of the following along with the signed and notarized affidavit:

1. Copy of a joint lease naming and signed by both applicants and their landlord
2. Joint tax returns for one calendar year immediately preceding the application
3. Notarized letter on bank letterhead signed by a bank officer indicating a joint saving and/or checking account for at least one calendar year

4. Certificate of Domestic Partnership from New York City or any city, which registers unmarried couples who are in a committed, ongoing family relationship

Family Housing Options

Teachers College maintains two family housing apartment buildings: Bancroft and Grant Halls.

Bancroft Hall, located at 509 West 121st Street, is an eight-story residence hall with approximately 100 apartments. Each apartment has a bathroom, living room/dining room area, kitchen, and bedroom(s). The front apartments face 121st Street. The rear apartments face a courtyard, which connects Bancroft to Grant and Sarasota Halls. Housing rates vary according to the size and location of the apartment. Electricity, heat and hot water are provided at no additional cost. Wireless internet and cable TV service are included in the housing rates. All apartments come fully furnished.

Grant Hall, located at 514 West 122nd Street, is a six-story building with four one-bedroom apartments on each floor. The two front apartments have an entry foyer, living room, bedroom, kitchen, and bathroom. The two rear apartments have a long hallway with the bedroom, kitchen, bathroom, and living room opening into the hallway. Housing rates vary according to the size and location of the apartment. Residents must pay monthly electric charges separately. Heat and hot water are provided at no additional cost. Internet and cable TV service are included in the housing rates. All apartments come fully furnished.

Family Housing Average Semester Rates

(2026-2027 Academic Year)

Bancroft Hall

- One Bedroom: $14,014 - $14,624
- Two Bedroom: $15,999 - $18,285
- Three Bedroom: $19,286

*Grant Hall**

- One Bedroom: $12,138 - $14,100*

*Electricity paid separately to ConEd

Please note: Rates are subject to change and typically increase 3-5% each year.

Residence Halls at a Glance

	Bancroft Hall	Sarasota Hall	Grant Hall	Whittier Hall	New Residence Hall
Population	Family housing and single-student housing	Family housing and single-student housing	Family housing	Single-student housing	Single-student housing
Location	509 West 120th Street (between Broadway and Amsterdam)	512 West 122nd Street (between Broadway and Amsterdam)	514 West 122nd Street (between Broadway and Amsterdam)	1230 Amsterdam Avenue (between 120th and 121st Streets)	517 West 121st Street (between Broadway and Amsterdam)
Capacity and Layout	35 one-bedroom apartments, 50 two-bedroom apartments, and 8 three-bedroom shares for single students; two-bedroom apartments may be used as single student shares or family units.	24 one-bedroom apartments; 4 apartments total per floor	24 one-bedroom apartments; 4 apartments total per floor	350 residents; approximately 35 residents per floor; single, suite, one-bedroom apartment, two-bedroom shared apartment, and studio options	137 residents; approximately 10 units per floor; efficiency and studio options
Furnishings - All units are furnished	All units: desk with hutch, desk chair, sofa/loveseat, easy chair, dining table and chairs, extra-long full bed in one-bedroom apartments and in the A bedroom of larger apartments and extra-long twin bed in additional bedrooms, 2 dressers, refrigerator, electric stove/oven	All units: desk, desk chair, lamp, sofa/loveseat, easy chair, dining table and chairs, full extra-long bed, 4 dressers, refrigerator, electric stove/ oven	All units: desk, desk chair, lamp, sofa/loveseat, easy chair, dining table and chairs, full extra-long bed, 4 dressers, refrigerator, electric stove/ oven	All units: desk, desk chair, wardrobe/ closet, 2 dressers, lamp; Single rooms: twin extra-long bed, microwave, small refrigerator; Suites: twin extra-long bed; Studios, one-bedroom apartment, and two-bedroom shares: full extra-long bed, kitchenettes, microwave, small refrigerator	All units: desk, desk chair, 2 dressers, bookshelf, microwave, refrigerator. Efficiencies: extra-long twin bed and Studios: stove/oven and extra-long full bed

Kitchen Facilities	Private kitchen in each apartment	Private kitchen in each apartment	Private kitchen in each apartment	Single units: community kitchens; small and large studios, and one-bedroom apartments: private kitchenettes; two-bedroom and suites: shared kitchen	Studios: private; Efficiencies: community kitchens (every other floor)
Bathroom Facilities	Private bathroom in each apartment	Private bathroom in each apartment	Private bathroom in each apartment	Single units: community bathrooms; studios, and one-bedroom apartments: private bathrooms; two-bedroom: and suites: shared bathroom	Private bathrooms
Study and Community Spaces	Lounge on the first floor, fitness room in basement	Residents may use any community space in any residence hall	Residents may use any community space in any residence hall	Computer room with internet connection; study & TV lounges and a fitness room	Computer room/ study lounge with internet connection, TV lounge, and courtyard area
Laundry	Credit/Debit Card and app-operated washers and dryers	Credit/Debit Card and app-operated washers and dryers	Credit/Debit Card and app-operated washers and dryers	Credit/Debit Card and app-operated washers and dryers	Credit/Debit Card and app-operated washers and dryers
Air Conditioning	Each apartment will be provided one air conditioner for the common area. Residents desiring additional units can purchase one from a TC approved vendor.	Non-air conditioned. Residents can bring their own AC unit and have it installed from a TC approved vendor.	Non-air conditioned. Residents can bring their own AC unit and have it installed from a TC approved vendor.	Non-air conditioned. Residents can bring their own AC unit and have it installed from a TC approved vendor.	Central; individually regulated thermostats. Cooling season runs June through September.
Telephone	Not included	Not included	Not included	Not included	Not included
Cable TV Service	Included	Included	Included	Included	Included
Internet	High-speed data connectivity and wireless (Wi-fi)	High-speed data connectivity and wireless (Wi-fi)	High-speed data connectivity and wireless (Wi-fi)	High-speed data connectivity and wireless (Wi-fi)	High-speed data connectivity and wireless (Wi-fi)

Mail and Packages	Mail delivery by USPS; package pick-up at Residential Mailroom (Whittier Hall)	Mail delivery by USPS; package pick-up at Residential Mailroom (Whittier Hall)	Mail delivery by USPS; package pick-up at Residential Mailroom (Whittier Hall)	Mail sorted by staff; package pick-up at Residential Mailroom (Whittier Hall)	Mail sorted by staff; package pick-up at Residential Mailroom (Whittier Hall)
Security	Swipe card access to building with 24 hour monitored cameras	Swipe card access to building with 24 hour monitored cameras	Swipe card access to building with 24 hour monitored cameras	24-hour security desk; swipe card access to building	24-hour security desk; swipe card access to building

Centers & Institutes

Teachers College leads the way in scholarship for all the fields of learning that impact the well-being of students, families, schools and communities.

Our centers, institutes, and laboratories further advance our research and work to transform our findings into actionable practice for use in the classroom and other settings.

- Advancing Literacy
- Arnhold Institute for Dance Education Research, Policy & Leadership
- Black Education Research Center
- Center for the Analysis of Postsecondary Readiness (CAPR)
- Center for Arts Education Research
- Center for Cerebral Palsy Research
- Center for Educational Equity
- Center for International Foreign Language Teacher Education
- Center for Multiple Languages and Literacies
- Center for the Professional Education of Teachers
- Center for Technology and School Change
- Center on Chinese Education
- Center on History and Education
- Center for Sustainable Futures
- Community College Research Center
- Consortium for Policy Research in Education
- Dean Hope Center for Educational and Psychological Services
- Digital Futures Institute
- Edmund W. Gordon Institute for Advanced Study
- Education for Persistence and Innovation Center (EPIC)
- Edward D. Mysak Clinic for Communication Disorders

- George Clement Bond Center for African Education
- Hechinger Institute on Education and the Media
- Hollingworth Center
- Human Rights, Emergencies, and Peacebuilding
- Imagining Liberty
- Institute for Learning Technologies
- Institute on Education and the Economy
- Klingenstein Center for Independent School Leadership
- Laurie M. Tisch Center for Food, Education & Policy
- The Morton Deutsch International Center for Cooperation and Conflict Resolution
- National Center for Children and Families
- National Center for Restructuring Education, Schools, and Teaching
- National Center for the Study of Privatization in Education
- Resilience Center for Veterans & Families
- Rita Gold Early Childhood Center
- Visual Research Center for Education, Art & Social Change

The Gottesman Libraries

The Gottesman Libraries at Teachers College offers an extensive set of resources and services to meet the needs of faculty and students in all programs of the College. The library staff is dedicated to helping patrons find and use the information that they need for all aspects of their academic work, including remote learning through resources of the library and beyond. Online and on-site services and facilities are provided to encourage the discovery and development of new resources for teaching, learning, and research.

Contact Information

The Gottesman Libraries

Teachers College, Columbia University

525 West 120th Street, Box 1302 New York, NY 10027

Telephone: (212) 678-3494

The Library Collections

The Gottesman Libraries is one of the nation's largest and most comprehensive research libraries in education. The scope of its collections reflects the historic commitment to advanced study in education, psychology, and the health professions in their local, national, and international dimensions. Strengths include American elementary and secondary education, and such subject areas as psychology, particularly applied psychology; educational administration; the history and philosophy of education; guidance; special education; higher and adult education; speech and language pathology and audiology; health and nursing education; nutrition; home and family life; curriculum and teaching; communications and computing technology; recreation; and international and comparative education. Research resources in printed, non-printed, and electronic formats include all important reference works; a wide selection of monographs; extensive journals; and major indexing and abstracting services.

The Special Collections provides a broad range of unique resources through its archives, manuscripts, and rare books that are integrated into areas of collecting strength: research, curriculum, juvenile, and Teachers Collegiana. The Teachers College Digital Collections represent institutional history and scholarship in education, psychology, and the applied health sciences, organized into several broad groups, subgroups, and related groups. They include the papers of presidents, faculty, programs, and departments; records of centers, institutes; and projects; historical dissertations; children’s art collections and historical photographs; and much more.

Online Services

The library's online site, accessible from the Teachers College homepage, is the focal point for a growing array of library services that support instruction and research at the College. The website combines access to local and remote databases, news and information, and exhibits that showcase the accomplishments and contributions of notable Teachers College persons and programs, particularly as they relate to or are reflected in library collections and archives. Through advances in electronic information resources and global networks, library users have access to an expansive virtual library, providing the means to search and retrieve a growing percentage of the universe of documents and files.

Available from the top page, Educat+, the definitive record of holdings, allows you to search seamlessly for everything in our collection and more: books, media, journals, articles, curriculum, children' literature, institutional materials, open access resources, and more.

Russell Hall Services

In addition to print and electronic collections in Russell Hall, the library provides reference materials; research guides; online support and real-time text messaging; FAQ, individual research consultation; course-specific library information sessions; workshops on popular topics; and a blog. The library facilitates access to reserve readings; special purchases, interlibrary loans, and scans for personal use.

The library building, Russell Hall, includes bookable individual and group study rooms, wireless internet access, and a full program of free events throughout the year. The Library regularly hosts talks, live musical performances by members of the Teachers College community, art exhibits. and other events. The Everett Café at the library entrance offers beverage and snack services during library hours, in addition to popular reading and ongoing news and book displays.

The Columbia Connection

Students at Teachers College have complete access to the collections of the Columbia University library system, one of the nation's top academic libraries, comprising thirteen million volumes and over 160,000 journals and serials, as well as extensive electronic resources, manuscripts, rare books, microforms, maps, and other materials. These resources are available online at the library website and at libraries located throughout the Columbia campus.

Teachers College Press

Established in 1904 as the Bureau of Publications, Teachers College Press is one of the oldest and most distinguished publishers of educational materials in the United States. Since 1965, when the Bureau of Publications became Teachers College Press, its primary purpose has been to publish works that respond to, examine, and confront issues pertaining to education and the educational process. Over the years the publication program has included scholarly and professional works in all areas of education – from early childhood and curriculum to philosophy, teacher education, and critical theory; from assessment and school leadership to parenting, citizenship, and social issues. Among the Press's authors are many of the most distinguished educators from throughout the world, including members of the Teachers College faculty.

Director: Jennifer Feldman

Teacher Education

Programs

Teachers College offers a wide variety of educational experiences for teacher education students at the preservice and in-service levels. Programs are field-based, offering practica, internships, and student teaching. Academic departments offer programs that lead simultaneously to a master's degree and to eligibility for New York State certification for teaching in elementary or secondary schools, as well as for specific subjects and to special populations (see sections below on additional New York State Department of Education (NYSED) requirements for initial teacher certification). Some of these programs also offer New York State teacher certification with a bilingual extension. The programs typically require a minimum of an academic year and a summer term to complete degree requirements. Applicants need not have included courses in education in their undergraduate programs, but inadequate preparation in the proposed teaching field may necessitate additional coursework to meet admission, certification or graduation requirements.

For a complete list of teacher preparation programs, please go to: http://www.tc.columbia.edu/admissions/areas-of-study/teacher-education-and-teacher-certification/

Office of Teacher Education

The Office of Teacher Education (OTE) offers many services to teacher education students and programs at Teachers College. For example, OTE including conducts professional development workshops, provides information regarding certification requirements, offers information sessions on New York State Teacher Certification Exams, and supports students with student teaching requirements. Most importantly, OTE oversees and manages the certification process, recommending candidates for certification once all institutional and NYS requirements are met.

Student Teaching and Observation

Candidates for initial certification must complete a student teaching experience. This experience may take place in one, two, or even three settings, based on requirements set by NYSED and the student's TC teacher education program. The student teaching experiences are structured to enable each student teacher to gradually develop pedagogical competence and skill, and typically begin with observation of an experienced cooperating teacher followed by incremental assumption of responsibility as the term progresses. The College provides on-site supervision to ensure that students are well-supported during this component of their teacher preparation program.

Student teachers are required to obtain clearance to commencestudent teaching and to carefully review the "Student Teaching Handbook." A general orientation to student teaching is offered by OTE in the beginning of each semester. Please go to the "Student Teaching" tab of our website at www.tc.edu/ote for a full list of workshops, packets, and handbooks.

New York State Certification

Teachers College has an array of programs which, upon successful completion, lead to an institutional recommendation for New York State Certification at the initial or professional level. Students enrolled in programs that lead to New York State Certification are responsible for becoming knowledgeable about New York State Certification requirements and regulations. ***The New York State Education Department (NYSED) mandates the teacher certification requirements that are needed for program completion and graduation. These requirements are listed below.***

Content Core. NYSED specifies general Content Core requirements according to the certification area. For example, students in the MA program in Mathematics that leads to initial certification (7-12) are required to be Mathematics majors at the undergraduate level or hold 30 credits in pure mathematics. For more information about these content core requirements, please refer to the NYSED website http://www.highered.nysed.gov/tcert/, the Office of Teacher Education Website at www.tc.edu/ote or call the OTE Office at 212.678.3502.

Child Abuse Identification Workshop. Students may fulfill this requirement at Teachers College by taking a workshop offered through TC Academy in collaboration with the Office of Teacher Education. For a list of dates and times, please go to the CPS Website at tc.edu/tcacademy. Students may also fulfill this requirement at Teachers College by taking HBSS4116, Health Education for Teachers, which is offered by the Department of Health Studies & Applied Educational Psychology. Alternatively, students may opt to take an on-line or in-person workshop offered by approved NYSED vendors. This requirement must be met prior to degree conferral. For information about these workshops, please go to http://www.op.nysed.gov/training/caproviders.htm.

School Violence Intervention and Prevention Workshop. Students may fulfill this requirement at Teachers College by taking a workshop offered through TC Academy in collaboration with the Office of Teacher Education. For a list of dates and times, please go to the CPS Website at tc.edu/tcacademy. Students may also fulfill this requirement at Teachers College by taking HBSS4116, Health Education for Teachers, which is offered by the Department of Health Studies & Applied Educational Psychology. Alternatively, students may opt to take an on-line or in-person workshop offered by approved NYSED vendors. This requirement must be met prior to degree conferral. For information about these workshops, please go to http://www.p12.nysed.gov/sss/ssae/schoolsafety/save/SVPIWP_location.html.

Dignity for All Students Act (DASA) Workshop. Students may fulfill this requirement at Teachers College by taking a workshop offered through TC Academy in collaboration with the Office of Teacher Education. For a list of dates and times, please go to the CPS Website at tc.edu/tcacademy. Students may also fulfill this requirement at Teachers College by taking HBSS4116, Health Education for Teachers, which is offered by the Department of Health Studies & Applied Educational Psychology. This course may be offered on-line; however, to fulfill the DASA requirement, students must complete

3 additional hours of live preparation with the course instructor, via Zoom or in person. In addition, a list of NYSED approved providers is available at http://www.highered.nysed.gov/tcert/certificate/dasa-applicant.html. This requirement must be met prior to degree conferral.

Autism Workshop (only for students seeking certification in special education/teaching students with disabilities). Students fulfill this requirement at Teachers College by taking a course specified by their programs.

New York State Teacher Certification Exams (NYSTCE): Please see the chart below for exams required by certificate type.

Initial Teaching	• Educative Teacher Performance Assessment (edTPA) • Educating All Students Test (EAS) • Content Specialty Tests (CST)
Initial School Building Leader	• School Building Leader Assessment (SBL) Part I & Part II • Educating All Students Test (EAS)
Professional School Building Leader	• School District Leader Assessment (SDL) Part I & Part II • Educating All Students Test (EAS) • research and inquiry methods and the relationship between research and practice; • the continuum of lifelong learning and issues of professional concern; • subject-matter/disciplinary content; • learners and learning; • curriculum and teaching; • processes and strategies of effective communication and collaboration; and • foundations of democracy, equity, and schooling.

For more information regarding NYSTCE exam registration and schedules please see the NYSTCE website at: http://www.nystce.nesinc.com/.

For more information regarding NYSED exam requirements by certificate title and grade level, please see the NYSED website at: http://eservices.nysed.gov/teach/certhelp/CertRequirementHelp.do.

Please note that Teachers College programs lead to New York State certification. If you would like to seek certification in another state, please contact that state's Department of Education regarding requirements.

Applying for Certification

Students who are in programs leading to teacher certification must complete a two-step process.

Step 1: Create a NYSED TEACH account, and apply and pay for the teaching certificate(s) via the NYSED TEACH online system at: www.highered.nysed.gov/tcert.

Step 2: Submit a completed Institutional Recommendation Data Form (IRDF) to the OTE. The IRDF can be found on the OTE website at: http://www.tc.columbia.edu/office-of-teacher-education/office-of-teacher-education/certification/institutional-recommendation/.

Once all requirements have been met, and the Office of the Registrar has notified the Office of Teacher Education that candidates have been cleared for graduation, TC's Certification Officers will electronically submit the institutional recommendation for certification via the NYSED-TEACH online system.

Students who are in the Literacy Specialist, Reading Specialist programs must provide proof of either completion of an approved teacher preparation program or of a valid teaching certificate. Students who are in the Summer Principals Academy program must provide proof of teacher certification and hold a minimum of three (3) years of full-time classroom teaching/PPS experience. If you have questions about this requirement, please contact the Office of Teacher Education at 212.678.3502 or ote@tc.columbia.edu.

Public Disclosure Notification

Teacher Education Standards at Teachers College

Consistent with the College's long tradition of serving the needs of urban and suburban schools in the United States and around the world, the vision and purpose of professional education at Teachers College is to establish and maintain programs of study, service, and research that prepare competent, caring, and qualified professional educators (teachers, counselors, psychologists, administrators and others). This vision is based on three shared philosophical stances that underlie and infuse the work we do:

Inquiry stance: We are an inquiry-based and practice-oriented community. We and our students and graduates challenge assumptions and complacency, and embrace a stance of inquiry toward the interrelated roles of learner, teacher, and leader in P-12 schools.

Curricular stance: Negotiating among multiple perspectives on culture, content, and context, our graduates strive to meet the needs of diverse learners, both students and other adults, in their school communities.

Social justice stance: Our graduates choose to collaborate across differences in and beyond their school communities. They demonstrate a commitment to social justice and to serving the world while imagining its possibilities.

Expectations of Teacher Education Candidates at Teachers College

Our candidates are inquirers/researchers who have breadth of knowledge and a variety of tools to ask questions about educational environments. They reflect on and continually evaluate the effects of their choices on others (children, families, and other professionals in the learning community).

Lifelong Learners: Our candidates are continually engaged in learning and research. They take responsibility for their professional growth and seek/create learning opportunities for themselves and others.

Learner-Centered Educators: Our candidates understand their subject matter/disciplines, learners and learning, and curriculum and teaching. They create learning experiences that foster development and achievement in all students.

Effective Collaborators: Our candidates actively participate in the community or communities of which they are a part to support students' learning and well being.

Advocates of Social Justice and Diversity: Our candidates are familiar with legal, ethical and policy issues. They provide leadership in advocating for children, families, and themselves in a variety of professional, political, and policy-making contexts.

Expectations of Teacher Preparation Programs at Teachers College

Teachers College programs preparing teachers and other professional school personnel ensure that candidates have the knowledge, skills, and dispositions required for effective teaching. By the conclusion of the program, candidates demonstrate:

Knowledge and Understanding of:

Skills in:

- self-critique and reflection;
- use of research and inquiry methods and application of research to practice;
- planning, implementation, and evaluation of professional growth;
- planning, implementation, and evaluation of curriculum/services;

- communication and collaboration; and
- addressing inequalities in the classroom, school and society.

Dispositions/Commitments to:

- inquiry and reflection;
- the profession, ethics, and lifelong learning leadership;
- the fullest possible growth and development of all students;
- cooperation and collaboration; and
- social justice and diversity.

Jaffe Peace Corps Fellows Program

The Jaffe Peace Corps Fellows Program recruits outstanding Returned Peace Corps Volunteer educators who are passionate about making long-term commitments to teach in New York City's public schools. Since 1985, the program has recruited and prepared more than 750 urban educators. As the Paul D. Coverdell Fellows (formerly Fellows/USA) flagship teacher preparation program, we provide full scholarships covering all tuition expenses. Upon completion of our 13-week Intensive Summer Institute, new Jaffe Peace Corps Fellows teach full-time as salaried teachers of record in NYC public schools for a minimum of four years. All related Master's degree requirements are completed at Teachers College within two to three years. We prepare teachers for a variety of grade levels and subject areas. For more information, please review the Program website www.tc.edu/pcfellows or call 212-678-6622.

Teacher Opportunity Corps (TOCII)

The Teacher Opportunity Corps (TOCII) program is a New York State Education Department grant funded program designed to increase the number of New York State teachers from underrepresented backgrounds. To be eligible for TOC II at TC, candidates must be New York State residents who are enrolled in a TC teacher education program that leads to certification. Participants are provided with tuition assistance for coursework at Teachers College. All participants engage in a 10 month internship from September-June at one of our local partnership schools, seminars with renowned TC faculty who are committed to culturally sustaining pedagogies, and professional development opportunities that suit the needs and inquiries of the TOC cohort.

Teaching Residents at Teachers College (TR@TC)

This 18 month intensive, full-time program prepares those who wish to teach in high-need New York City public schools. With support from the U.S. Department of Education, the Teaching Residents at Teachers College (TR@TC) program was developed to ensure that Teaching Residents receive exceptional preparation and multiple supports, while enrolled in a Master's degree program leading to

initial NYS teaching certification. Teaching Residents receive generous stipends. Upon graduation, alumni benefit from induction support for at least two years, while they fulfill their commitment to teach in a high-need urban school in New York City for a minimum of three years. For more information please visit: www.tc.edu/teachingresidents.

Public Disclosure Notification: 2026

Teacher Certification in New York State

The following in-person programs meet the educational requirements for teacher certification or professional licensure in New York State. For the purposes of the Professional Licensure Rules under 34 CFR 668, the location of students of Teachers College, Columbia University who are enrolled in any in-person professional or certification program offered in New York, are considered to be located in New York State.

The Office of Teacher Education is available to complete forms and/or letters for out-of-state certification on the completion of your approved teacher preparation program; they can be contacted at ote@tc.edu. For forms and/or letters for professional licensure other than teacher certification, the Office of the Registrar will assist you.

Contact information for teacher certification in New York State:

New York State Department of Education

Office of Teaching Initiatives

https://www.highered.nysed.gov/tcert/

Contact information for professional licensure in New York State:

New York State Department of Education

Office of the Professions

https://www.op.nysed.gov/

Code	Program	New York State Educational Requirements Met
CERT-ABAL	Certificate-Applied Behavior Analysis	Professional Licensure
CERT-BILG-EX	Certificate-Bilingual/Bicultural Education Extension	Teacher Certification
CERT-LITC	Literacy	Teacher Certification

CERT-SPTB-IN	Certificate-Bilingual Extension Institute	Teacher Certification
EDD-ELUE	Doctor of Education-Urban Education Leaders Program	Teacher Certification
MA-ABAS-DU	Master of Arts-Applied Behavior Analysis-Dual	Teacher Certification
MA-ARTE-IN	Master of Arts-Art and Art Education Initial Certification	Teacher Certification
MA-ARTE-PF	Master of Arts-Art and Art Education Professional Certification	Teacher Certification
MA-BILC-DU	Master of Arts-Bilingual/Bicultural Childhood Education-Dual	Teacher Certification
MA-BILC-TR	Master of Arts-Bilingual/Bicultural Childhood Education-Transitional B	Teacher Certification
MA-BILG-EX	Master of Arts-Bilingual/Bicultural Education Extension	Teacher Certification
MA-BILS-DU	Master of Arts-Bilingual/Bicultural Education Special Education-Dual	Teacher Certification
MA-CUED-PF	Master of Arts-C&T Elementary Education Professional Certification	Teacher Certification
MA-CUSD-PF	Master of Arts-C&T Secondary Education Professional Certification	Teacher Certification
MA-CUSE-IN	Master of Arts-Secondary Inclusive Education Initial Certification	Teacher Certification
MA-DHEA-IN	Master of Arts-Deaf and Hard of Hearing Initial Certification	Teacher Certification
MA-ECED-IN	Master of Arts-Early Childhood Education Initial Certification	Teacher Certification
MA-ECED-IX	Master of Arts-Early Childhood Education Bilingual Initial Certification	Teacher Certification
MA-ECSE-DU	Master of Arts-Early Childhood Education Special Education Dual	Teacher Certification
MA-ECSE-DX	Master of Arts-Early Childhood Education Special Education Bilingual Initial Dual Certification	Teacher Certification
MA-ELBL-IN	Master of Arts-Public School Building Leadership	Teacher Certification
MA-ELEM-DU	Master of Arts-Elementary Inclusive Education Dual	Teacher Certification

MA-ELER-DU	Master of Arts-Elementary Inclusive Teaching Students with Disabilities Dual Residency	Teacher Certification
MA-ENGL-IN	Master of Arts-Teaching of English Initial Certification	Teacher Certification
MA-ENGL-PF	Master of Arts-Teaching of English Professional Certification	Teacher Certification
MA-ENGL-TR	Master of Arts-Teaching of English Transitional B	Teacher Certification
MA-GFEX-IN	Master of Arts-Elementary Inclusive Education Gifted Dual Certification	Teacher Certification
MA-GIFT-EX	Master of Arts-Gifted Education Extension	Teacher Certification
MA-ITDA-IN	Master of Arts-Intellectual Disabilities/Autism-Adolescence-Initial	Teacher Certification
MA-ITDC-TR	Master of Arts-Intellectual Disabilities/Autism Childhood Transitional B	Teacher Certification
MA-ITDS-DU	Master of Arts-Intellectual Disabilities/Autism-Dual	Teacher Certification
MA-LITI-IN	Master of Arts-Literacy Specialist Initial Certification	Teacher Certification
MA-MATH-IN	Master of Arts-Mathematical Education Initial Certification	Teacher Certification
MA-MATH-PF	Master of Arts-Mathematical Education-Professional Certification	Teacher Certification
MA-MATH-TR	Master of Arts-Mathematical Education Transitional B	Teacher Certification
MA-MULT-AN	Master of Arts-Severe and Multiple Disabilities - Annotation	Teacher Certification
MA-MUSC-IN	Master of Arts-Music and Music Education Initial Certification	Teacher Certification
MA-MUSC-PF	Master of Arts-Music and Music Education Professional Certification	Teacher Certification
MA-SCIB-IN	Master of Arts-Biology 7-12 Initial Certification	Teacher Certification
MA-SCIB-TR	Master of Arts-Biology 7-12 Transitional B	Teacher Certification
MA-SCIC-IN	Master of Arts-Chemistry 7-12 Initial Certification	Teacher Certification

MA-SCIC-TR	Master of Arts-Chemistry 7-12 Transitional B	Teacher Certification
MA-SCIE-IN	Master of Arts-Earth Science 7-12 Transitional B	Teacher Certification
MA-SCIE-TR	Master of Arts-Earth Science Transitional B	Teacher Certification
MA-SCIP-IN	Master of Arts-Physics 7-12 Initial Certification	Teacher Certification
MA-SCIP-TR	Master of Arts-Physics 7-12 Transitional B	Teacher Certification
MA-SECO-DU	Master of Arts-Secondary Dual Certification	Teacher Certification
MA-SECR-DU	Master of Arts-Secondary Dual Certification Residency	Teacher Certification
MA-SIEE-IN	Master of Arts-Special Inclusive Elementary Education-Initial	Teacher Certification
MA-SSTE-IN	Master of Arts-Teaching of Social Studies Initial Certification	Teacher Certification
MA-SSTE-PF	Master of Arts-Teaching of Social Studies Professional Certification	Teacher Certification
MA-SSTE-TR	Master of Arts-Teaching of Social Studies Transitional B	Teacher Certification
MA-TEER-DU	Master of Arts-Elementary TESOL Dual Certification Residency	Teacher Certification
MA-TESL-IN	Master of Arts -TESOL Initial Certification	Teacher Certification
MA-TESL-TR	Master of Arts -TESOL Transitional B	Teacher Certification
MA-TESR-DU	Master of Arts-Secondary TESOL Dual Certification Residency	Teacher Certification
MA-TETS-IN	Master of Arts-Technology Specialist Initial Certification	Teacher Certification
MA-TETT-IN	Master of Arts-Technology Specialist for Teachers Initial Certification	Teacher Certification
MA-TSEN-DU	Master of Arts-TESOL/Teaching of English	Teacher Certification
ME-COSN-IN	Master of Education-School Counseling	Teacher Certification

ME-COUM	Master of Education-Mental Health Counseling	Professional Licensure
ME-COUM-BL	Master of Education-Mental Health Counseling Bilingual Latino/a	Professional Licensure
ME-DHAE-DU	Master of Education-Deaf Hard of Hearing Adolescence Education Dual Certification	Teacher Certification
ME-DHCI-DU	Master of Education-Deaf Hard of Hearing Elementary Education Dual Certification	Teacher Certification
ME-DHEI-DU	Master of Education-Deaf Hard of Hearing Early Childhood Education Dual Certification	Teacher Certification
ME-DHRI-DU	Master of Education-Deaf Hard of Hearing Reading Specialist	Teacher Certification
ME-ELBL-IN	Master of Education-Public School Building Leadership	Teacher Certification
ME-ITDE-DU	Master of Education-Intellectual Disabilities/Autism Early Childhood-Dual	Teacher Certification
ME-MUSC-IN	Master of Education-Music and Music Education Initial Certification	Teacher Certification
ME-SPSM	Master of Education-Applied Developmental Learning Psychology-School Psychology	Teacher Certification
MS-CSDB-DU	Master of Science-Communication Sciences and Disorders Bilingual Extension Dual	Teacher Certification/ Professional Licensure
MS-CSDR	Master of Science- Communication Sciences and Disorders	Professional Licensure
MS-CSDR-IN	Master of Science- Communication Sciences and Disorders Initial Certification	Teacher Certification/ Professional Licensure
MS-CSDR-PF	Master of Science-Communication Sciences and Disorders Professional Certification	Teacher Certification/ Professional Licensure
PHD-CLIN	Doctor of Philosophy-Clinical Psychology	Professional Licensure
PHD-COUN	Doctor of Philosophy-Counseling Psychology	Professional Licensure
PHD-COUN-BL	Doctor of Philosophy-Counseling Psychology Bilingual Latino/a	Professional Licensure
PHD-SPSD	Doctor of Philosophy-Applied Educational Psychology: School Psychology	Professional Licensure

Teacher Certification in Louisiana State

The following in-person programs meet the educational requirements for teacher certification in Louisiana. For the purposes of the Professional Licensure Rules under 34 CFR 668, the location of students who are enrolled in any in-person professional or certification program offered in Louisiana, are considered to be located in Louisiana state. If you plan to work in a state other than Louisiana, we recommend that you review the state's licensing board or teacher certification website for that state's qualifications. The Office of Teacher Education will complete any necessary forms and/or letters for out-of-state certification on the completion of your approved teacher preparation program.

Teachers College, Columbia University is currently licensed by the Board of Regents of the State of Louisiana. Licenses are renewed by the State Board of Regents every two years. Licensed institutions have met minimal operational standards set forth by the state, but licensure does not constitute accreditation, guarantee the transferability of credit, nor signify that programs are certifiable by any professional agency or organization.

Contact Information for teacher certification in Louisiana State

Louisiana Department of Education

https://doe.louisiana.gov/educators/certification

Code	Program	Louisiana State Educational Requirements Met
MA-ELPS-IN	Public School Building Leadership (New Orleans)	Teacher Certification
ME-ELPS-IN	Public School Building Leadership (New Orleans)	Teacher Certification

Distance Learning Programs

The following distance learning programs meet the educational requirements for teacher certification in New York State. Teachers College, Columbia University has made a good faith effort to determine if the program satisfies the applicable educational requirements in other states. States have additional requirements and stipulations beyond educational requirements for teacher certification/professional licensure (e.g., application, application fees, experience requirements, fingerprinting clearance, background checks, test requirements, additional workshop requirements, citizenship requirements, etc.). It is your responsibility to fulfill these licensure requirements in the state where you plan to seek employment.

IMPORTANT NOTE: In most states, the simplest pathway to attain licensure after completing a preparation program out of state is through an application for interstate licensure reciprocity. As a result, we **strongly recommend** that you receive New York State licensure or certification prior to applying for the equivalent license or certification in your home state.

Contact information for teacher certification in New York State:

New York State Department of Education

Office of Teaching Initiatives

https://www.highered.nysed.gov/tcert/

Master of Education - School Counseling Online

Code	Program	New York State Educational Requirements Met:
ME-COBN-IN	Master of Education-School Counseling Online	Teacher Certification

IMPORTANT NOTE: This program is no longer accepting applications. The determinations below remain available for current students to reference.

Information by State

State	Determination Whether Program Meets State Requirements	Notes
Alabama	Meets	
Alaska	Meets	
Arizona	Meets	
Arkansas	Meets	
California	Meets	
Colorado	Does Not Meet	
Connecticut	Meets	
Delaware	Meets	
District of Columbia	Meets	
Florida	Meets	
Georgia	Meets**	** Must complete a special education course as an elective with a grade of B or better
Hawaii	Meets	
Idaho	Meets	

Illinois	Meets	
Indiana	Meets	
Iowa	Does Not Meet	
Kansas	Meets**	**Must graduate with a minimum 3.25 GPA
Kentucky	Does Not Meet	
Louisiana	Does Not Meet	
Maine	Meets**	**Must complete a course in teaching exceptional students in a regular classroom as an elective
Maryland	Meets**	**Must complete a special education course as an elective
Massachusetts	Meets	
Michigan	Meets	
Minnesota	Meets	
Mississippi	Meets	
Missouri	Meets	
Montana	Meets	
Nebraska	Meets	
Nevada	Meets	
New Hampshire	Meets	
New Jersey	Meets	
New Mexico	Meets	
North Carolina	Meets	
North Dakota	Meets	
Ohio	Meets	
Oklahoma	Meets	
Oregon	Meets	
Pennsylvania	Meets	
Rhode Island	Meets	
South Carolina	Meets	
South Dakota	Meets	
Tennessee	Meets	
Texas	Meets**	**Must have a classroom teaching certificate
Utah	Does Not Meet	
Vermont	Does Not Meet	
Virginia	Meets	
Washington	Meets	
West Virginia	Meets	
Wisconsin	Meets	
Wyoming	Meets	

If you are located in a state where the program does not meet educational requirements for licensure or certification, you may not enroll in the program unless you file an attestation indicating that you plan to work in a state where the program does meet requirements. Please contact the Office of Admission for more information and the form.

Master of Arts - Special Education- Intellectual Disabilities/Autism Online

Code	Program	New York State Educational Requirements Met:
MA-ITDO-IN	Master of Arts – Special Education-Intellectual Disabilities/Autism Online	Teacher Certification

Information by State

State	Determination Whether Program Meets State Requirements	Notes
Alabama	Meets	
Alaska	Meets**	**Passing scores on NYS exams may be required
Arizona	Meets	
Arkansas	Meets	
California	Meets	
Colorado	Meets	
Connecticut	Meets	
Delaware	Meets**	**Candidates must hold a valid base certificate in this state
District of Columbia	Meets	
Florida	Meets	
Georgia**	Meets	**B or better is required for special education coursework
Hawaii	Meets	
Idaho	Meets**	**If seeking certification via institutional recommendation, must apply within 2 years of program completion
Illinois	Meets	
Indiana	Does Not Meet	
Iowa	Does Not Meet	
Kansas	Does Not Meet	
Kentucky	Meets**	**Requires GPA of 3.0 or higher
Louisiana	Not Applicable**	**No equivalent certificate
Maine	Meets	
Maryland	Does Not Meet	
Massachusetts	Meets	
Michigan	Meets**	**Candidates must hold a valid base certificate in this state
Minnesota	Meets	
Mississippi	Meets	

Missouri	Meets**	**Must graduate with a minimum of 3.00 GPA
Montana	Meets	
Nebraska	Meets	
Nevada	Does Not Meet	
New Hampshire	Meets**	**Must apply for the NH certificate within 3 years of graduating from the program
New Jersey	Meets**	**Candidates must hold a valid base certificate in this state
New Mexico	Does Not Meet	
North Carolina	Meets	
North Dakota	Meets**	**Candidates must hold a valid base certificate in this state
Ohio	Meets	
Oklahoma	Meets	
Oregon	Meets	
Pennsylvania	Meets	
Rhode Island	Not Applicable**	**No equivalent certificate
South Carolina	Meets**	**May need to complete NYS testing requirements
South Dakota	Does Not Meet	
Tennessee	Meets	
Texas	Does Not Meet	
Utah	Meets	
Vermont	Does Not Meet	
Virginia	Meets	
Washington	Meets	
West Virginia	Meets**	**Must hold a valid base certificate from this state and must graduate from the Masters program with a minimum GPA of 3.00
Wisconsin	Meets**	**May need to complete NYS testing requirements

Wyoming	Meets**	**Must meet all NYS requirements for certification including all testing and workshop requirements

If you are located in a state where the program does not meet educational requirements for licensure or certification, you may not enroll in the program unless you file an attestation indicating that you plan to work in a state where the program does meet requirements. Please contact the Office of Admission for more information and the form.

Advanced Certificate - Bilingual Bicultural Education Extension (non-degree)

Code	Program	New York State Educational Requirements Met:
CERT-BLGD-EX	Advanced Certificate- Bilingual Bicultural Education Extension	Teacher Certification

In New York State, the Bilingual Education Extension certificate is only valid when attached to a valid NYS base certificate, authorizing the holder to teach bilingual education. The candidate must hold an appropriate base certificate, issued by New York State in an area of Classroom Teaching, in order to be eligible for the New York State Bilingual Extension Certificate.

Similarly, any out-of-state candidate who will be seeking a certificate that is equivalent to the New York State Bilingual Extension, in a state that has this type of bilingual teaching certification, should ensure that they hold a valid base certificate in their home state, to which their home state's supplementary bilingual certificate can be attached.

Information by State

State	Determination Whether Program Meets State Requirements	Notes
Alabama	Not applicable	No equivalent certificate in this state
Alaska	Meets**	**Candidates must first obtain a valid base certificate in this state AND must pass the New York State Bilingual Education Assessment
Arizona	Meets**	**Candidates must first obtain a valid base certificate in this state
Arkansas	Not applicable	No equivalent certificate in this state

California	Does not meet*	*Candidates who possess a valid California base credential are able to attain the California bilingual authorization via passing scores on the relevant California exams
Colorado	Does not meet	
Connecticut	Does not meet	
Delaware	Does not meet	
District of Columbia	Does not meet	
Florida	Not applicable	No equivalent certificate in this state
Georgia	Not applicable	No equivalent certificate in this state
Hawaii	Not applicable	No equivalent certificate in this state
Idaho	Does not meet	
Illinois	Does not meet	
Indiana	Not applicable	No equivalent certificate in this state
Iowa	Not applicable	No equivalent certificate in this state
Kansas	Not applicable	No equivalent certificate in this state
Kentucky	Not applicable	No equivalent certificate in this state
Louisiana	Meets**	**Candidates must first obtain a valid base certificate in this state
Maine	Not applicable	No equivalent certificate in this state
Maryland	Not applicable	No equivalent certificate in this state
Massachusetts	Meets**	**Candidates must first obtain a valid base certificate in this state
Michigan	Does not meet	
Minnesota	Meets**	**Candidates must first obtain a valid base certificate in this state
Mississippi	Not applicable	No equivalent certificate in this state

Missouri	Not applicable	No equivalent certificate in this state
Montana	Not applicable	No equivalent certificate in this state
Nebraska	Not applicable	No equivalent certificate in this state
Nevada	Meets**	**Candidates must first obtain a valid base certificate in this state
New Hampshire	Not applicable	No equivalent certificate in this state
New Jersey	Does not meet	
New Mexico	Meets**	**Candidates must first obtain a valid base certificate in this state
North Carolina	Not applicable	No equivalent certificate in this state
North Dakota	Does not meet	
Ohio	Does not meet	
Oklahoma	Not applicable	No equivalent certificate in this state
Oregon	Not applicable	No equivalent certificate in this state
Pennsylvania	Not applicable	No equivalent certificate in this state
Rhode Island	Not applicable	No equivalent certificate in this state
South Carolina	Not applicable	No equivalent certificate in this state
South Dakota	Not applicable	No equivalent certificate in this state
Tennessee	Not applicable	No equivalent certificate in this state
Texas	Does not meet	
Utah	Does not meet	
Vermont	Does not meet	
Virginia	Not applicable	No equivalent certificate in this state
Washington	Meets**	**Candidates must first obtain a valid base certificate in this state
West Virginia	Not applicable	No equivalent certificate in this state

Wisconsin	Does not meet	
Wyoming	Not applicable	No equivalent certificate in this state

If you are located in a state where the program does not meet educational requirements for licensure or certification, you may not enroll in the program unless you file an attestation indicating that you plan to work in a state where the program does meet requirements. Please contact the Office of Admission for more information and the form.

Advanced Certificate - SLP Bilingual Extension Institute (non-degree)

Code	Program	New York State Educational Requirements Met:
CERT-SPTD-IN	Advanced Certificate - Bilingual Extension Institute	Teacher Certification

In New York State, the Bilingual Education Extension certificate is only valid when attached to a valid NYS base certificate, authorizing the holder to teach bilingual education. The candidate must hold an appropriate base certificate, issued by New York State in an area of Classroom Teaching, in order to be eligible for the New York State Bilingual Extension Certificate.

The Bilingual Extension Institute meets the academic and clinical requirements for the Bilingual Education Extension to be added to a candidate's valid New York State Teaching Students with Speech and Language Disabilities certificate.

Any out-of-state candidate for this program who will be seeking a certificate that is equivalent to the New York State Bilingual Extension, in a state that has this type of bilingual teaching certification, should ensure that they first hold a base certificate that is equivalent to the New York State Classroom Teaching Certificate in Teaching Students with Speech and Language Disabilities (TSSLD), to which their home state's supplementary bilingual certificate can be attached.

Information by State

State	Determination Whether Program Meets State Requirements	Notes
Alabama	Not applicable	No equivalent certificate in this state
Alaska	Not applicable	State does not have a base classroom teaching certificate equivalent to NYS TSSLD certificate
Arizona	Not applicable	State does not have a base classroom teaching certificate equivalent to NYS TSSLD certificate
Arkansas	Not applicable	No equivalent certificate in this state

California	Does not meet*	*Candidates who possess a valid California base credential are able to attain the California bilingual authorization via passing scores on the relevant California exams
Colorado	Not applicable	State does not have a base classroom teaching certificate equivalent to NYS TSSLD certificate
Connecticut	Not applicable	State does not have a base classroom teaching certificate equivalent to NYS TSSLD certificate
Delaware	Not applicable	State does not have a base classroom teaching certificate equivalent to NYS TSSLD certificate
District of Columbia	Not applicable	State does not have a base classroom teaching certificate equivalent to NYS TSSLD certificate
Florida	Not applicable	No equivalent certificate in this state
Georgia	Not applicable	No equivalent certificate in this state
Hawaii	Not applicable	No equivalent certificate in this state
Idaho	Not applicable	State does not have a base classroom teaching certificate equivalent to NYS TSSLD certificate
Illinois	Not applicable	State does not have a base classroom teaching certificate equivalent to NYS TSSLD certificate
Indiana	Not applicable	No equivalent certificate in this state
Iowa	Not applicable	No equivalent certificate in this state
Kansas	Not applicable	No equivalent certificate in this state
Kentucky	Not applicable	No equivalent certificate in this state
Louisiana	Not applicable	State does not have a base classroom teaching certificate equivalent to NYS TSSLD certificate
Maine	Not applicable	No equivalent certificate in this state
Maryland	Not applicable	No equivalent certificate in this state
Massachusetts	Not applicable	State does not have a base classroom teaching certificate equivalent to NYS TSSLD certificate
Michigan	Does not meet	
Minnesota	Not applicable	State does not have a base classroom teaching certificate equivalent to NYS TSSLD certificate
Mississippi	Not applicable	No equivalent certificate in this state
Missouri	Not applicable	No equivalent certificate in this state
Montana	Not applicable	No equivalent certificate in this state
Nebraska	Not applicable	No equivalent certificate in this state
Nevada	Not applicable	State does not have a base classroom teaching certificate equivalent to NYS TSSLD certificate
New Hampshire	Not applicable	No equivalent certificate in this state
New Jersey	Not applicable	State does not have a base classroom teaching certificate equivalent to NYS TSSLD certificate
New Mexico	Not applicable	State does not have a base classroom teaching certificate equivalent to NYS TSSLD certificate

North Carolina	Not applicable	No equivalent certificate in this state
North Dakota	Not applicable	State does not have a base classroom teaching certificate equivalent to NYS TSSLD certificate
Ohio	Not applicable	State does not have a base classroom teaching certificate equivalent to NYS TSSLD certificate
Oklahoma	Not applicable	No equivalent certificate in this state
Oregon	Not applicable	No equivalent certificate in this state
Pennsylvania	Not applicable	No equivalent certificate in this state
Rhode Island	Not applicable	No equivalent certificate in this state
South Carolina	Not applicable	No equivalent certificate in this state
South Dakota	Not applicable	No equivalent certificate in this state
Tennessee	Not applicable	No equivalent certificate in this state
Texas	Not applicable	State does not have a base classroom teaching certificate equivalent to NYS TSSLD certificate
Utah	Not applicable	State does not have a base classroom teaching certificate equivalent to NYS TSSLD certificate
Vermont	Not applicable	State does not have a base classroom teaching certificate equivalent to NYS TSSLD certificate
Virginia	Not applicable	No equivalent certificate in this state
Washington	Not applicable	State does not have a base classroom teaching certificate equivalent to NYS TSSLD certificate
West Virginia	Not applicable	No equivalent certificate in this state
Wisconsin	Not applicable	State does not have a base classroom teaching certificate equivalent to NYS TSSLD certificate
Wyoming	Not applicable	No equivalent certificate in this state

If you are located in a state where the program does not meet educational requirements for licensure or certification, you may not enroll in the program unless you file an attestation indicating that you plan to work in a state where the program does meet requirements. Please contact the Office of Admission for more information and the form.

Contact Information for State Certification Offices

ALABAMA

https://www.alabamaachieves.org/teacher-center/teacher-certification/out-of-state- certificate/

Alabama Department of Education 50 North Ripley Street

P.O Box 302101

Montgomery, AL 36104-3833

Website: https://www.alabamaachieves.org/

Phone: 334-694-4900 (State Superintendent of Education) Email: comm@alsde.edu

ALASKA

https://education.alaska.gov/teachercertification/certification/teaching-certificates

Alaska Department of Education and Early Development Teacher Education and Certification Office

Teacher Certification Office 333 Willoughby Ave., 9th Floor State Office Building

Juneau, AK 99801

Website: https://education.alaska.gov/ Phone: 907 465-2831

Email: tcwebmail@alaska.gov

ARIZONA

https://www.azed.gov/educator-certification/forms-and-information/reciprocity/ Arizona Department of Education

100 N. 15th Avenue Phoenix, AZ 85007

P.O. Box 6490

Phoenix, AZ 85005-6490 Website: http://www.azed.gov/ Phone: 602 542-4367

ARKANSAS

https://dese.ade.arkansas.gov/Offices/educator-effectiveness/licensure/licensure-by-reci procity

Arkansas Department of Education Four Capitol Mall, Room 106-B Little Rock, AR 72201

Website: https://dese.ade.arkansas.gov/Offices/educator-effectiveness Phone: 501 682-4342

Email: ade.educatorlicensure@ade.arkansas.gov

CALIFORNIA

https://www.ctc.ca.gov/credentials/out-of-state-app California Department of Education

1430 N Street

Sacramento, CA 95814

Phone: 916 319-0800

Website: http://www.cde.ca.gov Commission on Teacher Credentialing 1900 Capitol Avenue

Sacramento, CA 95811-4213

Website: https://www.cde.ca.gov/ci/be/index.asp Phone: 916.322.4974

Email: credentials@ctc.ca.go

COLORADO

http://www.cde.state.co.us/cdeprof Colorado Department of Education 201 East Colfax Avenue

Denver, CO 80203

Phone: 303 866-6600

Website: http://www.cde.state.co.us

Educator Preparation, Licensing, and Enforcement

Educator Talent

201 East Colfax Avenue Denver, CO 80203

Website: http://www.cde.state.co.us/educatortalent Phone: 303 866-6628

Email: CDELicensing@cde.state.co.us

CONNECTICUT

https://portal.ct.gov/SDE/Certification/Out-of-State-Educators

Connecticut State Department of Education

450 Columbus Boulevard

Hartford, CT 06103 Mailing address:

P.O. Box 2219

Hartford, CT 06145-2219

Website: https://portal.ct.gov/SDE Phone: 860 713-6543

Bureau of Education Standards and Certification Bureau of Certification

450 Columbus Boulevard

Hartford, CT 06103-1841

Website: https://portal.ct.gov/sdecertification/?language=en_US

Phone: 860 713-6969

Email: teacher.cert@ct.gov

DELAWARE

https://www.doe.k12.de.us/Page/3504

Delaware Department of Education

The Townsend Building

401 Federal Street, Suite 2

Dover, DE 19901-3639

Phone: 302 735-4000

Website: https://www.doe.k12.de.us/Educator#

Delaware Department of Education

Collette Education Resource Center (Mailing address) 35 Commerce Way, Suite 1

Dover, DE 19904 ATTN: Certification Phone: 302 857-3388

Email: deeds@doe.k12.de.us

DISTRICT OF COLUMBIA

https://osse.dc.gov/page/teacher-certification

Office of the State Superintendent of Education (District of Columbia)

State Board of Education 1050 First Avenue, NW 20002

Phone: 202 727-6436

Website: https://osse.dc.gov/ Email: osse@dc.gov

FLORIDA

https://www.fldoe.org/teaching/certification/pathways-routes/certified-teacher-or-administrator.stml

Florida Department of Education

Suite 1514. Turlington Building 325 West Gaines Street Tallahassee, FL 32399

Phone: 850 245-0505

Website: https://www.fldoe.org/

Florida Department of Education Bureau of Educator Certification

Room 201, Turlington Building

325 West Gaines Street Tallahassee, FL 32399-0400

Phone: 800 445-6739

Website: http://www.fldoe.org/teaching/certification

GEORGIA

https://www.gapsc.com/MovetoGeorgia/outOfStateEducators.aspx

Georgia Department of Education

205 Jesse Hill Jr. Drive SE Atlanta, GA 30334

Phone: 404 656-2800 or 800 311-3627

Website: http://www.gadoe.org

Georgia Professional Standards Commission 200 Piedmont Avenue SE Suite 1716

West Tower

Atlanta, GA 30334-9032

Phone: 404 232-2500 or 800 869-7775

Email: eduprep@gapss.com

Website: http://www.gapsc.com/Home.aspx

HAWAII

https://www.hawaiiteacherstandardsboard.org/apps/pages/index.jsp?uREC_ID=4411937&type=d&pREC_ID=2643625

Hawaii Department of Education

1390 Miller Street

Honolulu, HI 96813

Phone: 808 784-6200

Website: https://hawaiipublicschools.org/

Hawaii Teachers Standards Board

650 Iwilei Rd, Suite 268

Honolulu, HI 96817

Phone: 808 586-2606

Email: htsb@hawaii.gov

Website: https://www.hawaiiteacherstandardsboard.org/

IDAHO

https://www.sde.idaho.gov/cert-psc/cert/apply/out-of-state.html

Idaho State Department of Education

650 West State Street Boise, ID 83702

Website: https://www.sde.idaho.gov/

Email: info@sde.idaho.gov

Phone: 208 332-6800

Certification Department Phone: 208 332-6882

Email: certification@sde.idaho.gov

ILLINOIS

https://www.isbe.net/Documents/PEL-Checklist-0817.pdf

Illinois State Board of Education

100 North First Street

Springfield, IL 62777

Phone: 866 262.6663

Website: https://www.isbe.net/

INDIANA

https://www.in.gov/doe/educators/educator-licensing/prospective-educators/

Indiana Department of Education

Indiana Government Center North 100 North Senate Avenue Indianapolis, IN 46204

Phone: 317 232-9010

Website: https://www.in.gov/doe/

IOWA

https://boee.iowa.gov/licenses/license-and-authorization-information

Iowa Department of Education

Grimes State Office Building 400 East 14th Street

Des Moines, IA 50319 Phone: 515281-5294

Website: https://www.educateiowa.gov/

Iowa Board of Education Examiners 701 E Court Avenue

Des Moines, IA 50309 Phone: 515 281-8323

Website: https://boee.iowa.gov/

KANSAS

https://www.ksde.gov/licensure/teacher-licensure/license-information-and-application

Kansas Department of Education 900 SW Jackson Street

Topeka, KS 66612

Phone: 785 295-3201

Website: http://www.ksde.org

Teacher Licensure and Accreditation Kansas Department of Education

900 SW Jackson St. Topeka, KS 66612

Phone: 785 296-2288

Email: TLAlicense@ksde.org

Website: https://www.ksde.org/Agency/Division-of-Learning-Services/Teacher- Licensure-TL

KENTUCKY

http://www.epsb.ky.gov/mod/page/view.php?id=30

Kentucky Department of Education

300 Sower Blvd. Frankfort, KY 40601

Phone: 502 564-3141

Website: http://www.epsb.ky.gov/

Office of Educator Licensure and Effectiveness Division of Educator Preparation and Certification

300 Sower Blvd. Frankfort, KY 40601

Phone: 502 564-5846

Website: https://www.education.ky.gov/epsb/Pages/Educator-Certification.aspx

Email: KDELicensure@education.ky.gov

LOUISIANA

https://www.teachlouisiana.net/teachers.aspx?PageID=12311129

Louisiana Department of Education

1201 North Third Baton Rouge, LA 70802-5243

Mailing address: P.O. Box 94064 Baton Rouge, LA 70804-9064 Phone: 877 453-2721

Website: http://www.louisianabelieves.com/

Division of Educator Licensure

Website: https://www.teachlouisiana.net/Teachers.aspx?PageID=650

MAINE

https://www.maine.gov/doe/cert/initial

Maine Department of Education

23 State House Station Augusta, ME 04333-0023

Phone: 207 624-6600

Website: https://www.maine.gov/doe/home

MDOE Certification Office

23 State House Station Augusta, ME 04333-0023

Phone: 207 624-6603

Email: cert.doe@maine.gov

Website: https://www.maine.gov/doe/cert

MARYLAND

https://marylandpublicschools.org/about/Pages/DEE/Certification/Routes-to-Initial-Certification.aspx

Maryland State Department of Education 200 West Baltimore Street

Baltimore, MD 21201

Phone: 410 767-0100

Website: https://marylandpublicschools.org/about/Pages/DEE/Certification/index.aspx

MASSACHUSETTS

http://www.doe.mass.edu/licensure/out-state-applicants.html

Massachusetts Department of Elementary and Secondary Education

135 Santilli Highway Everett, MA 02149

Phone: 781 338-3000

Website: http://www.doe.mass.edu

Massachusetts Office of Educator Licensure 135 Santilli Highway

Everett, MA 02149

Phone 781 338-6600

Website: http://www.doe.mass.edu/licensure/

MICHIGAN

https://www.michigan.gov/documents/mde/Out_Of_State_Applicants_534635_7.pdf Michigan Department of Education

608 West Allegan Street PO Box 30008

Lansing, MI 48909

Phone: 833 633-5788

Website: http://www.michigan.gov/mde

MINNESOTA

https://mn.gov/pelsb/aspiring-educators/firstlicense/

Minnesota Department of Education

Minnesota Professional Educator Licensing and Standards Board

1021 Bandana Blvd. E Suite 222

St. Paul, MN 55118

Phone: 651 539-4200

Email: pelsb@mn.us

Website: https://mn.gov/pelsb/

MISSISSIPPI

https://mdek12.org/licensure/mississippi-licensure-pathways/

Mississippi Department of Education

P.O. Box 771

Jackson, MS 39205

Phone: 601 359-3513

Website: https://www.mdek12.org/

Office of Educator Licensure (OEL)

P.O. Box 771

Jackson, MS 39205

Telephone: 601 359-3483

Website: https://www.mdek12.org/OEL

Email: teachersupport@mdek12.org

MISSOURI

https://dese.mo.gov/educator-quality/certification/become-certified-teacher

Missouri Department of Elementary and Secondary Education

205 Jefferson Street Jefferson City, MO 65101

Mailing address: P.O. Box 480 Jefferson City, MO 65102-0480

Phone: 573 751-4212

Website: http://dese.mo.gov

Educator Certification

P.O Box 480

Jefferson City, MO 65102-0480 Phone: 573 751-0051

Email: certification@dese.mo.gov

Website: https://dese.mo.gov/educator-quality/certification

MONTANA

https://opi.mt.gov/LicensureFAQ#top

Office of Public Instruction

P.O. Box 202501

Helena, MT 59620-2501

Phone: 406 444-3680

Website: http://www.opi.mt.gov

Montana Educator Licensure Program

P.O. Box 202501

Helena, MT 59620-2501

Phone: 406 444-3150

Email: cert@mt.gov

Website: http://opi.mt.gov/Educators/Licensure/Become-a-Licensed-Montana-Educator

NEBRASKA

https://www.education.ne.gov/tcert/out-of-state-certification/

Nebraska Department of Education

500 S 84 Street, 2nd Floor

Lincoln, NE 68510-2611

Phone: 402 471-2295

Website: http://www.education.ne.gov

Certification Telephone: 402 471-0739

Email: nde.tcertweb@nebraska.gov

Certification website: https://www.education.ne.gov/tcert/

NEVADA

https://doe.nv.gov/educator-licensure

Nevada Department of Education

700 East Fifth Street Carson City, NV 89701

Phone: 775 687-9115

Website: https://doe.nv.gov/

Nevada Educator Licensure Carson City Office

700 E. Fifth Street Carson City, NV 89701

Phone: 775 687-9115

Las Vegas Office

2080 E. Flamingo Rd, Suite 210 Las Vegas, NV 89119

Phone: 702 486-6458

Email: license@doe.nv.gov

Website: https://doe.nv.gov/

NEW HAMPSHIRE

https://nhdoepm.atlassian.net/wiki/spaces/CHD/pages/190513160/New+Applicant+or+Add+an+Endorsement#Out-of-State-Approved-Program-(AEPPOS)

New Hampshire Department of Education

101 Pleasant Street

Concord, NH 03301

Phone: 603 271-3494

Website: https://www.education.nh.gov/

Bureau of Credentialing

101 Pleasant Street

Concord, NH 03301

Phone: 603.271.2409

Website: https://www.education.nh.gov/

NEW JERSEY

https://www.nj.gov/education/certification/reciprocity/index.shtml

New Jersey State Board of Education

P.O. Box 500 Trenton, NJ 08625-0500

Phone: 609 376-3500

Website: https://nj.gov/education/

Office of Certification

P.O. Box 500

Trenton, NJ 08625-0500

Phone: 609 292-2070

Website: https://www.nj.gov/education/certification/

NEW MEXICO

https://web.ped.nm.gov/bureaus/licensure/

New Mexico Public Education Department

Licensure Bureau 300 Don Gaspar Room 103

Santa Fe, NM 87501 Phone: 505 827-5800

Website: https://web.ped.nm.gov/

Email: LicensureUnit@ped.nm.gov

NORTH CAROLINA

https://www.dpi.nc.gov/educators/educators-licensure/forms-and-faqs

North Carolina Department of Public Instruction (Physical address) 301 North Wilmington Street

Raleigh, NC 27601 Mailing address:

6301 Mail Service Center Raleigh, NC 27699-6301

Phone: 984 236-2100

Email: asklicensure@dpi.nc.gov

Website https://www.dpi.nc.gov/educators/educators-licensure

NORTH DAKOTA

https://www.nd.gov/espb/licensure/license-information/license-faqs

North Dakota Department of Public Instruction

600 East Boulevard Avenue Bismarck, ND 58505

Phone: 701 328-2260

Website: https://www.nd.gov/dpi/

North Dakota Education Standards and Practices Board

2718 Gateway Avenue Suite 204

Bismarck, ND 58503-0585

Phone: 701 328-9641

Email: espbinfo@nd.gov

Website: https://www.nd.gov/espb/licensure

OHIO

http://education.ohio.gov/Topics/Teaching/Licensure/Out-of-State-Licensure Ohio Department of Education

25 South Front Street Columbus, OH 43215

Phone: 877 644-6338

Email: contact.center@education.ohio.gov

Website: https://education.ohio.gov/

Ohio Department of Education Office of Educator Licensure

25 South Front Street, Mail Stop 504

Columbus, OH 43215-4183

Phone: 877 644-6338

Email for licensure: educator.licensure@education.ohio.gov

Website: https://education.ohio.gov/Topics/Teaching/Licensure

OKLAHOMA

https://sde.ok.gov/traditional-path-oklahoma-teacher-certification#otherstate

Oklahoma State Department of Education

Oliver Hodge Building

2500 North Lincoln Boulevard Oklahoma City, OK 73105

Website: http://sde.ok.gov/sde/

Oklahoma State Department of Education Teacher Certification

2500 North Lincoln Boulevard, #212

Oklahoma City, OK 73105-4599 Phone: 405 521-3337

Website: http://sde.ok.gov/sde/teacher-certification

OREGON

https://www.oregon.gov/tspc/LIC/Pages/Out-of-State.aspx

Oregon Department of Education

255 Capitol Street NE Salem, OR 97310

Phone: 503 947-5600

Website: https://www.oregon.gov/ode

Oregon Teacher Standards and Practices Commission

250 Division Street NE

Salem, OR 97301

Email: contact.tspc@oregon.gov

Website: https://www.oregon.gov/tspc/LIC/Pages/default.aspx

PENNSYLVANIA

https://www.education.pa.gov/Educators/Certification/OutOfState/Pages/default.aspx Pennsylvania Department of Education

333 Market Street

Harrisburg, PA 17126

Phone: 717 783-6788

Website: https://www.education.pa.gov/Pages/default.aspx

Division of Certification Services

333 Market Street

Harrisburg, PA 171126-0333

Phone: 717 787-3224 or 717 728-3356

Email: ra-certquestions@pa.gov

Website: https://www.education.pa.gov/Educators/Certification/Pages/default.aspx

RHODE ISLAND

https://ride.ri.gov/teachers-administrators/educator-certification-0

Rhode Island Department of Education 255 Westminster Street

Providence, RI 02903

Phone: 401 222-4600

Website: http://www.ride.ri.gov

Office of Educator Excellence and Certification Services

255 Westminster Street, 4th Floor

Providence, RI 02903-3400

Phone 401 222-4600

Email: eqac@ride.ri.gov

https://ride.ri.gov/teachers-administrators/educator-certification-0

SOUTH CAROLINA

https://ed.sc.gov/educators/teaching-in-south-carolina/reciprocity/

Department of Education

1429 Senate Street

Columbia, SC 29201

Phone: 803 734-8500

Email: info@ed.sc.gov Website: http://ed.sc.gov

Educator Services

8301 Parklane Road

Columbia, SC 29223

Phone: 803 896-0325

Email: certification@ed.sc.gov

Website: https://ed.sc.gov/educators/certification/

SOUTH DAKOTA

https://doe.sd.gov/certification/OOS-Reciprocity.aspx

South Dakota Department of Education Certification Office

800 Governors Drive Pierre, SD 57501

Phone: 605 773-3134

Email: certification@state.sd.us

Website: https://doe.sd.gov/certification/

TENNESSEE

https://www.tn.gov/education/educators/licensing/educator-licensure/out-of-state-educators.html

Tennessee State Department of Education Office of Educator Licensure and Preparation

Andrew Johnson Tower, 9th Floor

710 James Robertson Parkway Nashville, TN 37243

Email: Educator.licensing@tn.gov

Website: https://www.tn.gov/education/educators/licensing/educator-licensure.html

TEXAS

https://tea.texas.gov/texas-educators/certification/out-of-state-certification/out-of-state-certified-educators

Texas Education Agency

William B. Travis Building 1701 North Congress Avenue Austin, TX 78701

Phone: 512 463-9734

Website: http://www.tea.state.tx.us

Educator Certification & Testing

1701 North Congress Avenue Austin, TX 78701-1494

Email: educatorcert@tea.texas.gov

Website: https://tea.texas.gov/texas-educators/certification

UTAH

https://www.schools.utah.gov/licensing/apply.php

Utah State Board of Education

250 East 500 South Salt Lake City, UT 84114-3204

Phone: 801 538-7500

Website: http://www.schools.utah.gov

Educator Licensing

250 East 500 South

P.O. Box 144200

Salt Lake City, UT 84114-4200

Website: https://www.schools.utah.gov/licensing.php

VERMONT

https://education.vermont.gov/educator-licensure/become-a-vermont-educator/reciprocity

State of Vermont Agency of Education

1 National Life Drive, Davis 5

Montpelier, VT 05620-2501

Phone: 802 828-1130

Website: http://www.education.vermont.gov

Office of Educator Licensing Vermont Agency of Education

Website: https://education.vermont.gov/educator-licensure

Phone: 802-828-3440

Email: aoe.licensinginfo@vermont.edu

VIRGINIA

https://www.doe.virginia.gov/teaching-learning-assessment/teaching-in-virginia/teacher-licensure/licensing-forms-information

Virginia Department of Education James Monroe Building

101 North 14th Street Richmond, VA 23219

Phone: 804.225.2420

Website: https://www.doe.virginia.gov/home

Office of Teacher Education and Licensure

P.O. Box 2120

Richmond, VA 23218

Phone: 804.371.2522

Email: licensure@doe.virginia.gov

Website: https://www.doe.virginia.gov/teaching-learning-assessment/teaching-in-virginia/licensure

WASHINGTON

https://www.k12.wa.us/certification/teacher-certificate/out-state-applicants-teachers Washington Office of Superintendent of Public Instruction

Old Capitol Building

600 South Washington St. SE

P.O. Box 47200

Olympia, WA 98504

Phone: 360 725-6000

Website: http://www.k12.wa.us

Professional Certification Office Old Capitol Building

P.O. Box 47200

Olympia, WA 98504-7200

Phone: 360 725-6400

Website: https://www.k12.wa.us/certification

WEST VIRGINIA

https://teachwv.com/make-a-gameplan/out-of-state-program-requirements/

West Virginia Department of Education

1900 Kanawha Boulevard East Charleston, WV 25305

Phone: 833 627-2833

Website: https://wvde.us/

West Virginia Department of Education Office of Certification Building 6, Suite 550

1900 Kanawha Boulevard East Charleston, WV 25305

Phone: 800982-2378 or 304558-7010

Website: https://wvde.us/certifications

Email: certification.wvde@k12-wv.us

WISCONSIN

http://dpi.wi.gov/tepdl/pathways/oos

Wisconsin Department of Public Instruction 125 South Webster Street

P.O. Box 7841

Madison, WI 53703

Phone: 608 266-3390

Website: https://dpi.wi.gov/

Wisconsin Department of Public Instruction Educator Preparation and Licensing

125 South Webster Street

P.O. Box 7841

Madison, WI 53703

Contact forms: https://dpi.wi.gov/support/contact-us

Website: https://dpi.wi.gov/licensing

WYOMING

http://wyomingptsb.com/licensure/out-of-state-applicants/

Wyoming Department of Education

122 W. 25th Street, Ste E200 Cheyenne, WY 82002

Phone: 307 777-7675

Website: https://edu.wyoming.gov/

Wyoming Professional Teaching Standards Board 2001 Capitol Avenue

Emerson Building R Room 128

Cheyenne, WY 82002

Website: https://wyomingptsb.com/licensure/becoming-licensed/

Phone: 307 777-7291

Email: wyoptsb@wyo.gov

Teachers College Information Technology

Teachers College Information Technology (TCIT) is a consultative information technology organization responsible for academic and College technology. Their services include:

1. Student, faculty, and staff technology support via the Service Desk
2. Classroom technology, video, and event support
3. Information security to monitor, assess, and respond to threats against the College
4. Enterprise application management for the development, testing, support and operation of student, staff, and faculty software applications
5. Infrastructure management to support the storage, computing, server, cloud and wired/wireless network needs of the College
6. Technology strategy and project management to prioritize, scope, and deliver improved services and solutions that align with stakeholder needs

The Policy on Acceptable Use of Information Technology Resources at TC is listed on the Policies and Procedures Section of this catalog and can be found online in the Teachers College Policy Library.

Email Accounts

Teachers College has established email as the official means of communication with students. In order to activate their TC email account, students are required to activate their Columbia University Network ID (UNI) and should follow the New Student Quick Start Guide.

The UNI is also required to log into the myTC portal. The myTC portal also includes access to TC's course management system and other TC applications.

Teachers College expects every student to receive email at their Teachers College email address and to read email frequently and consistently. A student's failure to receive and read College communications in a timely manner does not absolve that student from knowing and complying with the content of such communications. The complete policy can be viewed at Email Governance Policy.

Campus Network

Data, voice, and video outlets as well as wireless access are found in every classroom and office on campus. Student residences are served by wired access mostly through a third-party provider.

Teachers College Computing Access

Wireless access is available throughout the academic buildings and in common areas of the student residence halls. Those connecting personal computers to the College network are required to maintain current virus protection and device certificates, which can be done by downloading software from the myTC portal at no cost. They are also required to maintain current security by configuring Windows, Mac OS, iOS, and Android systems for automatic updates.

Crowdstrike malware protection is licensed by the College for all students to download for their home computers. Crowdstrike is installed on all college purchased computers. Several software applications including Microsoft Office, SPSS, R, and NVivo, are also available through site licenses for home use. Downloads are accessed via the web at myTC portal.

Teachers College Printing Access

Printers are available for students using the TC printing system in the Student Success Hub in 242HM, the computer classrooms in 345 Macy, Gottesman Libraries, and the Whittier resident Hall 10th-floor computer lab. Students can print 20 double-sided pages per week across the semester at no cost and can purchase additional pages at 5 cents per page black & white and 50 cents per page for color. For volume printing, we recommend using TC Business Services *(located in Zankel 34).*

There are also two Columbia printers located in the Gottesman libraries which provide students with 20 double-sided pages per week at no cost (in addition to the Teachers College printing system) with the option to purchase additional pages also at 5 cents per page black & white. For volume printing, we recommend using TC Business Services *(located in Zankel 34).*

Multi-media Classrooms

All of our 65 classrooms have dedicated equipment such as PCs, Macs, projectors, and document cameras. Many of the rooms are set up with cameras and software for asynchronous, synchronous, and collaboration. Mobile multimedia, laptop carts are available for use in rooms that do not have dedicated equipment. Newly redesigned classrooms are equipped for video conferencing and lecture capture, with touch LCD panels and the ability to easily share content among room participants including the use of personal mobile devices. There is flexible seating to easily move from lecture to group work, and plenty of whiteboard surfaces including the tables.

Enrollment Systems

Students are able to register, drop and add classes, check financial aid, academic history, and current grades or pay by ACH via the web portal at myTC portal.

** Last updated: Jun 9, 2026*

Contact Information & Travel Directions

Post Office Address

Teachers College, Columbia University
525 West 120th Street
New York, NY 10027

Telephone: (212) 678-3000
Fax: (212) 678-4048
www.tc.columbia.edu

Access Services
Office of Access and Services for Individuals with Disabilities
Tel/Voice: (212) 678-3689
TTY: (212) 678-3853
Video Phone: (646) 755-3144
Fax: (212) 678-3793
Email: oasid@tc.edu
tc.edu/oasid

Admission
Office of Admission
Tel: (212) 678-3710
Fax: (212) 678-4171
Email: admission@tc.columbia.edu
tc.edu/admission

TC NEXT
Tel: (212) 678-3140
Fax: (212) 678-3107
Email: careereducation@tc.columbia.edu
tc.edu/tcnext

Doctoral Studies
Office of Doctoral Studies
Tel: (212) 678-4050
Fax: (212) 678-4050
Email: ods@tc.edu
tc.edu/doctoral

Employment
Office of Human Resources
Tel: (212) 678-3175
Fax: (212) 678-3178
Email: hr@tc.edu
tc.edu/hr

Housing (On-campus)
Office of Residential Services
Tel: (212) 678-3235
Fax: (212) 678-3222
Email: housing@tc.edu
tc.edu/housing

International Services
Office of International Students and Scholars
Tel: (212) 678-3939
Fax: (212) 678-3990
Email: tcintl@tc.edu
tc.edu/international

Payment of Fees
Office of the Bursar
Tel: (212) 678-3056
Fax: (212) 678-4139
Email: bursar@tc.edu
tc.edu/bursar

Registration
Office of the Registrar
Tel: (212) 678-4050
Fax: (212) 678-4050
Email: registrar@tc.edu
tc.edu/registrar

Safety and Security
Office of Campus Safety & Security
Tel: (212) 678-3098
Fax: (212) 678-3222
Email: tcsecurity@tc.edu
tc.edu/security

Financial Aid
Office of Financial Aid
Tel: (212) 678-3714

Fax: (212) 678-4089
Email: FinancialAid@tc.edu
tc.edu/financial-aid

How to Get to Teachers College

- By Bus: Four bus routes include stops at West 120th Street: M4, M5, M11, M104
- By Subway: Take the 1 local subway to the 116th Street Station; walk north on Broadway to West 120th Street. Teachers College is on the north side of West 120th Street, between Broadway and Amsterdam Avenue.
- By Car: The Henry Hudson Parkway (West Side Highway) is convenient to Teachers College. The highway can be reached from most of the main routes entering New York City. Whether driving north or south, leave the West Side Highway at the 96th Street exit; at the first traffic light turn left (north) onto Riverside Drive; at 120th Street turn right and go two blocks east to the College.
- Parking: The following garages in the area will accept outside cars if you phone in advance.
    - E & B Operating Corp. (137 West 108th Street / (212) 865-8315)
    - Riverside Church Garage (Riverside Drive & 120th St. / (212) 870-6736)
    - Upper Westside Garage (234 West 108th Street / (212) 222-8800)
    - Park Yorkshire Garage (151 West 108th Street / (212) 865-2314)
    - Morningside Garage (3100 Broadway / (212) 864-9877)

Teachers College
COLUMBIA UNIVERSITY

Academic Catalog 2026-2027

Additional Documents

22 pages

Documents

Communication and Education MA 925

Comparative and International Education EdM 928

Comparative and International Education MA 930

Curriculum and Teaching in Physical Education EdD 932

Design and Development of Digital Games MA 934

Instructional Technology and Media MA 937

International Educational Development EdM 940

International Educational Development MA 942

Nursing Education Online EdD 944

Degree Requirements >>

Communication and Education

Degree Level: M.A.

Points/Credits: 32

No longer accepting students.

Consolidated into new MA in Technology, Media, and Learning.

The Communication and Education Master of Arts degree program relies primarily on social science inquiry to understand, interpret, and shape how information, communication technologies and new media influence culture and education, including areas such as literacy, social justice, youth development, and teacher education.

This program uses a broad range of methods -- including both qualitative and quantitative approaches -- to study the intersections of communication and learning. It asks, in particular, how education and other social systems change under the impact of emerging media. The program encourages students to:

- Reflect on the historical, cultural and social impact of a wide range of media
- Leverage relevant research methods and modes of inquiry to better understand how communication and media use shape learning practices
- Attend closely to both technological artifacts and human activity, reflecting on the diverse ways in which modes of communication condition the meanings actually, and potentially, communicated—particularly through the wide variety of digital means available to us.

Students graduating from the M.A. degree program in Communication and Education have pursued a wide variety of career paths, in accordance with their goals and interests. Some of these include:

- Teaching and research positions in higher education;
- Working in schools, museums or other educational institutions to leverage new media technologies in effective and empowering ways;
- Conducting formative and evaluative research on the use of media in/for learning, both within classrooms and beyond;
- Designing and implementing innovations in the use of new media for educational, social or civic purposes; or
- Working in government or nonprofit settings to shape the conversation around new media and learning through research and policy work.

Master of Arts (32 points required)

To earn the Master of Arts (M.A.), degree students must satisfactorily complete 32 points of coursework and an integrative project. In CMLTD programs, the M.A. degree serves two main functions: a mark of entry-level professional qualifications in

the fields covered and a grounding for further, more advanced specialization in the field.

Students must take coursework totaling at least 32 points. The following are required:

Core Requirement: (1 point)

- MSTU 4000 is a requirement for 1 credit in the first semester of study.
- MSTU 4900 IP Seminar is a requirement for 0 credits in the last semester of study.

Foundational Knowledge: At least three areas must be represented. (9 points)

- Cognitive Issues and Technology
  - MSTU 4133 Cognition and Computers
  - MSTU 4088 Introduction to Learning Sciences and Educational Technology
- Social Issues and Technology
  - MSTU 4005 Equity, Ethical, and Social Issues in Educational Technology
  - MSTU 4020 Social and Communicative Aspects of the Internet
- Cultural Issues and Technology
  - MSTU 4028 Technology and Culture
  - MSTU 5002 Culture, Media, and Education
- Educational Practice and Design
  - MSTU 4001 Technology and School Change
  - MSTU 4050 Online Schools and Online Schooling K-12
  - MSTU 4083 Instructional Design of Educational Technology

Breadth Requirement: (6 points)

All students (at both master's and doctoral levels) must complete 6 points at Teachers College outside of the

Communication, Media and Learning Technologies Design Program (that is, courses with a prefix other than MSTU).

Additional Requirements: for M.A. students in Communication and Education (TECM)

- MSTU 4016 The History of Communication
- 13 points additional MSTU courses
- Other courses chosen in consultation with an advisor

Integrative M.A. Project

Candidates for the M.A. degree are expected to culminate their work with an integrative project. Projects vary but share the

common following features:

- Empirically based and grounded in the research literature
- Address a problem or phenomenon of the student's interest and area of study
- Provide a solution to the problem.

Some examples include:

- Design of new learning technologies and media-driven experiences
- Development of new models, curriculum, and/or lessons integrating technology
- A thesis or case study analysis of a trend in the field of learning technology

Specifics of the integrative project are determined through discussions with the students' advisors. In addition, because

experientially-grounded learning is invaluable preparation for professional practice, students are strongly advised to take

fieldwork or internships as an integral part of their master's program.

For students completing only the M.A. degree program, this project should be related to their career goals and should provide tangible evidence of their skills and strengths.

Degree Requirements >>

Comparative and International Education

Degree Level: Ed.M.

Points/Credits: 60

No longer accepting students.

Consolidated into new ME in International Comparative Education.

Comparative and International Education (CIE – code: COMP)

Check the Course Planning sheet in the Student Handbook for the most recent degree requirements.

Coursework (at least 60 graduate level credits, including up to 30 transferred credits).

Ed.M. coursework falls into four broad areas:

Area 1: Core Courses (12 credits)
- ITSF 4580 International Comparative Education & Development Studies (Part 1)
- ITSF 4581 International Comparative Education & Development Studies (Part 2)
- Two Research Methods Courses (Not Limited to ITS Methods Classes)

Area 2: Cluster-related courses (at least 18 credits)
- Courses counting towards the cluster must be faculty advisor- approved.
- Students considering a change in cluster must discuss the change with their faculty advisor.
- In some cases, transferred credits may be applied in this area.

Area 3: Transcultural/Area Studies (at least 15 credits)
- Courses must come from at least three of the following categories: topics, research methods, professional skills, internship/practicum.
- Transferred credits may be applied in this area.

Area 4: TC Electives (at least 15 credits)
- To fulfill the TC breadth requirement, Ed.M. students must take at least 6 points of courses that are at TC but outside of the International and Comparative Education Program. Courses offered by other Programs within the ITS Department (anthropology) can also count as TC breadth electives if they are outside of the student's concentration.
- Other elective courses can be taken outside of the ITS department or transferred from other schools.

Transfer credit:
A maximum of 30 credits may be transferred from other accredited institutions. Only graduate courses which have been (1)

completed with grades of B or higher, (2) submitted on an official transcript from a regionally accredited institution, (3) granted/assigned graduate credit on the transcript of that institution, and (4) completed prior to enrollment at Teachers College may be considered for transfer credit. Transfer credit is awarded at the discretion of the faculty advisor and according to College policy. After registering for the first semester, students should obtain and fill out an Advanced Standing Review (ASR) application from the Office of the Registrar and return it to the Office of the Registrar. Transcripts will be evaluated and sent to the International and Comparative Education Program Assistant, who will then contact the student with further instructions. The entire process can take several months.

Integrative Project (IP)

- Completion of an IP is required for the Ed.M. degree. Please see the guidelines for Masters' Integrative Project (IP) in the student handbook.
- Students should consult with the faculty advisor about the IP at least one semester before the intended graduation date. After the IP topic has been approved, the IP Advisors are available to guide students through the completion of the IP.
- Students who are working on the IP but not registered for any other classes may register for IND 4000 (Masters Candidate).

Graduation

- Full-time students who transfer the full 30 credits may complete the Ed.M. degree within one academic year (fall semester, spring semester, and summer session).
- In order to graduate, students need to review their coursework on Degree Audit (accessed through myTC portal) and have it approved by their faculty advisor. Once the IP is completed, the student's faculty advisor must approve it through Degree Audit. Students may contact the Registrar for specific deadlines. Students must submit a soft and hard copy of the IP to be filed in the International and Comparative Education Program office (374 GDH). Students will complete a release form indicating whether or not they grant permission for the IP to be viewed by other students.

Degree Requirements >>

Comparative and International Education

Degree Level: M.A.

Points/Credits: 32

No longer accepting students.

Consolidated into new MA in International Comparative Education.

Comparative and International Education (CIE – code: COMP)

Check the Course Planning sheet in the Student Handbook for the most recent degree requirements.

Coursework (at least 32 graduate level credits).

M.A. coursework falls into four broad areas:

Area 1: Core Courses (12 credits)
- ITSF 4580 International Comparative Education & Development Studies (Part 1)
- ITSF 4581 International Comparative Education & Development Studies (Part 2)
- Two Research Methods Courses (Not Limited to ITS Methods Classes)

Area 2: Concentration (at least 9 credits)
- Courses counting towards the concentration must be faculty advisor- approved.
- Students considering a change in concentration must discuss the change with the faculty advisor.

Area 3: Transcultural/Area Studies (at least 5 credits)
- Courses must come from at least two of the following categories: topics, research methods, professional skills, internship/practicum.

Area 4: TC Electives (at least 6 credits)
- To fulfill the TC breadth requirement, M.A. students must take at 6 points of courses that are at TC but outside of the International and Comparative Education Program.
- Courses offered by other programs within the ITS Department (anthropology) may also count as TC breadth electives if they are outside of the student's concentration.

Integrative Project (IP)
- Completion of an IP is required for the M.A. degree. Please see the Guidelines for Master's Integrative Project (IP) in the handbook.
- Students should consult with the faculty advisor about the IP at least one semester before the intended graduation date.

After the IP topic has been approved, the IP Advisors are available to guide students through the completion of the IP.
- Students who are working on the IP but are not registered for any other classes may register for IND 4000 (Masters Candidate).

Graduation
- Full-time students may complete the M.A. degree within one academic year (fall semester, spring semester, and summer session).
- In order to graduate, students need to review their coursework on Degree Audit (accessed through myTC portal) and have it approved by their faculty advisor. Once the IP is completed, the student's faculty advisor must approve it through Degree Audit. Students may contact the Registrar for specific deadlines. Students must submit a soft and hard copy of the IP to be filed in the International and Comparative Education Program office (374 GDH). Students will complete a release form indicating whether or not they grant permission for the IP to be viewed by other students.

Degree Requirements >>

Curriculum and Teaching in Physical Education

Degree Level: EdD

Points/Credits: 90

No longer accepting students.

The specific career goals of the student are used in planning the graduate program of study. Programs include one or more of the following features:

Field-Based Experiences

The theoretical study of curriculum and teaching concepts is integrated with field-based applications of those concepts. Part of the student's graduate study experience takes place in elementary, secondary, or college physical education settings. Students who are concurrently employed as physical education teachers use their own schools as field sites; other students are assigned to selected field sites.

Program Design and Development

Students critically examine an array of traditional and innovative physical education program designs, and then formulate their own conception of curriculum. Program evaluation techniques are studied and then used to conduct field evaluations of ongoing programs. Students learn systematic techniques for program development and use them to plan programs for field settings.

Teaching: Performance and Analysis

Students critically evaluate existing theories and models of teaching, and devise their own concepts of teaching. A spectrum of analytic techniques is used to analyze videotaped and live samples of interactive teaching.

Study and Application of Concepts of Human Movement and Health

Students study theory and research in the applied sciences of anatomy, movement analysis, exercise physiology, health, nutrition, motor learning, and their applications to program designs and teaching strategies.

Research Competence for Ed.D. students

All doctoral students develop proficiency in research and complete a dissertation under the advisement of a faculty sponsor. With their career goals in mind, students design their programs of study to include coursework that focuses on research methods and the results of research in physical education, and participate in research experiences to

demonstrate competence and successfully complete the dissertation.

All doctoral students participate in an intensive seminar that reviews research in physical education and also attend a continuous research semester during most semesters of their enrollment in the program. Students must satisfactorily complete all parts of the program certification exam and a literature review to be certified and officially begin the dissertation process.

During the dissertation process, students work closely with an advisor and complete pilot studies to enhance their research skills. Students who are planning on academic careers that will include conducting research may participate in faculty research projects throughout their program to further enhance their research preparation.

Degree Requirements >>

Design and Development of Digital Games

Degree Level: M.A.

Points/Credits: 32

No longer accepting students.

Consolidated into new MA in Technology, Media, and Learning.

Design and Development of Digital Games (TEDG)

The M.A. degree program in Design and Development of Digital Games is a 32-33 point degree program that prepares students to design, develop, implement and evaluate digital games and closely related technologies (such as mobile apps, interactive media, virtual and augmented reality) for learning and social impact in both formal and informal educational settings. This program is unique in that the curriculum is structured to examine game design from a combination of social, cultural, cognitive, and affective perspectives. Students who are studying the design and development of games for education as a concentration need the degree to reflect this area of study, which is not only optimal but necessary for their intended goals.

Games and closely related technologies are increasingly important for learning and for professional education and training in schools, medicine, business, entertainment, and other domains. Rapid changes in these technologies are reshaping the ways we create, evaluate, reflect, reason, and learn. The interdisciplinary nature of game design has led to more creative approaches in teaching and learning in both informal learning contexts (such as museums and homes) and formal learning contexts (classrooms, schools, and workplaces).

The skills involved in designing, developing and studying games are relevant to a wide variety of careers, for instance: instructional design, coding, web and app development, project management, user experience (UX) design, illustration, 3D modeling, and so on. Whether pursuing a career specifically in games (commercial or educational game design) or intending to use games as a means to other endeavors, this program is an exciting and modern platform for a future career journey.

Courses in the M.A. degree program provide a solid foundation in both theoretical and practical aspects to the design of educational technology (of which games are a part), which are very relevant to the design of games that target

learning—often called educational games. Similarly, the development of educational (or other) games depends upon the ability to program such games, or, at the very least, to have enough programming knowledge to be able to communicate appropriately with programmers who will develop games based on design specifications.

Therefore, courses on game development, for example, complement the required programming course sequences that teach programming skills that may be applied to games.

Minimum Point Requirement

A minimum of 32 points of coursework is required for completion of the degree. Course credits from previous, non-Teachers College work cannot be transferred in to count toward the 32 points required for the M.A. degree.

Required Core Courses (10 points)

- Required courses:
- MSTU 4000: Core Seminar (1 point), taken in first semester
- MSTU 4088 Introduction to Learning Sciences and Educational Technology (3 points)
- MSTU 4083: Instructional Design of Educational Technology (3 points)
- MSTU 4900: Integrative Project Seminar (0 or 1 point), taken in final semester
- For the remaining points, choose between:
- MSTU 4020: Social and Communicative Aspects of ICTs (3 points)
- MSTU 4005: Equity, Ethics and Social Issues (3 points)

OR

- MSTU 4504: Ethical Issues in Technology Design (3 points)

Requirements in the Major Area (15 points)

- 6 points selected from any three programming courses:
- MSTU 5003: Theory and Programming of Interactive Media I (3 points), MSTU 5013: Theory and Programming of Interactive Media II (3 points), or 5007: Development of XR and Games
- Other programming courses approved by academic adviser
- For the remaining 9 points, choose any combination of the following courses:
- MSTU 4039: Game Design Fundamentals: Theory and Practice of Game Design (3 points)
- MSTU 4040: Mobile Learning (3 points)
- MSTU 5000: Virtual, Augmented, Mixed Reality and Games as Learning Tools (3 points)
- MSTU 5015: Research/Programming in Serious Games (3 points)
- MSTU 6000: Advanced Design of Educational Games (3 points)

Elective Courses (1-3 points)

1-3 points of additional MSTU courses.

Breadth Requirement: (6-9 points)

All students must complete a minimum of 6 points at Teachers College outside of the Communication, Media and Learning Technologies Design Program (that is, courses with a prefix other than MSTU).

Integrative M.A. Project

Candidates for the M.A. degree are expected to culminate their work with an integrative project. Projects vary but share the

common following features:

- Empirically based and grounded in the research literature
- Address a problem or phenomenon of the student's interest and area of study
- Provide a solution to the problem

Some examples include:

- Design of a new game, app, virtual reality experience or other form of interactive media
- Case study analysis of a trend in the field of game-based learning
- Development of new models, curriculum, and/or lessons integrating technology
- On-site field study and recommendations for teachers

Specifics of the integrative project are determined through discussions with the students' advisors.

For students completing only the M.A. degree, this project should be related to their career goals and should provide tangible evidence of their skills and strengths.

Degree Requirements >>

Instructional Technology and Media

Degree Level: M.A.

Points/Credits: 32

No longer accepting students.

Consolidated into new MA in Technology, Media, and Learning.

Instructional Technology and Media (TEIT)

The Instructional Technology and Media degree programs examine the relationship between the design of technology, digital media, cultural context, social interaction, and learning. Courses provide extensive exposure to theories of cognition and design, as well as deep dives into applications of these theories in practice.

Consequently, while students will encounter a wide range of cognitive, social, and design theories, students are encouraged to consider the power, equity, and ethical implications of context and culture in their application across learning spaces and environments. Faculty and students' current areas of exploration include state of the art technologies such as virtual and augmented reality, the design of toys and digital games, maker education and digital fabrication, robotics and social pedagogical agents, artificial intelligence and computational literacy.

Students graduating from the program in Instructional Technology and Media have pursued a wide variety of career paths, in accordance with their goals and interests. Some of these include:

- Teaching, and research positions in higher education;
- Administrative and teaching positions in elementary, middle, and high schools;
- Creating educational technology startups and joining established industry leaders such as PBS, Nickelodeon, Google, Amazon, Sesame Workshop;
- Research and design positions in informal learning contexts such as museums and non-profit organizations to leverage new media technologies in effective and empowering ways;
- Research positions and design of technology-based training in corporations;
- Conducting formative and evaluative research on the use of media in/for learning, both within classrooms and beyond;
- Designing and implementing innovations in the use of new media for educational, social or civic purposes; or
- Working in government or nonprofit settings to shape the conversation and policy around new media and learning through research and policy work.

Participants in all CMLTD Program areas share a basic conviction that good design in educative matters starts with careful

attention to the needs and characteristics of the individuals that the design will serve. For example, the ability to understand the individual through empirical research and empathic engagement will make the design of instructional technology not only technically proficient but educationally valuable as well. In all, this attention to the individual in society and culture defines the technological humanism we seek through all components of the degree programs in CMLTD—a humanism that combines the use of sophisticated technology with humane commitments for guiding purposes.

Master of Arts (32 points required)

To earn the Master of Arts (M.A.) degree, students must satisfactorily complete 32 points of coursework and an integrative project. In CMLTD programs, the M.A. degree serves two main functions: a mark of entry-level professional qualifications in the fields covered and a grounding for further, more advanced specialization in the field.

Students must take coursework totaling at least 32 points. The following are required:

Core Requirement: (1 point)

- MSTU 4000 is a requirement for 1 credit in the first semester of study.
- MSTU 4900 IP Seminar is a requirement for 0 credits in the last semester of study.

Foundational Knowledge: At least three areas must be represented. (9 points, minimum)

- Cognitive Issues and Technology
- MSTU 4133 Cognition and Computers
- MSTU 4088 Introduction to Learning Sciences and Educational Technology
- Social Issues and Technology
- MSTU 4005 Equity, Ethical, and Social Issues in Educational Technology
- MSTU 4020 Social and Communicative Aspects of the Internet
- Cultural Issues and Technology
- MSTU 4028 Technology and Culture
- MSTU 5002 Culture, Media, and Education
- Educational Practice and Design
- MSTU 4001 Technology and School Change
- MSTU 4050 Online Schools and Online Schooling K-12
- MSTU 4083 Instructional Design of Educational Technology

Breadth Requirement: (6 points)

All students (at both master’s and doctoral levels) must complete a minimum of 6 points at Teachers College outside of the Communication, Media and Learning Technologies Design Program (that is, courses with a prefix other than MSTU).

Additional Requirements: for M.A. students in Instructional Technology and Media (TEIT)

- MSTU 4083 Instructional Design of Educational Technology
- Counts toward the Foundational Knowledge area
- Two programming courses must be taken. This requirement can be met by taking the two-course Interactive Media programming sequence.
- MSTU 5003 and 5013 Theory and Programming of Interactive Media I & II
- 10 points of additional MSTU courses
- Other courses chosen in consultation with an advisor

Integrative M.A. Project

Candidates for the M.A. degree are expected to culminate their work with an integrative project. Projects vary but share the common following features:

- Empirically based and grounded in the research literature;
- Address a problem or phenomenon of the student's interest and area of study;
- Provide a solution to the problem.

Some examples include:

- Design of new learning technologies and media-driven experiences;
- Development of new models, curriculum, and/or lessons integrating technology;
- A thesis or case study analysis of a trend in the field of learning technology.

Specifics of the integrative project are determined through discussions with the students' advisors. In addition, because experientially-grounded learning is invaluable preparation for professional practice, students are strongly advised to take fieldwork or internships as an integral part of their master’s program.

For students completing only the M.A. degree, this project should be related to their career goals and should provide tangible evidence of their skills and strengths.

Degree Requirements >>

International Educational Development

Degree Level: Ed.M.

Points/Credits: 60

No longer accepting students.

Consolidated into new ME in International Comparative Education.

International Educational Development (IED – code: INTL)

Check the Course Planning sheet in the Student Handbook for the most recent degree requirements.

Coursework (at least 60 graduate level credits, including up to 30 transferred credits).

Ed.M. coursework falls into four broad areas:

Area 1: Core Courses (12 credits)

- ITSF 4580 International Comparative Education & Development Studies (Part 1)
- ITSF 4581 International Comparative Education & Development Studies (Part 2)
- Two Research Methods Courses (Not Limited to ITS Methods Classes)

Area 2: Cluster-related courses (at least 18 credits)

- Courses counting towards the cluster must be faculty advisor- approved.
- Students considering a change in the cluster must discuss the change with the faculty advisor.
- In some cases, transferred credits may be applied in this area.

Area 3: Transcultural/Area Studies (at least 15 credits)

- Courses must come from at least three of the following categories: topics, research methods, professional skills, internship/practicum.
- Transferred credits may be applied in this area.

Area 4: TC Electives (at least 15 credits)

- To fulfill the TC breadth requirement, Ed.M. students must take at least 6 points of courses that are at TC but outside of the International and Comparative Education program. Courses offered by other programs within the ITS Department (anthropology) can also count as TC breadth electives if they are outside of the student's concentration.
- Other elective courses can be taken outside of the ITS Department or transferred from other schools.

Transfer credit:

A maximum of 30 credits may be transferred from other accredited institutions. Only graduate courses which have been (1) completed with grades of B or higher, (2) submitted on an official transcript from a regionally accredited institution, (3)

granted/assigned graduate credit on the transcript of that institution, and (4) completed prior to enrollment at Teachers College may be considered for transfer credit. Transfer credit is awarded at the discretion of the faculty advisor and according to College policy. After registering for the first semester, students should obtain and fill out an Advanced Standing Review (ASR) application from the Office of the Registrar and return it to the Office of the Registrar. Transcripts will be evaluated and sent to the International and Comparative Education Program Assistant, who will then contact the student with further instructions. The entire process can take several months.

Integrative Project (IP)

- Completion of an IP is required for the Ed.M. degree. Please see the guidelines for Masters' Integrative Project (IP) in the student handbook.
- Students should consult with the faculty advisor about the IP at least one semester before the intended graduation date. After the IP topic has been approved, the IP Advisors are available to guide students through the completion of the IP.
- Students who are working on the IP but not registered for any other classes may register for IND 4000 (Masters Candidate).

Graduation

- Full-time students who transfer the full 30 credits may complete the Ed.M. degree within one academic year (fall semester, spring semester, and summer session).
- In order to graduate, students need to review their coursework on Degree Audit (accessed through myTC portal) and have it approved by their faculty advisor. Once the IP is completed, the student's faculty advisor must approve it through Degree Audit. Students may contact the Registrar for specific deadlines. Students must submit a soft and hard copy of the IP to be filed in the International and Comparative Education Program office (374 GDH). Students will complete a release form indicating whether or not they grant permission for the IP to be viewed by other students.

Degree Requirements >>

International Educational Development

Degree Level: M.A.

Points/Credits: 32

No longer accepting students.

Consolidated into new MA in International Comparative Education.

International Educational Development (IED – code: INTL)

Check the Course Planning sheet in the Student Handbook for the most recent degree requirements.

Coursework (at least 32 graduate level credits).

M.A. coursework falls into four broad areas:

Area 1: Core Courses (12 credits)

- ITSF 4580 International Comparative Education & Development Studies (Part 1)
- ITSF 4581 International Comparative Education & Development Studies (Part 2)
- Two Research Methods Courses (Not Limited to ITS Methods Classes)

Area 2: Cluster-related courses (at least 9 credits)

- Courses counting towards the cluster must be faculty advisor- approved.
- Students considering a change in cluster must discuss the change with the faculty advisor.

Area 3: Transcultural/Area Studies (at least 5 credits)

- Courses must come from at least two of the following categories: topics, research methods, professional skills, internship/practicum.

Area 4: TC Electives (at least 6 credits)

- To fulfill the TC breadth requirement, M.A. students must take at 6 points of courses that are at TC but outside of the International and Comparative Education Program.
- Courses offered by other programs within the ITS Department (anthropology) can also count as TC breadth electives if they are outside of the student's concentration.

Integrative Project (IP)

- Completion of an IP is required for the M.A. degree. Please see the Guidelines for Master's Integrative Project (IP) in the handbook.
- Students should consult with the faculty advisor about the IP at least one semester before the intended graduation date. After the IP topic has been approved, the IP Advisors are available to guide students through the completion of the IP.
- Students who are working on the IP but are not registered for any other classes may register for IND 4000 (Masters

Candidate).

Graduation

- Full-time students may complete the M.A. degree within one academic year (fall semester, spring semester, and summer session).
- In order to graduate, students need to review their coursework on Degree Audit (accessed through myTC portal) and have it approved by their faculty advisor. Once the IP is completed, the student's faculty advisor must approve it through Degree Audit. Students may contact the Registrar for specific deadlines. Students must submit a soft and hard copy of the IP to be filed in the International and Comparative Education Program office (374 GDH). Students will complete a release form indicating whether or not they grant permission for the IP to be viewed by other students.

Degree Requirements >>

Nursing Education (Distance Learning)

Degree Level: EdD

Points/Credits: 90

No longer accepting students.

The Doctor of Education in Nursing Education is designed for nurses with master's degrees who want to become nurse educators in either academic or staff development settings. Although all courses are online, the program fosters deep collaboration among students and faculty to maximize preparation for educator roles and to facilitate efficient progress through the program. The program encourages a unique collaborative approach to dissertation design and development.

Outcomes of Program

1. Integrate knowledge from nursing and higher education that supports the development of innovative teaching strategies that address diverse learning needs.
2. Apply theories from nursing, higher education, and related disciplines as a foundation for enacting the nurse educator role in academic and health care settings.
3. Demonstrate expertise as an advanced nurse educator that models the pursuit of lifelong learning and that reflects trends in nursing and higher education, inter-professional education, health care, and nursing practice.
4. Pursue intellectual inquiry and scholarly endeavors individually and collaboratively to advance knowledge in nursing education.
5. Serve as a scholar, leader, and advocate in nursing, nursing education, and higher education.

Degree Requirements

Nursing education courses have been designed to merge knowledge of the role of nursing faculty with the role nursing programs play in higher education. Courses have a theoretical foundation, along with a research underpinning so that best practices in didactic and clinical practice areas are taught, used, and tested. Ed.D. students learn how to actively engage their students in the learning process and how to be facilitators of learning, not just givers of knowledge. The program requires that students take a specific complement of courses in Nursing Education, Research Methods and Statistics, and Broad and Basic Courses and meet other requirements as outlined below.

Course Requirements

Nursing Education: All courses count for 3 credits; 24 credits are required.

- HBSN 6000 Nursing Knowledge in Nursing Education
- HBSN 6030 Curriculum Development in Nursing Education

- HBSN 6040 Teaching and Learning Strategies in Nursing Education HBSN 6043 Innovations in Nursing Education
- HBSN 6044 Assessment and Evaluation in Nursing Education
- HBSN 6045 Simulation in Nursing Education
- HBSN 6310 Practicum I: The Nurse Educator Role
- HBSN 6320 Practicum II: Leadership in Nursing Education

Research Methods: 12 credits are required.

- HBSS 5040 Research Methods in Health and Behavior Studies
- HBSN 5044 Advanced Research Methods: Literature Review and Critique
- HBSN 6540 Dissertation Design and Development
- HBSN 7500 Dissertation Seminar

Statistics: 6 credits are required

- HUDM 4120 Basic Concepts in Statistics OR
- HUDM 4122 Probability and Statistical Inference
- HUDM 5122 Applied Regression Analysis

Broad and Basic Courses 9 credits required

9 credits in electives taken at Teachers College that are outside Nursing Education Adult Learning and Higher Education

- Cognitive studies
- Communication, Media, and Learning Technologies Design Health education
- Diabetes education

Total: 51 Credits

It is expected that students will transfer between 39 and 45 credits from their master's degree programs if those credits are determined to be acceptable by the Teachers College registrar and program faculty.

Other Requirements

The Ed.D. requires the completion of 90 credits of graduate study (including transfer credits), certification as a doctoral candidate, which involves taking a certification examination in person at the College, a dissertation proposal approved as a result of a proposal hearing, successful oral defense, and acceptance of a research-based doctoral dissertation.

Enrolled students begin their doctoral student experience with a five-day in-person orientation to the program that occurs in August prior to the beginning of the Fall semester. All admitted students are required to attend this orientation on campus. During the orientation, students will be guided to plan their entire program of study. They plan the types of experiences they want to include in their courses and practica. They are apprised of the courses where they will be required to find a suitable nursing education setting in which to complete some of the course objectives (e.g., Simulation in Nursing Education), and they are instructed on the need to identify preceptors for Practicum I and Practicum II early in the program so that the credentials of the preceptors can be vetted, the preceptors can receive information about what will be required, and appropriate agreements can be executed.

Teachers College
COLUMBIA UNIVERSITY

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Teachers College COLUMBIA UNIVERSITY	**Academic Standards for Students Policy**	Policy No.: 120
		Effective Date: 10/14/2025

1. PURPOSE OF POLICY

The purpose of the Academic Standards for Students Policy (the "Policy") is to provide detailed information about the minimum academic standards necessary to study at Teachers College, and to explain any interventions and requirements that will be imposed upon students should they not meet said standards.

2. POLICY AUDIENCE

This Policy applies to all Teachers College students in a degree-seeking program.

3. DEFINITIONS

The terms below, as identified in this Policy, have the following definitions:

Academic plan: The plan must include a description of the academic difficulties the student has experienced (e.g., why, in the student's estimation, they were unable to meet the minimum standard for the class), a clear definition of the student's future academic goals at Teachers College, and timeline and set of academic actions to be taken for the student to return to good standing. The academic plan is binding, and failure to meet the plan will result in continued academic warning, probation, or dismissal, as applicable. Plans must be submitted in writing to the Office of the Registrar at registrar@tc.columbia.edu.

Academic probation: This is an academic status that aims to inform students that they are in danger of academic dismissal. This status requires that students develop an academic plan and meet with a member of the Student Success team with the Graduate Student Life and Development Office. It also reduces the number of credits a student may register for in a given term.

Academic warning: This is a non-punitive status that aims to inform a student if they are in danger of falling short of the College's academic standards. It requires students meet with their academic advisor to develop an academic plan, and recommends they seek support from a member of the Student Success team within Graduate Student Life and Development.

4. POLICY DETAILS

The Faculty of the College requires that all students maintain acceptable grades as well as satisfactory progress in the completion of degree requirements. The College defines acceptable grades as C or higher, though some programs may have more stringent requirements. Any Department judging a student to be performing below expectations is authorized by the Faculty to require students to retake up to 2 courses up to one (1) time per course[1] as a means to evaluate the student's continuance within the degree program or at the College.

[1] Students are only permitted to repeat a course once under Federal Title IV compliance regulations, which govern the receipt of federal financial aid. Thus, any further repetitions course would not be counted towards the student's enrollment status and would not be eligible for Title IV aid.

The ability to retake courses can occur at any point in a student's time at TC. This course of action must be determined in conjunction with the Program Director of the student's Program of Study and provided to the student in writing.

Satisfactory progress, outside of what is stated in this policy, is defined by the student's academic Program, and if not met, can result in Program probation or dismissal from the College. Program requirements, including minimum grade and progress requirements, can be found in each Program's student handbook. **Academic Programs that have a program handbook must provide students notice of their handbook during New Student Orientation or by the end of the first week in their first semester of attendance. Academic Programs that do not have their own program handbook requirements will default to the College guidelines stated here.**

If a student has earned a C- or lower in one course, they will be placed on academic warning and the student and faculty advisor will be notified of this status by the Office of the Registrar. At this point, the student and faculty advisor must meet in order to develop an academic plan[2], which should then be submitted to the Office of the Registrar within two weeks of said meeting. If the advisor observes any additional extenuating circumstances the student is experiencing, it is recommended that the advisor suggest that the student seek support from the Office of Student Support & Advocacy. This is a warning status and will not hinder the student's ability to register for classes.

If a student has earned grades of C- or lower in two (2) courses, they will be placed on academic probation. Students who are on academic probation will be limited to nine (9) credits of registration per term unless and until at least one (1) grade of C- or lower is removed. Students on academic probation are, like those with a warning, required to meet with their advisor, develop an academic plan to get back on course, and submit it to the Registrar. Students on academic probation are also required to meet with a member of the Student Success team within the Office of Graduate Student Life and Development to receive support aimed at helping them succeed.

Any student receiving grades of C- or lower in three (3) courses will be academically dismissed from the College. If a student is academically dismissed from the College, they are no longer eligible to register for any coursework or receive any degree from Teachers College. They are also ineligible to reapply to the College for any academic program. Petitions for exception to this policy must be submitted in writing to the Office of the Registrar, with the approval of the student's Program Director and must include plans to repeat two of the courses for at least two (2) unsatisfactory grades. Petitions to the Office of the Registrar must be submitted by the end of the add/drop period of the term immediately after the third grade of C- or lower was earned. Exceptions to the College Academic Standards for Students policy must be based on dismissal for unsatisfactory grades. They may not be submitted based on programmatic dismissal based on insufficient academic progress.

[2] An academic plan must include a description of the academic difficulties the student has experienced (e.g., why, in the student's estimation, they were unable to meet the minimum standard for the class), a clear definition of the student's future academic goals at Teachers College, and timeline and set of academic actions to be taken for the student to return to good standing. The academic plan is binding, and failure to meet the plan will result in continued academic warning, probation, or dismissal, as applicable. Plans must be submitted in writing to the Office of the Registrar at registrar@tc.columbia.edu.

International students who have been dismissed from the Teachers College will have action taken on their SEVIS record within 21 days of the dismissal date. International students facing dismissal should contact the Office of International Students and Scholars immediately to determine their options.

In the event that three grades of C- or lower are earned in a single term–Autumn, Spring, or Summer–the student will immediately be placed on academic probation. They must meet with their academic advisor to develop an academic plan, in writing, which must be submitted to the Office of the Registrar. This plan must include plans to resolve at least one unsatisfactory grade in the subsequent three terms. Further, maximum course load for each term until all unsatisfactory grades are resolved will be limited to nine (9) credits.

Any student who accrues unresolved incomplete grades in two (2) courses at Teachers College, beginning in Fall 2025, will be required to hold a meeting with their advisor to develop an academic plan outlining plans to resolve said incomplete grade(s) and submit it to the Office of the Registrar. The advisor will also encourage the student to seek support for nay personal concerns that may be affecting their academic performance by contacting the Office of Student Support & Advocacy. This support is recommended, but not required. Any student who has accrued three (3) or more incomplete grades over the course of their studies at Teachers College will be placed on Academic Probation status until those incomplete grades are resolved. **At this point, the student will be required to meet with their academic advisor to develop an academic plan. The academic plan must be in writing and submitted to the Office of the Registrar and include a timeline within which the student will resolve all incomplete grades.** During that period, students will be ineligible to register for classes, but will still have access to their delegated Teachers College email and Google Drive, along with library resources.

International students with three or more incompletes should notify OISS immediately to determine their options.

Students will be notified of any change in status in writing within two weeks of the student's final grade posting by the Office of the Registrar via the student's delegated Teachers College email address.

Please note that cases involving matters of student conduct will also be assessed under the Student Conduct Code policy, the findings and resolutions of which may supersede this policy.

Student Status	Intervention
Academic Warning: one class with a grade of C- or lower	Required: Meeting with academic advisor to develop an academic plan Encouraged: Meeting with Office of Student Support & Advocacy and/or Graduate Student Life and Development (GSLD)
Academic Probation: two classes with a grade of C- or lower	Required: Registration limited to nine credits per term, meeting with both academic advisor and the Student Success within GSLD
Academic Dismissal: three or more classes with a grade of C- or lower.	No longer eligible to register or earn a degree. Appeal *must* include immediate plans to utilize the Course Repetition policy.

5. POLICY OWNER AND HISTORY

A. Policy Owner: Office of Provost
B. Policy Approved by: Provost
C. Contact Information: ProvostsOffice@tc.columbia.edu
D. Original Policy Issue Date:
E. Last Revision Date(s):

- September, 2017
- August 21, 2025
- October 14, 2025

F. Next Review Date: October 14, 2028

University Policies

Acceptable Usage of Information Resources Policy

Provides guidance for the appropriate access and use of University information resources, proper conduct when using those resources and privacy expectations

Overview

I. Introduction

This Policy establishes the accountability of all Users (as defined in the Columbia University Information Security Charter (the "Charter")) of Columbia University's Information Resources. It addresses the confidentiality, integrity and availability of such Resources in support of the University's missions, codifies appropriate usage and establishes the need for Users to respect the rights of others and to be in compliance with other University policies, policies of external networks and resources, and all applicable federal, state and local laws and regulations.

The University's Information Resources are provided to support the teaching, learning, clinical and research missions of the University and their supporting administrative functions.

Inappropriate use of these Information Resources threatens the atmosphere for the sharing of information, the free exchange of ideas and the security of an environment for creating and maintaining Information Resources.

This Policy applies to the access and use of the University's Information Resources, whether originating from University or non-University Information Resources, including personal computers, as well as the access and use of Information Resources provided by research sponsors to, or leased or hired by, University Users.

Additional terms apply to the use of email at the University, as described in the Columbia University Email Usage Policy.

Capitalized terms used herein without definition are defined in the Charter.

II. Policy History

The effective date of this Policy is November 1, 2013. This Policy and the other Information Security Policies replace (A) the following University Policies:

- Acceptable Use of IT Resources (Network and Computing) Policy, dated July 1, 2007
- Electronic Information Resources Security Policy, dated March 1, 2007
- Social Security Number (SSN) and Unique Person Number Usage (UPN) Policy, dated September 10, 2007

and (B) the following CUIMC Policies:

- Information Security, Backup, Device and Media Controls Policy, dated November 2012
- Workstation Use and Security Policy, dated November 2012

Policy Text

III. Policy Text

A. Privacy Expectations

The University respects the privacy of individuals and maintains User files and emails on central University Systems as private as possible. However, to protect the integrity of its Information Resources and the rights of all Users, the University reserves the right to monitor access to Information Resources, communications on the University Network and use of Systems and University Data, as described in more detail in Section III(C) of the Charter.

For reasons relating to compliance, security or legal proceedings (e.g., subpoenas) or in an emergency or in exceptional circumstances, the University's Office of the General Counsel may authorize the reading, blocking or deleting of University Data. In particular, in the context of a litigation or an investigation, it may be necessary to access University Data with potentially relevant information. Any such action taken must be immediately reported to the Office of the General Counsel and the applicable Information Security Office.

B. Prohibited Actions

No User of Information Resources may take any of the following actions:

1. Use Information Resources in violation of the Information Security Policies;
2. Violate any institutional policies or procedures or use Information Resources for unethical, illegal or criminal purposes;
3. Violate the privacy of co-workers, students, patients, research subjects, alumni(ae) or donors;
4. Violate the rights of any person protected by copyright, trade secret, patent or other intellectual property or similar laws and regulations (i.e., installing or distributing pirated or other inappropriately licensed software);

5. Copy, distribute or transmit copyrighted materials unless authorized;
6. Obstruct University work by consuming excessive amounts of Network bandwidth and other System resources or by deliberately degrading performance of a computer;
7. Create any program, web form or other mechanism that asks for a Columbia user identity and password other than user authentication mechanisms authorized by the applicable Information Security Office;
8. Intimidate, harass, threaten or otherwise do harm to other Users or internal or external Information Resources including but not limited to: Doxing / Doxxing, Cyberbullying, Deep fakes, Cyberstalking, Non-consensual image use, Impersonation;
9. Transmit materials in violation of the University's sexual harassment, hostile workplace or protection of minors policies;
10. Make offers of products, items or services that are fraudulent;
11. Intentionally cause a security incident (e.g., log into an account or access University Data that the User is not authorized to access, etc.);
12. Intercept or monitor University Data not intended for the User unless specifically authorized by the applicable Information Security Office;
13. Attempt to avoid the User authentication or security of Systems or Endpoints;
14. Allow any unauthorized person to use institutional computers for personal use;
15. Violate the policies of external networks and resources while using such external resources;
16. Create or intentionally release computer viruses or worms or otherwise compromise a computer;
17. Engage in frivolous, disruptive or inconsiderate conduct in computer labs or terminal areas;
18. Use a University Network to gain unauthorized access to a System or University Data or to escalate privileges on a System; or
19. Use Information Resources for commercial purposes, except when explicitly approved by the applicable Executive Manager. Prohibited uses include, but are not limited to, development of programs, data processing or computations for commercial use, preparation and presentation of advertising material and the running of a Server connected to the University Network.

C. Required Actions

Each User of Information Resources must take the following actions:

1. Ensure that his/her account or password is properly used and is not transferred to or used by another individual;
2. Log off from a System or Endpoint after completing access at any location where such System or Endpoint may potentially have multiple Users;
3. Ensure that Sensitive Data is protected with a password and encrypted while in transit or storage;
4. Report the loss or theft of any Endpoint or System containing Sensitive Data in accordance with the Columbia University Electronic Data Security Breach Reporting and Response Policy;
5. Use University Email Systems only in compliance with the Columbia University Email Usage Policy; and
6. Take responsibility for any traffic that appears on the University Network that originates from a network jack assigned to such User or from his/her wireless device(s) and/or network(s).

In addition, it is recommended, but not required, that Confidential Data be protected with a password while in transit or storage.

IV. Cross References to Related Policies

The Information Security Policies referred to in this Policy are listed in Appendix A hereto.

Cross Reference(s) to Related Policies

Related Policies

Electronic Data Security Breach Reporting and Response Policy

Email Usage Policy

Information Security Charter

EFFECTIVE DATE

Published: October 2013

Revised: November 2014, September 2017, July 2019, October 2023

Contact Us

cuit-risk@columbia.edu

Responsible University Office

Information Technology (CUIT)

Audience

Officers of Administration
Students
Visitors and Consultants
Researchers
Faculty

- Support Staff (Non-Union)
- Support Staff (Union)
- Librarians

Teachers College COLUMBIA UNIVERSITY	**Access to Services Policy**	Policy No.: 121 Effective Date: 09/29/2024

1. PURPOSE OF POLICY

The purpose of this *Policy*

2. POLICY AUDIENCE

This *Policy* applies to

3. POLICY DETAILS

During the academic year, many of the services provided by the College are only available to credit students who are registered during the given semester. This includes, but is not limited to, library privileges and email accounts. Degree students who are not taking courses in the fall or spring semester may register for IND 4000, Master's Candidate or IND 6000, Doctoral Candidate in order to maintain registration. The fee for either IND 4000 or IND 6000 is the current college fee. Registration in IND 4000 is limited to four semesters total, and registration in IND 6000 is limited to six semesters total. During the summer term, email accounts and library access will be granted for students who were registered during the preceding spring term. Access to other services during the summer may vary. Individuals should check with the department providing the service.

4. POLICY OWNER AND HISTORY

A. Policy Owner: Office of Enrollment Management
B. Policy Approved by: Executive Director, Enrollment Management
C. Contact Information: Division_of_ESS@tc.columbia.edu
D. Original Policy Issue Date: September, 2017
E. Last Revision Date(s):
- September, 2017

F. Next Review Date: September 01, 2025

Teachers College COLUMBIA UNIVERSITY	**Accreditation Policy**	Policy No.: 224 Effective Date: 10/15/2024

1. PURPOSE OF POLICY

The purpose of this *Policy*

2. POLICY AUDIENCE

This *Policy* applies to

3. POLICY DETAILS

A. Licensure/Certification of Programs

The following is a link to the College's public disclosure indicating whether the College's programs meet state licensure/certification requirements: https://www.tc.columbia.edu/office-of-teacher-education/certification-disclosure/.

All Teachers College programs are registered with the New York State Education Department.

Teachers College is accredited by the Middle States Commission on Higher Education.

Teacher preparation, school leadership, and school counseling programs are accredited with the Association for Advancing Quality in Educator Preparation.

A number of academic programs are accredited by specialized accrediting bodies, including:

- Accreditation Council for Education in Nutrition and Dietetics (Nutrition Education)
- American Psychological Association (Counseling Psychology, Clinical Psychology and School Psychology Ph.D. programs)
- American Speech-Hearing-Language Association (Communication Sciences and Disorders)
- Applied Behavior Analysis International (Applied Behavior Analysis)
- Council on Education for Public Health (Community Health Education)
- Council on the Education of the Deaf (Education of the Deaf and Hard of Hearing)
- Masters in Counseling Accreditation Council (Psychological Counseling)
- National Association of School Psychologists (School Psychology)

Contact information for each of the accrediting agencies listed above is available at the Office of Accreditation and Assessment: https://www.tc.columbia.edu/oaa/accreditation/specialty-professional-associations/.

4. POLICY OWNER AND HISTORY

A. Policy Owner: Office of the Provost
B. Policy Approved by: Director of Accreditation and Assessment; Provost and Dean of the College
C. Contact Information: provostsoffice@tc.columbia.edu
D. Original Policy Issue Date: May, 2021
E. Last Revision Date(s):
- July, 2023

F. Next Review Date: July 01, 2025

Teachers College COLUMBIA UNIVERSITY	**Admission Policy**	Policy No.: 122
		Effective Date: 09/29/2024

1. POLICY DETAILS

A. About the Application Process

Teachers College is a graduate school of education, health, and psychology. To be eligible for admission to any program at the College, applicants must hold, or be in the process of obtaining, a baccalaureate degree from a regionally accredited institution as recognized by the U.S. Department of Education. International applicants must hold, or be in the process of obtaining, the equivalent of a 120-credit U.S. baccalaureate degree. All applicants must have a conferred baccalaureate degree before matriculating at Teachers College.

Teachers College reviews applications for Spring, Summer, and Fall entry. However, not all programs or degree levels are available for all entry terms. Applications must be for an available entry term (based on program and degree level) in order to be considered for admission. Applicants may only have one active application at a time, and **may only apply to one degree program per cycle.** Applicants are expected to collect and prepare all credentials, including any international educational evaluations, well in advance of the application deadline. Incomplete records will not be reviewed.

Please note that students may not be enrolled concurrently in two different institutions and may not be in two different degree programs or areas of specializations at Teachers College or Columbia University.

A complete list of available programs, degrees, and entry terms can be found on our Program Search Page.

The official notification of all admission decisions comes directly from the Office of Admission and all admission decisions are final. Specific details regarding an applicant's admission decision are confidential and not shared with anyone external to the admission committee.

Within a seven year timeframe, applicants may apply to the same program a maximum of three times without gaining admission. Following the third denial decision, and prior to the expiration of the seven year timeframe, any applications to TC created by the same applicant will be withdrawn by the Office of Admission.

B. How to Apply

The Teachers College application and admission requirements are available at www.tc.edu/apply.

The complete Teachers College application consists of the application form, the non-refundable application fee, and supplemental materials, which vary depending on the program and degree.

C. Application Deadlines

Only complete applications will be eligible for review. An application is considered complete when all required application materials are received by the Office of Admission by the designated, posted deadline. Teachers College's standard application deadlines are posted on our Application Deadlines page. **It is the applicant's responsibility to ensure that the Office of Admission receives all required materials by the application deadline.** Applications completed after the posted deadlines may be considered on a space-available basis, but review is not guaranteed.

Select programs remain open beyond our standard application deadlines, such as those with an extended deadline or those that employ a rolling admission process. For programs with rolling admission or those with extended deadlines, applications are reviewed as they are received and on a space-available basis. Applicants are advised to complete their application as soon as possible, as these programs can close earlier if full capacity has been met.

Refer to the Program Search Page to verify our program deadlines.

D. Return of Application Materials

Under no circumstances can any application materials submitted to the Office of Admission be returned to the applicant or forwarded to another college, university, or third party. All records submitted in support of an application for admission become property of Teachers College.

E. English Proficiency

If applicant's native language is not English and baccalaureate (undergraduate) degree was from an institution where English was the sole official language of instruction, the applicant must submit official scores from an accepted English Language Proficiency exam. We accept the Test of English as a Foreign Language (TOEFL) and the International English Language Testing System (IELTS). In order to be considered official, scores must be sent directly from the testing administrator and have been taken within the past 2 years.

Refer to the International Applicants page for more information on score requirements and minimums.

In addition to English Language Proficiency scores, some programs may also require a video essay. Please consult the Program Search Page to verify requirements.

F. Official Transcripts and Course Evaluations

As part of the application for admission, applicants are required to submit transcripts reflecting all undergraduate and graduate coursework they have completed. **Applicants must report** every school that has awarded them postsecondary-level course credits, including degree-granting institutions, transfer credit schools, postgraduate enrichment coursework, and study abroad programs. Full course titles, number of credits, final grades, and any relevant degree conferrals must be reflected on all transcripts. Unofficial copies of transcripts are acceptable for admission review. However, at the point of enrollment, applicants must provide official transcripts to the Office of Admission. If official transcripts are not received, students will be unable to register for courses. For current requirements regarding transcript submission, visit our How to Apply page.

Students who completed or are completing degrees outside of the United States will be required to submit an official course-by-course evaluation from an approved servicer, confirming the completion of a 120-credit U.S. baccalaureate degree. Refer to the International Applicants page for more information.

G. Standardized Test Scores

Standardized tests are required by some, but not all, Teachers College degree programs. Please consult the Program Search Page to see if your program requires test scores. The testing center must report official scores directly to the Office of Admission by the application deadline. Expired scores will not be accepted. For tests administered by the Educational Testing Service (ETS), **the assigned institution code for Teachers College is 2905**. For more information, visit our Application Instructions page.

H. Decision Notification

The Office of Admission sends official admission decision notifications electronically. All admission decisions are final. Once a decision has been made on your application, you will receive an email with instructions for viewing your decision, which will be available on your TC Pathway Portal.

Students admitted to Teachers College are expected to attend their academic program in the modality/format (on-campus, online, etc.) it was offered and to which they applied at the time of admission. The College expects students to enroll in the term for which they applied and were admitted. Requests to defer enrollment are rarely granted and subject to Admission Committee review.

I. Depositing

In order to ensure their place in a program, admitted students must submit a $300 non-refundable tuition deposit to Teachers College by the enrollment response deadline indicated in the admission notification. Offers of admission are subject to being withdrawn by the Office of Admission if an applicant fails to respond to their offer by the designated enrollment response deadline.

J. Non-Degree Status

Non-degree status is available to applicants holding a baccalaureate degree from a regionally accredited institution as recognized by the U.S. Department of Education. International applicants must hold the equivalent of a 120-credit U.S. baccalaureate degree.

A non-degree student may take up to 16 points as long as the academic standards of the College are met. Once the 16 point maximum is met, the non-degree student must either:

- Apply to and be admitted to a Teachers College degree program, or
- Obtain approval from the Registrar for continued registration under non-degree status

Admission to non-degree status implies no commitment for admission to a degree, advanced certificate, or non-credit program. Should a non-degree student become a degree candidate, a maximum of 16 points (8 in the major field) taken in non-degree status may be applied toward a degree program, if approved by the program.

K. Students with Disabilities

The Office of Access and Services for Individuals with Disabilities (OASID) ensures that programs and services at Teachers College are physically, programmatically, and attitudinally accessible to individuals with disabilities. Equal access is achieved through individualized responses addressing the needs of individuals with conditions including, but not limited to, vision, hearing, or mobility impairments; medical conditions; or learning disabilities that affect one or more academic activities. Students who seek accommodations should contact OASID directly.

L. Statement of Non-Discrimination

Teachers College ("TC" or the "College") is committed to providing a working, learning and living environment free from discrimination and harassment and to fostering a vibrant, nurturing community founded upon the fundamental dignity and worth of all of its members.

Consistent with this commitment, Teachers College does not discriminate on the basis of race, color, religion, creed, sex, gender, gender identity or expression, sexual orientation, national origin, age, height, weight, marital or partnership status, citizenship or immigration status, caste, military status, disability, pregnancy, genetic predisposition or carrier status, status as a victim of domestic violence, or any other legally protected status in the administration of its admissions policies, educational policies, employment, scholarship, loan, and other College-administered programs; treatment, or in access to College programs or activities.

M. Application Integrity

All information provided in the application must be complete, truthful and reflect the applicant's unique experiences and voice. Falsified application information may include but is not limited to: providing false information on the application, withholding information requested on the application, submitting fraudulent or falsified documents, and submitting written work that is not the original work of the applicant. Failure to comply may be grounds for denial, or if admitted, rescinding of admission.

For more information on admission to Teachers College, see http://www.tc.edu/admission.

2. POLICY OWNER AND HISTORY

A. Policy Owner: Office of Enrollment Management
B. Policy Approved by: Associate Vice President, Enrollment Management
C. Contact Information: admission@tc.columbia.edu
D. Original Policy Issue Date: September 2020
E. Last Revision Date(s):
- August 27, 2024

F. Next Review Date: August 27, 2026

Teachers College COLUMBIA UNIVERSITY	**Attendance Policy**	Policy No.: 123
		Effective Date: 09/29/2024

1. PURPOSE OF POLICY

The purpose of this *Policy*

2. POLICY AUDIENCE

This *Policy* applies to

3. POLICY DETAILS

Students are expected to attend all classes for which they are registered and are responsible for absences resulting from late enrollment. Attendance in online courses is defined as regular and substantive participation in the learning activities prescribed by the course instructor. For courses that have face-to-face meetings and online components, both attendance at face-to-face meetings and regular and substantive participation in the online learning activities prescribed by the course instructor are required. Students who never attend a course for which they are registered will receive a grade of WN for that course, assigned by their instructor by the end of the change-of-program period. The WN grade is non-punitive but will remain on a student's transcript. A course with this grade assigned will not count towards a student's time status of Financial Aid Cost of Attendance.

4. POLICY OWNER AND HISTORY

A. Policy Owner: Office of Enrollment Management
B. Policy Approved by: Executive Director, Enrollment Management
C. Contact Information: Division_of_ESS@tc.columbia.edu
D. Original Policy Issue Date:
E. Last Revision Date(s):
- September, 2021

F. Next Review Date: September 01, 2025

Teachers College COLUMBIA UNIVERSITY	**Auditing Policy**	Policy No.: 124
		Effective Date: 09/29/2024

1. PURPOSE OF POLICY

The purpose of this *Policy*

2. POLICY AUDIENCE

This *Policy* applies to

3. POLICY DETAILS

Teachers College students currently enrolled for 15 or more points may audit one or two Teachers College courses during the term. Also, fully certified doctoral candidates may audit Teachers College courses which enhance their professional interests.

Applications for auditing privileges are obtainable from the Office of the Registrar during the change-of-program period. Students must secure the written approval of the course instructor and return the approval form to the Office of the Registrar during the change-of-program period.

Audited courses will not appear on the transcript or fulfill any academic requirement and may not later be applied for credit. Courses with limited enrollment, laboratory courses, seminars, continuing professional studies courses, and non-credit courses are not open to auditors.

4. POLICY OWNER AND HISTORY

A. Policy Owner: Office of Enrollment Management
B. Policy Approved by: Executive Director, Enrollment Management
C. Contact Information: Division_of_ESS@tc.columbia.edu
D. Original Policy Issue Date:
E. Last Revision Date(s):
- September, 2017

F. Next Review Date: September 01, 2025

Teachers College COLUMBIA UNIVERSITY	**Columbia Policy on Acceptable Use of IT Resources**	Policy No.: 208
		Effective Date: 10/11/2024

Policy accessible at the following link: Columbia Policy on Acceptable Use of Information Technology Resources

Teachers College COLUMBIA UNIVERSITY	**Continuous Enrollment Policy**	Policy No.: 125
		Effective Date: 09/29/2024

1. PURPOSE OF POLICY

The purpose of this *Policy*

2. POLICY AUDIENCE

This *Policy* applies to

3. POLICY DETAILS

Beginning in the Fall 2018 term, all students who enroll in a degree program must register for courses beginning with their initial term of entry and continuing each fall/spring term until their degree requirements have been met. To meet the continuous enrollment requirement students must:

- Register for course work, or
- Register as a master's candidate or doctoral candidate (each of which requires the College fee), or
- Request and receive a leave of absence (medical, military, or personal) according to TC's leave policy, or
- Doctoral candidates who have reached a stage at which they are obligated for continuous registration will meet the requirements of the continuous enrollment policy by registering for their department's dissertation advisement course, registering for at least 3 points of TC course work, or requesting and receiving a personal exemption or waiver according to the guidelines set forth in the appropriate doctoral student guide book.

Summer registration is not required unless it is part of the program's curriculum. Students who are in summer-only programs are not required to maintain continuous enrollment in fall and spring terms, but they must maintain summer enrollment each term.

Students must maintain an active enrollment status by selecting from option A, B, C, or D as outlined above. Students who are unable to register in a fall or spring term must inform the College of their enrollment plan by the end of the term drop/add period or else they will be placed on an administrative leave of absence. After being placed on administrative leave, students who do not communicate with the Office of the Registrar by the end of the term will be withdrawn from the College and will need to reapply for admission if they wish to resume their studies. Students who communicate with the Office of the Registrar before the end of the term may be eligible to request a change from administrative leave to personal leave, when applicable.

Students are permitted a total of two (2) terms of personal leave while matriculated at Teachers College. An administrative leave will not convert to a personal leave if the student has already reached the personal leave limit of two (2) terms.

Students should refer to the leave of absence policy for detailed information about the following areas while on leave: academic policies, financial aid, housing, health insurance, and re-enrollment.

This continuous enrollment policy does not apply to students who have been suspended under the Student Conduct Code during the term of their suspension.

4. POLICY OWNER AND HISTORY

A. Policy Owner: Office of Enrollment Management
B. Policy Approved by: Executive Director, Enrollment Management
C. Contact Information: Division_of_ESS@tc.columbia.edu
D. Original Policy Issue Date: February 21, 2018
E. Last Revision Date(s):

- December 18, 2020

F. Next Review Date: December 18, 2025

Teachers College COLUMBIA UNIVERSITY	**Credit and Noncredit Courses Policy**	Policy No.: 126
		Effective Date: 09/29/2024

1. PURPOSE OF POLICY

The purpose of this *Policy*

2. POLICY AUDIENCE

This *Policy* applies to

3. POLICY DETAILS

Some credit-bearing courses are offered also on a noncredit basis, as indicated in the course description. Students registering for noncredit offerings do not earn academic credit.

A student who registers for a course on a noncredit basis may not change enrollment to credit once the course begins. A student who registers for a course for credit may not change enrollment to noncredit once the course begins.

No Teachers College fee is charged if the noncredit course registration is the only course registration for the term; however, any laboratory fees or special fees for the course are additional.

Fees for noncredit offerings such as non-credit courses, workshops, institutes, and conferences vary. See the official announcement for these offerings for the tuition and fees charges.

Teachers College reserves the right to cancel or modify the courses listed in this catalog and other official publications and to change the instructors.

4. POLICY OWNER AND HISTORY

A. Policy Owner: Office of Enrollment Management
B. Policy Approved by: Executive Director, Enrollment Management
C. Contact Information: Division_of_ESS@tc.columbia.edu
D. Original Policy Issue Date: March 16, 2016
E. Last Revision Date(s):
- March 16, 2016

F. Next Review Date: March 16, 2025

Teachers College COLUMBIA UNIVERSITY	**Credit Earned in Teachers College & Columbia University Graduate Courses Taken While Enrolled at Another School of Columbia University**	Policy No.: 127 Effective Date: 09/29/2024

1. PURPOSE OF POLICY

The purpose of this *Policy*

2. POLICY AUDIENCE

This *Policy* applies to

3. POLICY DETAILS

In most cases, students who enroll at Teachers College with prior enrollment at Columbia University may request the transfer of their earlier course work according to the policy on transfer credit. Under limited circumstances, TC students with prior enrollment at Columbia University may petition the Registrar to count earlier course work toward their TC degree program as institutional credit, as opposed to transfer credit. This course work may include Columbia University graduate courses or TC courses taken while enrolled at Columbia University.

Course work must meet the following conditions for eligibility:

- Graduate-level courses only
- Courses must not have counted toward any Columbia University academic program.

Students whose course work meets these criteria should ask their TC advisors to make a written recommendation to the Registrar. If approved to count as institutional credit, students will be required to pay the TC college fee for each semester in which they enrolled in the courses.

4. POLICY OWNER AND HISTORY

A. Policy Owner: Office of Enrollment Management
B. Policy Approved by: Executive Director, Enrollment Management
C. Contact Information: Division_of_ESS@tc.columbia.edu
D. Original Policy Issue Date: March, 2018
E. Last Revision Date(s):
- August 17, 2018

F. Next Review Date: August 17, 2025

Teachers College COLUMBIA UNIVERSITY	**Credit Hour Policy**	Policy No.: 149 Effective Date: 09/29/2024

1. PURPOSE OF POLICY

The purpose of this *Policy*

2. POLICY AUDIENCE

This *Policy* applies to

3. POLICY DETAILS

A. Credit Hour

A "point" (equivalent to a semester hour) is the College's unit of credit. The New York State Education Department[1] and the U.S. Department of Education[2] regulate the minimum standards for a credit hour. To meet these regulations, the following standards apply to all Teachers College courses offered for credit. These are minimum requirements; individual courses may have greater requirements as determined by the course instructor. The indicated times spent out-of-class represent averages, and some students might find it necessary to devote more time than these stated expectations. For this policy, a contact hour is defined as 50 minutes.

B. Lecture, Seminar and Other In-Person Courses

The course modality "in-person" is defined and described here: https://www.tc.columbia.edu/policylibrary/policies/course-naming-guide-11284145/

1. A one-point course meets for 15 contact hours plus a minimum of 30 hours in student preparation and out-of-class assignments.
2. A two-point course meets for 30 contact hours plus a minimum of 60 hours of student preparation and out-of-class assignments.
3. A three-point course normally meets for 30 contact hours plus a minimum of 60 hours of student preparation and out-of-class assignments and an additional 45 hours spent on a supervised out-of-class project.

[1] NYSED: "Semester hour means a credit, point or other unit granted for the satisfactory completion of course which requires at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments. This basic measure shall be adjusted proportionately to translate the value of other academic calendars and formats of study in relation to the credit granted for study during the two semesters that comprise an academic year."

[2] Title IV: "one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class work each work for approximately 15 weeks for one semester hour of credit, or at least an equivalent amount of work as required in this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours."

4. For classes of more credit hours, the class contact hours and student preparation and out-of-class assignments are increased proportionately. A minimum of 45 hours for each additional point of credit is required in additional meeting times and/or other academic activities.
5. For a course with a variable point option, the course syllabus must clearly differentiate the additional out-of-class work required for the additional point(s) of credit. Each additional point must involve a minimum of 45 additional hours of out-of-class work and may take the form of additional reading, preparing a term paper, engaging in a project related to the course or out-of-class group activities.

C. Externship, Fieldwork, Internship, Laboratory, Practicum, and Student Teaching Courses

1. Hours for field-based courses must follow the same time standards as defined for in-person courses. For each credit point, a student must complete a minimum of 45 hours including actual time spent in the field experience, class meetings, and student preparation and out-of-class assignments.
2. Hours listed for Certificates of Equivalency must be over and above the minimum number of hours required for the point value of the student's course registration.

D. Hybrid Courses

The course modality "hybrid" is defined and described here: https://www.tc.columbia.edu/policylibrary/policies/course-naming-guide-11284145/

1. Hybrid courses must be comparable in level, scope, academic rigor and student study as for in-person lecture courses.
2. The same credit hour requirements as described for in-person courses are required and may be achieved through meeting in-person or online following the meeting time standards established for online courses.
3. The course instructor must document on the course syllabus the expectations for completing the minimum credit hour requirements for the credit awarded.

E. Independent Study Courses

1. Independent study is a self-directed course of study under the guidance of an instructor.
2. Academic credit awarded for independent study must be comparable in level, scope, academic rigor and student study as for the lecture courses.
3. 45 hours of supervised independent research work for each credit earned.

F. Online Courses (or Distance Learning)

The course modality "online" is defined and described here: https://www.tc.columbia.edu/policylibrary/policies/course-naming-guide-11284145/

1. Online courses must be comparable in level, scope, academic rigor and student study as for in-person lecture courses.
2. The same credit hour requirements as described for in-person courses are required for online courses. Meeting time is satisfied through several means which can include but is not limited to regular instruction or interaction with the course instructor; academic engagement through interactive tutorials and training; group discussions moderated by the course instructor; virtual study/group projects; engagement with class peers; and other activities graded and reviewed by the course instructor.
3. The course instructor must document on the course syllabus the expectations for completing the minimum credit hour requirements for the credit awarded.

G. Short Courses

1. For a course lasting one or two weeks, credit value may not exceed the number of weeks of the course.
2. The same credit hour requirements must be met as outlined in the preceding sections. There must be sufficient time within the timeframe of the courses offering to satisfy the credit hour requirements.

4. POLICY OWNER AND HISTORY

A. Policy Owner: Office of Enrollment Management
B. Policy Approved by: Executive Director, Enrollment Management
C. Contact Information: Division_of_ESS@tc.columbia.edu
D. Original Policy Issue Date: March, 2016
E. Last Revision Date(s):
- April, 2024

F. Next Review Date: April 01, 2026

Teachers College COLUMBIA UNIVERSITY	**Degree Requirements Policy**	Policy No.: 152
		Effective Date: 10/08/2025

1. PURPOSE OF POLICY

Teachers College, Columbia University offers courses of study leading to the following degrees: Master of Arts (M.A.), Master of Education (Ed.M.), Master of Science (M.S.), Doctor of Education (Ed.D.), Doctor of Education in the College Teaching of an Academic Subject (Ed.D.C.T.), and Doctor of Philosophy (Ph.D.). This Degree Requirements Policy (the "Policy") presents an overview of degree requirements, as well as how the College determines that students have met requirements.

2. POLICY AUDIENCE

This Policy applies to full-time and part-time students.

3. DEFINITIONS

The terms below, as identified in this Policy, have the following definitions:

Advisor: Member of the instructional staff or faculty who provides academic guidance to students and has authority to recommend students to the Faculty for award of a degree.

Breadth Requirement: The requirement for most master's programs that students take course work outside of their major programs. Also known as the Foundations Requirement. All M.A., M.S., and Ed.M. students must complete a minimum of 6 points out of program at TC. The advisor and student will determine how the points can be reached.

Degree Application: The process by which students request that advisors and the Registrar review their academic progress and consider them for the award of a degree on a particular graduation date.

Degree Audit: A report that compares individual students' progress against degree requirements.

Degree Audit System: A computerized system that serves as the primary repository of academic requirements for degrees and that generates degree audit reports.

Degree Requirement: Any condition that students must meet in order for the Faculty to recommend them for the award of a particular degree. Degree requirements refer to successful completion of any of the following: graduate-credit courses, master's theses or integrative projects, dissertation proposals, and dissertations. Degree requirements may also include the stipulation that students complete degrees within particular time frames (e.g., the five-year period of candidacy for masters degrees).

Graduate Courses in Other University Divisions: Most Columbia University courses numbered 4000 and above are considered graduate-level courses. However, 4000-level History courses are not considered graduate-level. Barnard College courses are not graduate courses.

Graduation: The conferral of degrees upon successful completion of all degree requirements. Degrees and certificates are awarded only in October, February, and May. Degrees are formally conferred by the President of the University at the annual Commencement in May.

4. POLICY DETAILS

A. General Degree Requirements and Graduation

Member of the instructional staff or faculty who provides academic guidance to students and has authority to recommend students to the Faculty for award of a degree.

B. General Residence

For each degree, a candidate must register for and earn a minimum of thirty semester hours of acceptable graduate credits. The candidate must register for course work through Teachers College and remain matriculated in each degree program for at least two academic terms. Living on campus is not required.

The chart below shows minimum residency and point requirements for multiple degrees. It is possible that students will need to take more than the minimum point requirements to earn multiple degrees. In addition to satisfying residency requirements, a student must meet all general degree requirements for each degree as outlined in this policy and by the academic department. Consult with the Office of the Registrar for more specific information.

Two Degrees at Teachers College	Min Pt. Requirement	Min TC Credit	Max Transfer Credit
M.A. (M.S.) and M.A. (M.S.)	60*	60*	0
M.A. (M.S.) and Ed.M.	60	45	15
Ed.M. and Ed.M.	90	60	30
M.A. (M.S.) and Ph.D.	75	45	30
M.A. (M.S.) and Ed.D. (90 pts)	90	45	45
M.A. (M.S.) and Ed.D. (75 pts)	75	45	30
Ed.M. and Ph.D.	75	45	30

Ed.M. and Ed.D.	90	45	45
Ed.M. and Ed.D. (90 pts)	90	45	45
Ed.M. and Ed.D. (75 pts)	75	45	30

Three Degrees at Teachers College	**Min Pt. Requirement**	**Min TC Credit**	**Max Transfer Credit**
M.A. (M.S.), M.A. (M.S.), and Ed.M.	90	75	15
M.A. (M.S.), M.A. (M.S.) and Ed.M.	90	90	0
M.A. (M.S.), M.A. (M.S.) and Ed.D. (90 pts)	90	75	15
M.A. (M.S.), M.A. (M.S.) and Ed.D. (75 pts)	75	75	0
M.A. (M.S.), M.A. (M.S.) and Ph.D.	75	75	0
M.A. (M.S.), Ed.M. and Ph.D.	75	60	15
M.A. (M.S.), Ed.M. and Ed.D. (90 pts)	90	60	30
M.A. (M.S.), Ed.M. and Ed.D. (75 pts)	75	60	15

Ed.M., Ed.M. and Ed.D. (90 pts)	90	90	0
Ed.M., Ed.M. and Ed.D. (75 pts) or Ph.D.	90	90	0

Four Degrees at Teachers College	**Min Pt. Requirement**	**Min TC Credit**	**Max Transfer Credit**
M.A. (M.S.), M.A. (M.S.), Ed.M and Ed.D. (or Ph.D.)	120	120	0
M.A. (M.S.), Ed.M., Ed.M. and Ed.D. (or Ph.D.)	120	120	0

* Plus an essay or 32 points without an essay for each degree.

Note: If you received a Professional Diploma from Teachers College, please check with the Registrar for minimum requirements.

C. Academic Performance

The Faculty of the College requires that all students maintain acceptable grades as well as satisfactory progress in the completion of degree requirements. Some departments specify an overall minimum grade average (see specific department statements). If satisfactory progress as defined by the department is not maintained, a student may be dismissed from the program. Any department judging a student to be performing below expectations is authorized by the Faculty to require additional coursework as a means to evaluate the student's continued participation in the degree program or enrollment at the College. A student whose academic performance in coursework or in other requirements is seriously below the level required for successful completion of a degree may be denied permission for continued enrollment at the College on the initiative of the Department in which the student is enrolled. There is no formal appeal from such a decision, but the student may consult with the Ombuds officer.

Any student receiving eight or more points in grades of C- or lower is not permitted to continue registration at the College in any capacity and may not receive a degree or diploma. Petitions for exception to this policy may be submitted, in writing, to the Registrar with a written recommendation from the department in which the student was last enrolled. Such petitions will be submitted to a faculty committee for review and decision.

D. Statement on Academic Conduct

Teachers College expects members of the College community to observe traditional norms of scholarly discourse, academic integrity, and fairness. All members of the College community are expected to exhibit the high level of personal integrity which society must demand of professionals.

Decisions regarding academic evaluation in all aspects of students' work at the College, including coursework, certification examinations, clinical or field experiences, and preparation of dissertations, are within sole jurisdiction of faculty members 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 academic program or department as described in the Student Conduct Code, www.tc.edu/policylibrary/student-conduct-code.

E. General Candidacy Requirements

Students who have not met the requirements of the continuous enrollment policy and who wish to pursue the completion of a degree must re-apply for admission and be accepted into a degree program. This applies even if they wish to resume a course of study leading to the degree program to which they had originally received admission. Applications for re-admission may be obtained from the Office of Admission. Applications for re-admission follow the same processes and standards as those for initial admission. Students subsequently readmitted to a degree program must meet degree requirements current at the time of re-admission.

All Teachers College programs that offer academic credit are graduate-level programs, and all require completion of a baccalaureate degree prior to attendance at Teachers College. Students may not enroll in a Teachers College program that offers academic credits until the Office of Admission has received official transcripts indicating a conferred baccalaureate degree or its equivalent. In addition, the Office of Admission must receive official transcripts from all post-secondary institutions where a student has earned academic credit prior to the first semester of enrollment. Questions regarding which transcripts are required should be addressed to the Office of Admission.

F. Requirements for Master's Degrees (Master of Arts, Master of Science and Master of Education)

In order to pursue requirements for a master's degree at Teachers College, candidates first must be formally admitted to a master's degree program by the Office of Admission.

The period of candidacy for the degrees of Master of Arts, Master of Science, and 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.

A candidate may petition the Registrar for an extension of time for adequate reasons if the student has been in attendance in the degree program within the last five years. In such cases, an extension must be recommended by the major advisor and approved by the Registrar. Upon approval, all current degree requirements including the departmental integrative project must be completed. Candidates may obtain petition forms from the Registrar's web site: www.tc.edu/registrar.

1. Master of Arts (M.A.)

The M.A. is granted upon the satisfactory completion of no less than 30 points and a formal essay; 32 points and an departmental integrative project; or 32 points and completion of a departmental comprehensive examination. At least 20 points must be earned in Teachers College courses. The remaining credits must be completed through Teachers College registration, in Teachers College courses or in graduate courses in other University Divisions

The program of study for the M.A. must include a minimum of 12 points in major field courses, the exact requirement to be determined by the program and in consultation with the major advisor. Transfer credit may not be used to meet this minimum. Students must also meet the breadth requirement: They must complete a minimum of 6 points out of program at TC. Students and their advisors will determine how to meet the 6-credit minimum. In addition, students must complete a formal essay, comprehensive examination, or integrative project. Electives are chosen in consultation with the major advisor.

Students opting to prepare a formal essay should obtain instructions from the Office of the Registrar. The formal essay must demonstrate the student's ability to select, organize, and present the results of professional investigation in the major field. The essay may consist of a body of work in a studio or performance area, demonstrating the design, preparation, and presentation of professional works appropriate to the major field. Documentation of such works may include photographs, color slides, TV tapes, film, recordings, or an approved computer software program. An original copy of the formal essay must be submitted to the Registrar no later than the deadline indicated in the Academic Calendar. Approved essays are retained by library; integrative projects are maintained in the major department.

A candidate for an M.A. degree who has already earned an M.A. or M.S. degree at an earlier time must be admitted to the degree by the Office of Admission. Courses and the integrative project, comprehensive examination, or essay completed for the earlier M.A. or M.S. degree may not be applied toward the second. The same minimum point and breadth requirements apply. Consult departmental advisory statements for additional requirements.

2. Master of Science (M.S.)

The M.S. degree is granted upon the satisfactory completion of a minimum of 30 points and a formal essay; 32 points and a departmental integrative special project; or 32 points and a departmental comprehensive examination. At least 20 points must be earned in Teachers College courses. The remaining coursework must be completed, through Teachers College registration, in Teachers College courses or graduate courses in other University Division.

The program for the M.S. degree must include at least 20 points in science courses and related technical fields. Transfer credit may not be used to meet this minimum. Students must also meet the breadth requirement: They must complete a minimum of 6 points out of program at TC. Students and their advisors will determine how to meet the 6-credit minimum. In addition, students must complete a formal essay, comprehensive examination, or an integrative project. Electives are chosen in consultation with the major advisor. Consult departmental advisory statements for additional requirements.

A candidate for an M.S. degree who has already earned an M.A. or M.S. degree at an earlier time must be admitted to the degree by the Office of Admission. Courses and the integrative project, comprehensive examination, or essay completed for the earlier M.A. or M.S. degree may not be applied toward the second. The same minimum point and breadth requirements apply. Consult departmental advisory statements for additional requirements.

3. Master of Education (Ed.M.)

The Ed.M. degree is awarded upon satisfactory completion of a minimum of 60 points of graduate work. Thirty points must be completed under the auspices of Teachers College, including 18 points in Teachers College courses. A maximum of 30 points of graduate credit may be transferred from other recognized institutions. Candidates who have completed an M.A. or M.S. degree through Teachers College must register for a minimum of 45 points of the required 60 through Teachers College.

Candidates admitted to Ed.M. degree programs are required to complete the breadth requirement: They must complete a minimum of 6 points out of program at TC. Students and their advisors will determine how to meet the 6-credit minimum. Equivalent out-of-program courses for which transfer credit has been granted may be substituted for Teachers College courses with the Registrar's approval of a written petition. A formal essay, departmental comprehensive examination, or special departmental integrative project is also required. Consult departmental advisory statements for additional requirements.

4. Application for Master's Degree or Certificate Award

Candidates for the degrees of Master of Arts, Master of Science, Master of Education, or certificates must file an application to graduate using the College's degree audit system.

All courses, except those in which students are currently enrolled at the time of graduation application, must be completed before application. Degree applications are specific to particular degree dates, as shown on the Academic Calendar. Students who do not then earn the degree or certificate by the applicable degree date must file a Renewal of Application and pay a renewal fee for reconsideration of the award by a future degree date. See Academic Calendar for due dates.

G. Requirements for Doctoral Degrees (Doctor of Education and Doctor of Philosophy)

Teachers College offers programs of study leading to the Doctor of Education and Doctor of Philosophy degrees. The Office of the Registrar provides general information, administrative advice, and service to doctoral students and assists the doctoral committees in their supervision of candidates' work. Requirements outlined below are described in further detail in the doctoral bulletins prepared for each degree type. Each student should obtain the appropriate bulletin through the Registrar's Office website. Each student is responsible for fulfilling the stated requirements. Prospective doctoral students should consult a faculty advisor concerning programs offered, the degree most appropriate for specific goals, any departmental requirements for admission and programs of study, and application deadlines.

1. **Doctor of Education (Ed.D./Ed.D.C.T.)**
   The Ed.D. degree emphasizes broad preparation for advanced professional responsibilities through a program of extensive study in a specialized branch of the field of education or area of instruction. The minimum requirements include satisfactory completion of a planned program of 75 points of graduate coursework beyond the baccalaureate degree (at least 45 points of which must be taken through Teachers College registration); satisfactory performance on a departmental certification examination; and the preparation and defense of a dissertation. Some fields of study have additional requirements; consult departmental statements or faculty advisors.

   Special programs for persons preparing for college teaching of an academic subject (Ed.D.C.T.) are offered in several departments. The programs emphasize broad preparation in the candidate's major field, specialized competence in a limited area within that field, and an understanding of the broader problems of education, especially at the college level. The minimum requirements are the same as those for the Ed.D, but some fields of specialization have additional requirements such as an examination in a foreign language or in mathematical statistics. Consult departmental statements or faculty advisors.

   Ed.D. candidates must be in continuous enrollment for a minimum of 3 Teachers College points or the dissertation advisement course in each fall and spring term following departmental recommendation for certification or approval of the dissertation proposal in a departmental hearing, whichever comes first. The obligation to register continuously ends after the dissertation has received final approval.

2. **Doctor of Philosophy (Ph.D.)**
   The Ph.D. degree emphasizes research and intensive specialization in a field of scholarship. Under an agreement with Columbia University, Teachers College offers programs leading to the Ph.D. degree in designated fields in which the Graduate School of Arts and Sciences does not offer programs, namely in education, including education in the substantive disciplines and certain applied areas of psychology.

   The minimum requirements for the Ph.D. include submission of a program plan of study and satisfactory completion of a planned program of 75 graduate points beyond the baccalaureate; satisfactory performance on foreign language examinations (for certain programs) and on a departmental certification examination; and preparation and defense of a research dissertation. Some fields of specialization have additional requirements; consult departmental statements or faculty advisors. A maximum of 30 points of relevant courses at other recognized graduate schools or 45 points in another Faculty of Columbia University may be accepted toward the minimum point requirement. Each degree candidate must satisfy departmental requirements for the award of the M.Phil. degree prior to continuing in the Ph.D. program.

A Ph.D. candidate must complete all requirements for the degree in not more than seven years or six years for those who have received an applicable master's degree or 30 points of advanced standing. Degree requirements are specified in the Requirements for the Degree of Doctor of Philosophy Bulletin, available on the Office of the Registrar website.

H. Continuous Registration Requirement for Ph.D. Programs

Ph.D. candidates must register continuously each fall and spring term until all degree requirements are met unless granted a leave of absence. In addition, following enrollment in the department's designated dissertation seminar course(s) or following the term in which the dissertation proposal was approved, whichever comes first, candidates must fulfill the continuous registration requirement by registering for doctoral dissertation advisement each fall and spring term. Finally, registration for TI 8900, Dissertation Defense: Ph.D., is required for the term in which the oral defense is held. The obligation to register for dissertation advisement ends after the dissertation has received final approval.

A candidate who expects to interrupt study for any reason should consult the Office of the Registrar so as to avoid the risk of severing connection with the program.

I. Department and Program-Specific Degree Requirements

In addition to College-wide requirements, TC academic departments and programs have specific requirements for students at each degree level. These requirements can include certain courses, examinations, essays, or projects that apply only to students in particular major fields. These requirements may exceed but may not fall short of the minimum College-wide requirements described in this policy. Students must meet all relevant department and program requirements.

J. Degree Audit System

The College's degree audit system serves as the official repository of degree requirements. The Registrar's Office will maintain this system based on information in the online academic catalog and departmental program guides. Proposed changes to program- or department-specific requirements must be initiated by members of the faculty and approved by the respective academic department before the Registrar updates the system. Depending on the proposed change, faculty sponsors may need FEC-APS and/or New York State Department of Education approval before the College can make the change.

Advisors and the Registrar's Office will use the degree audit system to certify completion of degree requirements. Requests for exceptions to these requirements must be initiated by members of program faculty.

5. POLICY OWNER AND HISTORY

A. Policy Owner: Office of Enrollment Management
B. Policy Approved by: Executive Director, Enrollment Management
C. Contact Information: Division_of_ESS@tc.columbia.edu
D. Original Policy Issue Date: September, 2017
E. Last Revision Date(s):

- September, 2017
- May, 2023
- October 8, 2025

F. Next Review Date: October 8, 2028

Teachers College COLUMBIA UNIVERSITY	**Doctoral Certification Examination Retakes Policy**	Policy No.: 128
		Effective Date: 09/29/2024

1. PURPOSE OF POLICY

The purpose of this *Policy*

2. POLICY AUDIENCE

This *Policy* applies to

3. POLICY DETAILS

Students who fail a doctoral certification exam may retake part or all of the exam one time in all doctoral programs at the College, with the exception of the Ed.D in Curriculum and Teaching and the Ed.D in Early Childhood Education in which there are no retakes possible. Faculty may petition the Faculty Committee on the Doctoral Degree to permit one additional retake for a student, if extraordinary circumstances apply.

4. POLICY OWNER AND HISTORY

A. Policy Owner: Office of Enrollment Management
B. Policy Approved by: Executive Director, Enrollment Management
C. Contact Information: Division_of_ESS@tc.columbia.edu
D. Original Policy Issue Date: September 14, 2018
E. Last Revision Date(s):
- June, 2022

F. Next Review Date: June 01, 2025

Teachers College COLUMBIA UNIVERSITY	**Evaluation Procedures for Doctoral Certification Policy**	Policy No.: 129
		Effective Date: 09/29/2024

1. PURPOSE OF POLICY

The purpose of this *Policy*

2. POLICY AUDIENCE

This *Policy* applies to

3. POLICY DETAILS

Programs of study at Teachers College leading to the Ed.D., Ed.D.C.T., and Ph.D. degrees have formal evaluation procedures that lead to a recommendation for doctoral certification or to a decision to dismiss from a doctoral program. This evaluation procedure is the responsibility of students' program faculty. To become certified doctoral candidates, doctoral students must meet College-wide requirements for certification, which include filing an approved program plan and meeting minimum requirements for course grades. In addition, students must receive a departmental recommendation for certification, which is based on successful completion of the certification process. Depending on students' academic program and department, the certification process may include certification exam(s); satisfactory academic progress in course work (over and above minimum College-wide requirements); competency in a language or languages other than English; completion of qualifying papers; and adherence to institutional, program, and/or discipline-specific guidelines. Students are encouraged to consult with their program faculty and with the Office of Doctoral Studies to learn which requirements pertain to their programs of study.

Within College guidelines, each academic program has the authority to establish its own policy concerning requirements for certification and the options available to students who have not been successful in the certification process. Students who do not receive departmental recommendation for certification shall be dismissed from doctoral programs.

A. Appeal Procedure

Students who are dismissed from their doctoral programs and who wish to appeal the decision are encouraged to go first to their faculty advisors. If an appeal at that level is not successful, students should then contact the program director or departmental chair. If the appeal is denied at the program or departmental level, students may contact the Registrar's Office for review by the Faculty Committee on the Doctoral Degree. To initiate the appeal process, students should submit a written statement to the Registrar, and the Registrar will contact the relevant academic program and department to gather additional information for the appeal. The Faculty Committee on the Doctoral degree will consider statements from the student and from the program and department in rendering a decision.

A student at any time may seek the assistance of the Ombudsman or the Vice Provost for Student Affairs.

4. POLICY OWNER AND HISTORY

A. Policy Owner: Office of Enrollment Management
B. Policy Approved by: Executive Director, Enrollment Management
C. Contact Information: Division_of_ESS@tc.columbia.edu
D. Original Policy Issue Date:
E. Last Revision Date(s):

- October, 2017
- June, 2022

F. Next Review Date: June 01, 2025

Teachers College COLUMBIA UNIVERSITY	**Excess Funds from Student Aid Policy**	Policy No.: 130
		Effective Date: 09/29/2024

1. PURPOSE OF POLICY

The purpose of this *Policy*

2. POLICY AUDIENCE

This *Policy* applies to

3. POLICY DETAILS

Proceeds originating from student aid programs in excess of all student account charges-tuition, fees, monthly housing, and other related expenses- will be mailed to the student. Students should make sure that their address is current in the myTC Portal. All required financial aid applications and documentation must be filed with the Office of Financial Aid by the published deadline, and all financial aid eligibility requirements must be met. For further information about financial aid, review the section entitled Financial Aid.

4. POLICY OWNER AND HISTORY

A. Policy Owner: Office of Enrollment Management
B. Policy Approved by: Executive Director, Enrollment Management
C. Contact Information: Division_of_ESS@tc.columbia.edu
D. Original Policy Issue Date: January, 2015
E. Last Revision Date(s):
- January, 2015

F. Next Review Date: January 02, 2025

Teachers College COLUMBIA UNIVERSITY	**Exemption for Degree Requirements - Doctoral**	Policy No.: 131 Effective Date: 09/29/2024

1. PURPOSE OF POLICY

The purpose of this *Policy*

2. POLICY AUDIENCE

This *Policy* applies to

3. POLICY DETAILS

The various doctoral committees at Teachers College have the responsibility for implementing Faculty policies concerning the requirements for the several degrees. The policies and established procedures are outlined annually in bulletins available from the Office of Doctoral Studies and online at tc.edu/doctoral. A student who wishes to appeal a decision regarding a petition for exemption from the Doctoral Dissertation Advisement Fee, a leave of absence, an extension of period of certification, or similar aspects of the doctoral process may submit a petition to the Office of Doctoral Studies and to the attention of the Faculty Committee on the Doctoral Degree. The petition must carry the advisor's recommendation. After proper review, the response to the petition is final in that it cannot be appealed for reversal to a higher office. The student may choose to consult with the Ombudsman. Students are urged to consult with the Office of Doctoral Studies if they have questions about the form of the petition or any other aspects of the process.

4. POLICY OWNER AND HISTORY

A. Policy Owner: Office of Enrollment Management
B. Policy Approved by: Executive Director, Enrollment Management
C. Contact Information: Division_of_ESS@tc.columbia.edu
D. Original Policy Issue Date:
E. Last Revision Date(s):
- June, 2022

F. Next Review Date: June 01, 2025

Teachers College COLUMBIA UNIVERSITY	**Exemption for Degree Requirements - Master's**	Policy No.: 132
		Effective Date: 09/29/2024

1. PURPOSE OF POLICY

The purpose of this *Policy*

2. POLICY AUDIENCE

This *Policy* applies to

3. POLICY DETAILS

The Subcommittee on Student Petitions for Exemptions from Degree Requirements, a committee of the Faculty, has the responsibility of ruling on student petitions for exemption from master's degree breadth and recency requirements and for readmission to the College after denial on the basis of poor scholarship. Any special requirements established by departments are subject to the jurisdiction of the department concerned. The general residence requirements for degrees or for acceptance of transfer credit for the Master of Arts and Master of Science degrees cannot be waived.

Procedure: The petitioner first submits a formal request for waiver to his/her academic department. The department, after determining whether to support or oppose the petition, forwards it to the Subcommittee via the Registrar, with a recommendation of the department which may be in support of or opposed to the petition. The Subcommittee takes into account the information and interpretation from both the petitioner and from the department and makes a ruling. There is no appeal from this ruling. The Registrar serves as the staff member for this Subcommittee and can provide any information needed concerning procedures and policies.

4. POLICY OWNER AND HISTORY

A. Policy Owner: Office of Enrollment Management
B. Policy Approved by: Executive Director, Enrollment Management
C. Contact Information: Division_of_ESS@tc.columbia.edu
D. Original Policy Issue Date:
E. Last Revision Date(s):
- September, 2017

F. Next Review Date: September 01, 2025

Teachers College COLUMBIA UNIVERSITY	**Financial Aid Policy**	Policy No.: 133
		Effective Date: 09/29/2024

1. PURPOSE OF POLICY

The purpose of this *Policy*

2. POLICY AUDIENCE

This *Policy* applies to

3. POLICY DETAILS

Questions concerning the award of scholarships should be directed to the Director of Financial Aid, who will advise as to procedures for appealing scholarship award decisions. Appeals from the decisions of the Director of Financial Aid concerning any aspect of student financial aid may be made to the Office of Enrollment Management.

4. POLICY OWNER AND HISTORY

A. Policy Owner: Office of Enrollment Management
B. Policy Approved by: Executive Director, Enrollment Management
C. Contact Information: Division_of_ESS@tc.columbia.edu
D. Original Policy Issue Date: June, 2017
E. Last Revision Date(s):
- September, 2021

F. Next Review Date: September 01, 2025

Teachers College COLUMBIA UNIVERSITY	**General Student Registration Agreement Policy**	Policy No.: 134
		Effective Date: 09/29/2024

1. PURPOSE OF POLICY

The purpose of this *Policy*

2. POLICY AUDIENCE

This *Policy* applies to

3. POLICY DETAILS

The myTC portal on myTC and in-person registration systems grant students access to their student record and account information. Using these services will have direct educational and financial implications on the students' academic record and/or TC financial account.

Students have full responsibility for any course registrations, course additions, course drops, and registration withdrawals entered and submitted for processing through myTC or in-person.

Students further acknowledge that by registering through myTC or in-person, they are subject to all applicable policies and procedures outlined in the Teachers College Academic Catalog and Student Handbook and to all degree requirements, academic policies and financial policies of Teachers College, including, but not limited to, tuition; fees; collection cost and fees; financial aid; and the schedules for payment, reductions in tuition and fees charges, and refunds in effect for the academic term(s) for which they are registering or making changes. By registering, students agree to be charged and pay in accordance with the published schedule of charges set forth in the Teachers College Catalog with respect to payment of tuition, fees, reductions of tuition and fees, refunds, dropping and adding courses, and withdrawal policy procedures.

Failure to clear all account balances may result in the assessment of late payment fees. An initial late payment fee of $50.00 will be charged on any outstanding balance during the first billing period. A 1 and 1/3 percent monthly (16 percent annually) late payment charge will be assessed on any subsequent outstanding balance. In addition, failure to make timely payment of housing charges (if applicable) may result in eviction. Unpaid accounts may be referred to a collection agency or law firm for collection.

4. POLICY OWNER AND HISTORY

A. Policy Owner: Office of Enrollment Management
B. Policy Approved by: Executive Director, Enrollment Management
C. Contact Information: Division_of_ESS@tc.columbia.edu
D. Original Policy Issue Date:
E. Last Revision Date(s):
- September, 2017

F. Next Review Date: September 01, 2025

Teachers College COLUMBIA UNIVERSITY	**Grade Correction & Appeals Policy**	Policy No.: 145
		Effective Date: 09/29/2024

1. PURPOSE OF POLICY

The purpose of this policy is to assure that there is due process in grading. If an error in grading is made, or if a student wishes to appeal their grade, the following procedure should take place. Typically a grade in any course is final. However, a student may request a grade correction, or may appeal the grade if they believe that an error was made or if the grade they received is not warranted.

2. POLICY AUDIENCE

This policy applies to any student who is enrolled in a course at Teachers College.

3. DEFINITIONS

Grade Correction: Applies to any student who believes that there was an administrative or clerical error in the calculation or recording of their grade. Students should provide substantive proof in the form of a record of their grades in the respective course as justification for the grade correction request

Grade Appeal: Applies to all students who wish to appeal the final grade they received in a course. It does not cover grades on individual assignments or exams unless they directly impact the final course grade. Criteria for a grade appeal may include:

- The grading was not in accordance with the criteria or standards specified in the course syllabus.
- The grading was influenced by bias or unfair treatment.
- There was a deviation from the College's policies and procedures that significantly impacted the grade. Students must provide substantive evidence demonstrating this deviation.

4. POLICY DETAILS

A. Grade Appeal Procedures:

Step 1: Informal Resolution

1. **Consultation with Instructor:** Within ten (10) business days of receiving the final grade, the student must contact the course instructor to discuss the grade and attempt to resolve the issue informally.

2. **Instructor Response:** The instructor should respond to the student within five (5) business days of the initial contact. If an error is found, the instructor will initiate a grade change according to College procedures. If the instructor fails to respond within the designated period, the matter will be escalated to the Program Director, who must then respond within five (5) business days.

Step 2: Formal Appeal

If the issue is not resolved informally, the student may submit a formal appeal.

1. **Submission of Appeal:** Within 15 business days of the instructor's response (or lack thereof), the student must submit a written appeal to the Chair of the Academic Department. The appeal must include:
   - A completed Grade Appeal Form
   - A detailed statement explaining the grounds for the appeal
   - Any relevant supporting documentation (e.g., graded assignments, email correspondence)

5. RESPONSIBILITIES

All students, faculty, and program directors are responsible for the compliance of this policy.

6. ENFORCEMENT

Enrollment Management

7. RELATED INFORMATION AND LINKS

A. Related Forms: Grade Appeal Form

8. POLICY OWNER AND HISTORY

A. Policy Owner: Office of the Registrar
B. Policy Approved by: Executive Director of Enrollment Management
C. Contact Information: registrar@tc.columbia.edu/(212) 678-4050
D. Policy Effective Date: January 21, 2015
E. Last Revision Date(s): August 28, 2024
F. Next Review Date: August 28, 2026

Teachers College COLUMBIA UNIVERSITY	**Grading Policy**	Policy No.: 146
		Effective Date: 09/29/2024

1. PURPOSE OF POLICY

The purpose of this *Policy*

2. POLICY AUDIENCE

This *Policy* applies to

3. POLICY DETAILS

Course instructors are responsible for setting the requirements for courses and evaluating students' work. The grading symbols approved by the Faculty, appear below:

A+ Rare performance. Reserved for highly exceptional, rare achievement.

A Excellent. Outstanding achievement.

A- Excellent work but not quite outstanding.

B+ Very good. Solid achievement expected of most graduate students.

B Good. Acceptable achievement.

B- Acceptable achievement but below what is generally expected of graduate students.

C+ Fair achievement, above minimally acceptable level.

C Fair achievement but only minimally acceptable.

C- Very low performance. The records of students receiving such grades are subject to review. This review may result in the denial of permission to register for further study at Teachers College. No more than 3 points of C- may be credited toward any degree, certificate or diploma. Students completing requirements for more than one degree or diploma may count 3 points of C- toward only one such award. Students who accumulate 8 points or more with grades of C- or lower may not continue study at the College and will not receive a degree or diploma.

F Failure. The records of students receiving such grades are subject to review. This review may result in the denial of permission to register for further study at Teachers College. Students who accumulate 8 points or more with grades of C- or lower may not continue study at the College and will not receive a degree or diploma. Students usually may not repeat a failed course unless it is required. When the course is required, the students may re-register and obtain a satisfactory grade. The previous F grade remains on the transcript.

P Passed. The "P" grade indicates passing performance in certain courses that only provide for dichotomous evaluation. Alternatively, by arrangement with the instructor as outlined in the Grading Options section below, students can request pass/fail grading in courses that normally lead to letter grades. Once an instructor submits a final pass/fail grade for a course, the transcripts of students in that course will not carry any other type of grade. The College does not issue supplementary statements on student performance in the course.

DP Doctoral pass credit. The grade of DP may be assigned only to certified doctoral candidates who have successfully completed all requirements prescribed by the instructor. Students may receive DP credit only for courses taken in the semesters after they are certified. DP credit may not apply toward M.A. or M.S. degree requirements. A maximum of 6 points of DP credit may apply toward Ed.M. degree requirements. See section below on Grading Options for further information.

WD Withdrawn. The WD grade indicates course withdrawal after the close of the change-of-program period during the term.

WU Unofficially withdrawn -- failure. The WU grade indicates that a student attended a course at least once but stopped attending that course without officially withdrawing.

WN Never attended. A non-punitive grade assigned by faculty at the end of the change-of-program period to indicate non-attendance. This will be equivalent to a course dropped during the change-of-program period for the purposes of Financial Aid Cost of Attendance and student time status. This course and grade will remain on a student's transcript.

YC Year Course. The symbol "YC'' is assigned for the first half of a year course (courses that appear with a "z'' suffix on the transcript). At the end of the second half of the course, the final grade, denoting the instructor's evaluation, will appear on the transcript.

R Attendance Credit. R grades indicate that students attended a course. Instructors who agree to grant R credit may stipulate requirements in addition to regular attendance. Courses taken through the Interuniversity Doctoral Consortium may not be taken for an R grade. No R credit may apply toward M.A. or M.S. degrees. A maximum of 6 R credits may apply toward Ed.M. programs but not to satisfy the three-course out-of-program requirement. Finally, a maximum of 9 R credits may apply toward doctoral programs but not toward minimum distribution requirements. See section below on Grading Options for further information.

T Transfer credit awarded. The T grade is applied to transfer courses that meet minimum eligibility requirements for transfer work and that a faculty advisor has approved for credit.

The above grades are final and may not be changed.

IN Incomplete. The grade of Incomplete is to be assigned only when the course attendance requirement has been met but, for reasons satisfactory to the instructor, the granting of a final grade has been postponed because certain course assignments are outstanding. If the outstanding assignments are completed within one calendar year from the date of the close of term in which the grade of Incomplete was received and a final grade submitted, the final grade will be recorded on the permanent transcript, replacing the grade of Incomplete, with a transcript notation indicating the date that the grade of Incomplete was replaced by a final grade. If the outstanding work is not completed within one calendar year from the date of the close of term in which the grade of Incomplete was received, the grade will convert to a grade of F on the transcript. As with any grades earned by a student, these become a part of the student's record and are evaluated for the purposes of determining potential academic probation and/or dismissal. In such instances, if the course is a required course or part of an approved program of study, students will be required to re-enroll in the course including payment of all tuition and fee charges for the new registration and satisfactorily complete all course requirements. If the required course is not offered in subsequent terms, the student should speak with the faculty advisor or program coordinator about their options for fulfilling the degree requirement. Doctoral students with six or more credits with grades of Incomplete included on their program of study (currently the Program Plan) will not be allowed to sit for the certification exam.

A. Grading Options

Teachers College categorizes grade options as evaluative (letter-graded on an A+ through F scale), pass/fail (P/F), doctoral pass (DP), or attendance (R). Within the academic term of the course, students may request grade options that differ from the standard grade options that their course instructors use, but instructors have discretion to approve or deny such requests. Students may obtain applications for alternative grading options from the Office of the Registrar. Once an alternative grade application has received approval from the course instructor and Registrar, students may not request a subsequent change of grade option. Deadlines and specific procedures for completing the applications appear below:

1. Pass/Fail and Evaluative Letter Grades

Students in courses that normally award pass/fail grades may request letter grades, and students in letter-graded courses may request a pass/fail option. If the instructor approves the request, the student must submit the completed application for alternative grading to the Registrar before the third class session.

2. Doctoral Pass

Certified doctoral candidates may request a doctoral pass (DP) grade option. If the instructor approves the request, the candidate must submit the completed application to the Registrar before two-thirds of the class sessions have met.

3. Attendance Credit

Students desiring attendance (R) credit must request the R option from the course instructor. If the instructor approves the request, the student must submit the completed application to the Registrar before two-thirds of the class sessions have met. Mathematics majors in the Department of Mathematics, Science and Technology must have their applications cosigned by the program coordinator.

4. Changes in Grades

All grades other than Incomplete are final once submitted to the Office of the Registrar. Once final grades have been given, instructors may not change them unless errors occurred in the original transmission of grades. A student who believes that an instructor has made a grading error should follow the procedures outlined in the Grade Correction policy: http://www.tc.columbia.edu/policylibrary/Grade Correction

5. Courses at Schools Other than Teachers College

Different schools and affiliates of Columbia University, as well as members of the Inter-University Doctoral Consortium, may have different policies, procedures, and deadlines on course grading and incomplete grades. Teachers College students who cross-register at other schools should note that their course work at the host school may be subject to the policies and procedures of that school and not those of Teachers College. Grades of "D" earned at these other institutions will not count toward a Teachers College degree or certificate.

4. POLICY OWNER AND HISTORY

A. Policy Owner: Office of Enrollment Management
B. Policy Approved by: Executive Director, Enrollment Management
C. Contact Information: Division_of_ESS@tc.columbia.edu
D. Original Policy Issue Date:
E. Last Revision Date(s):
- September, 2021

F. Next Review Date: September 01, 2025

Teachers College COLUMBIA UNIVERSITY	**Graduate Credit in Advanced Undergraduate Courses Policy**	Policy No.: 135
		Effective Date: 09/29/2024

1. PURPOSE OF POLICY

The purpose of this *Policy*

2. POLICY AUDIENCE

This *Policy* applies to

3. POLICY DETAILS

Students in degree programs may petition the Registrar to have an advanced undergraduate course offered at Columbia University counted as graduate credit toward the degree. To be considered for graduate credit, the courses must be beyond the general introductory level, relevant to the student's specialty, and must not be available on the graduate level within the University. In addition, a student must obtain a written statement from the instructor of the course clarifying the additional work required in order to differentiate between undergraduate and graduate participation in the course. For basic language courses, courses must be beyond the first two years. No more than 6 points in advanced undergraduate courses may be approved for graduate credit. The advisor's written recommendation is also required and final approval is granted by the Registrar. Petition forms may be obtained in the Office of the Registrar. Tuition charges for undergraduate courses that the Registrar approves for graduate credit or undergraduate language courses taken to fulfill the language requirement for the Ph.D. may be used to calculate students' federal financial aid awards. Undergraduate courses that fall outside of these parameters will not be factored into federal aid awards.

4. POLICY OWNER AND HISTORY

A. Policy Owner: Office of Enrollment Management
B. Policy Approved by: Executive Director, Enrollment Management
C. Contact Information: Division_of_ESS@tc.columbia.edu
D. Original Policy Issue Date:
E. Last Revision Date(s):
- September, 2017

F. Next Review Date: September 01, 2025

Teachers College COLUMBIA UNIVERSITY

HEGIS Codes

Curriculum and Teaching: Elementary Education-Professional Certification	0802	M.A.
Curriculum and Teaching: Secondary Education-Professional Certification	0803	M.A.
Elementary Inclusive Education-Initial Certification	0802	M.A.
Elementary Inclusive Education- Initial Certification With Gifted Extension	0802	Ed.D./ M.B.A.
Higher and Postsecondary Education	0805	M.A., Ed.M., Ed.D.
Adult Education Guided Intensive Study (AEGIS)	0807	Ed.D.
Adult Learning and Leadership	0807	M.A., Ed.M., Ed.D.
†*Applied Behavior Analysis	0808	Ph.D., Ed.D.
Applied Behavior Analysis-Initial Dual Certification	0808	M.A.
*Deaf and Hard of Hearing	0808	Ed.D.
Early Childhood Education: Special Education-Initial Certification	0808	M.A
Early Childhood Education: Special Education-Initial Dual Certification	0808	M.A
Guidance and Rehabilitation	0808	M.A.
Elementary Inclusive Education-Initial Dual Certification	0808	M.A.
†*Intellectual Disability/Autism	0808	Ed.D., Ph.D.

Intellectual Disability/Autism-Initial Dual Certification	0808	M.A.
Intellectual Disability/Autism: Early Childhood- Dual Certification	0808	Ed.M.
Intellectual Disability/Autism: Childhood/Elementary- Dual Certification	0808	Ed.M.
Instructional Practice in Special Education	0808	Ed.M.
†*Physical Disabilities Secondary Inclusive Education	0808 0808	Ed.D., Ph.D. M.A.
Severe and Multiple Disabilities: Annotation Special Inclusive Elementary Education	0808 0808	M.A. M.A.
Gifted Education	0811	M.A.
Gifted Education- Initial Certification	0811	M.A.
Deaf and Hard of Hearing	0812	M.A.
Deaf and Hard of Hearing- Initial Certification	0812	M.A.
Deaf and Hearing Impaired: Adolescence Education-Dual Certification	0812	Ed.M.
Deaf and Hearing Impaired: Early Childhood Education-Initial Dual Certification	0812	Ed.M.
Deaf and Hearing Impaired: Elementary Education-Initial Dual Certification	0812	Ed.M.
Deaf Education: Reading Specialist- Initial Dual Certification	0812	Ed.M.
Communication Sciences and Disorders-Initial Certification	0815	M.S.

Communication Sciences and Disorders-Professional Certification	0815	M.S.
Communication Sciences and Disorders: Bilingual Option-Initial Certification	0815	M.S.
Speech and Language Pathology-Bilingual Extension Institute	0815	Adv. Cert.
History and Education	0821	M.A., Ed.M., Ed.D.,Ph.D.
Philosophy and Education	0821	M.A., Ed.M., Ed.D.,Ph.D.
Applied Educational Psychology: Cognitive, Behavioral, and Developmental Analysis	0822	Ed.M.
Cognitive Studies in Education	0822	M.A., Ed.M., Ed.D.
Psychology in Education	0822	M.A
Early Childhood Education	0823	M.A., Ed.M, Ed.D.
Early Childhood Education- Initial Certification	0823	M.A.
Early Childhood Education- Special Education	0823	Ed.M
Applied Statistics	0824	M.S.
School Counselor	0826.01	Ed.M
Applied Developmental and Learning Psychology- School Psychology	0826.02	Ed.M.
Applied Educational Psychology- School Psychology	0826.02	Ph.D.

Education Policy	0827	M.A., Ed.M., Ph.D.
Educational Leadership	0827	PH.D.
Educational Leadership Studies	0827	M.A., Ed.M., Ed.D.
Urban Education Leaders Program	0827	Ed.D.
Leadership, Policy and Politics	0827	Ed.D.
††Education Leadership Management (M.B.A. through Columbia University Graduate School of Business)	0827	Ed.D.
Private School Leadership	0827	M.A., Ed.M
††Private School Leadership (M.B.A. through Columbia University Graduate School of Business)	0827	M.A.
Public School Building Leadership	0828	M.A., Ed.M.
Curriculum and Teaching	0829	M.A., Ed.M., Ed.D.
Designing Interactive Multimedia Instruction	0829	Adv. Cert.
Literacy Specialist- Initial Certification	0830	M.A.
Reading Specialist- Initial Certification	0830	M.A.
Art and Art Education	0831	M.A., Ed.M., Ed.D., Ed.D.C.T.
Art and Art Education- Initial Certification	0831	M.A.
Creative Technologies	0831 0831	M.A. Adv. Cert.

Music and Music Education	0832	M.A., Ed.M., Ed.D., Ed.D.C.T.
Music and Music Education- Initial Certification	0832	M.A.
Music and Music Education- Professional Certification	0832	M.A.
Mathematics Education	0833	M.A., M.S., Ed.M., Ed.D., Ed.D.C.T., Ph.D.
Science Education	0834	Ed.D., Ph.D.
Science and Dental Education	0834	M.A.
Supervisor/Teacher of Science Education	0834	M.A.
Teacher Education in Science	0834	M.S., Ed.M.
Applied Physiology	0835	M.A., Ed.M., Ed.D.
Kinesiology	0835	Ph.D.
Motor Learning	0835	M.A., Ed.M., Ed.D.
Movement Sciences and Education	0835	Ed.D
Physical Education	0835	M.A.
Physical Education- Initial Certification	0835	M.A.
Physical Education- Professional Certification	0835	M.A.
Physical Education, Curriculum and Teaching in	0835	M.A., Ed.M., Ed.D.

Nutrition and Exercise Physiology	0837	M.S.
Community Health Education	0837	M.S.
Diabetes Education and Management Advanced Diabetes Topics	0837 0837	M.S. Adv. Cert.
Health Education	0837	M.A., Ed.D
Bilingual/Bicultural Education	0899	M.A.
Bilingual/Bicultural Education Extension	0899	Adv. Cert.
Communication and Educatin Comparative and International Education	0899 0899	Ed.D. M.A., Ed.M., Ed.D., Ph.D.
Instructional Technology and Media	0899	M.A., Ed.M., Ed.D.
International Educational Development Learning Analytics	0899 0899	M.A., Ed.M., Ed.D. M.S.
Neuroscience and Education	0899	M.S.
Teaching and Learning with Technology	0899	Adv. Cert.
Technology Specialist: K-12- Initial Certification Technology Specialist for Teachers - Initial Certification	0899.03 0899.03	M.A. M.A.
Bilingual/Bicultural Education- Transitional B	0899.50	M.A.
Biology 7-12- Transitional B	0899.50	M.A.
Chemistry 7-12- Transitional B	0899.50	M.A.

Early Childhood Education: Special Education-Dual Certification- Transitional B	0899.50	M.A.
Earth Science 7-12- Transitional B	0899.50	M.A.
English, Teaching of- Transitional B Intellectual Disabilities/Autism-Childhood - Transitional B Intellectual Disabilities/Autism-Generalist 5-9 - Transitional B	0899.50 0899.50 0899.50	M.A. M.A. M.A.
Mathematics Education- Transitional B	0899.50	M.A.
Physics 7-12- Transitional B	0899.50	M.A.
TESOL- Transitional B	0899.50	M.A.
Art and Art Education-Professional Certification Arts Administration	1002 1099	M.A. M.A.
Nurse Executive Role (Accelerated Program)	1203.10	M.A.
Nurse Executive Role (Accelerated Program)	1203.10	Ed.D.
Nursing Education: Professorial Role (Accelerated Program) Nursing Educaiton (Distance Learning)	1203.10 1203.10	M.A. Ed.D., Adv. Cert.
Communication Sciences and Disorders	1220	M.S., Ed.M., Ed.D., Ph.D.
Community Nutrition Education	1306	Ed.M.
Nutrition and Public Health	1306	M.S., Ed.D
Nutrition Education	1306	M.S., Ed.D

English, Teaching of	1501	M.A., Ed.M., Ed.D.C.T., Ed.D.
English Education	1501	Ph.D.
English, Teaching of- Initial Certification	1501.01	M.A.
English, Teaching of- Professional Certification	1501.01	M.A.
Applied Linguistics	1505	M.A., Ed.M., Ed.D.
Communication and Education	1506	M.A., Ed.M.
TESOL (Teaching of English to Speakers of Other Languages)	1508	M.A., Ed.M., Ed.D.
TESOL- Initial Certification	1508	M.A.
Mathematics Education- Initial Certification	1701.01	M.A.
Mathematics Education- Professional Certification	1701.01	M.A., M.S., Ed.M.
Arts Administration	1899	M.A.
Physics 7-12- Initial Certification	1902.01	M.A.
Chemistry 7-12- Initial Certification Earth Science 7-12- Initial Certification	1905.01 1917.01	M.A. M.A.
Clinical Psychology	2003	Ph.D.
Counseling Psychology	2004	Ph.D.
Psychological Counseling	2004	Ed.M.

Mental Health Counseling	2004	Ed.M.
Social-Organizational Psychology Cooperation and Conflict Resolution	2005 2005	Ph.D. Adv. Cert.
Measurement and Evaluation	2007	Ed.M., Ed.D., Ph.D.
Psychology-Organizational	2008	M.A.
Developmental Psychology	2009	Ph.D.
Psychology:Developmental Sexuality, Women and Gender	2009 2099	M.A. Adv. Cert.
Teaching of Social Studies Global Competence	2201 2201	M.A., Ed.M., Ed.D., Ph.D. Adv. Cert.
Social Studies, Teaching of- Initial Certification	2201.01	M.A.
Social Studies, Teaching of- Professional Certification	2201.01	M.A.
Applied Anthropology (In Cooperation with GSAS)	2202	Ph.D.
Anthropology and Education	2202	M.A., Ed.M., Ed.D., Ph.D.
Economics and Education	2204	M.A., Ed.M., Ph.D.
Politics and Education	2207	M.A., Ed.M., Ed.D., Ph.D.
Sociology and Education	2208	M.A., Ed.M., Ed.D., Ph.D.
Interdisciplinary Studies in Education	4999	M.A., Ed.M., Ed.D.

Design and Development of Digital Games	5503	M.A.

* Ed.D. in Special Education is acquired through these programs.
† Ph.D. in Special Education is acquired through these programs.
†† Joint M.B.A. offered by Columbia School of Business.
** HEGIS: Higher Education General Information Survey, New York State Education Department, Office of Higher Education and the Professions, Cultural Education Center, Room 5B28, Albany, NY 12230; telephone (518) 475-5851.

Teachers College COLUMBIA UNIVERSITY	**Incomplete Grades Policy**	Policy No.: 136
		Effective Date: 09/29/2024

1. PURPOSE OF POLICY

The purpose of this *Policy*

2. POLICY AUDIENCE

This *Policy* applies to

3. POLICY DETAILS

The grade of Incomplete is to be assigned only when the course attendance requirement has been met but, for reasons satisfactory to the instructor, the granting of a final grade has been postponed because certain course assignments are outstanding. If the outstanding assignments are completed within one calendar year from the date of the close of term in which the grade of Incomplete was received and a final grade submitted, the final grade will be recorded on the permanent transcript, replacing the grade of Incomplete, with a transcript notation indicating the date that the grade of Incomplete was replaced by a final grade. If the outstanding work is not completed within one calendar year from the date of the close of term in which the grade of Incomplete was received, the grade will convert to a grade of F on the transcript. As with any grades earned by a student, these become a part of the student's record and are evaluated for the purposes of determining potential academic probation and/or dismissal. In such instances, if the course is a required course or part of an approved program of study, students will be required to re-enroll in the course including payment of all tuition and fee charges for the new registration and satisfactorily complete all course requirements. If the required course is not offered in subsequent terms, the student should speak with the faculty advisor or program coordinator about their options for fulfilling the degree requirement. Doctoral students with six or more credits with grades of Incomplete included on their program of study (currently the Program Plan) will not be allowed to sit for the certification exam.

4. POLICY OWNER AND HISTORY

A. Policy Owner: Office of Enrollment Management
B. Policy Approved by: Executive Director, Enrollment Management
C. Contact Information: Division_of_ESS@tc.columbia.edu
D. Original Policy Issue Date:
E. Last Revision Date(s):
- September, 2021

F. Next Review Date: September 01, 2025

Teachers College COLUMBIA UNIVERSITY	**Inter-University Doctoral Consortium Policy**	Policy No.: 137
		Effective Date: 09/29/2024

1. PURPOSE OF POLICY

The purpose of this *Policy*

2. POLICY AUDIENCE

This *Policy* applies to

3. POLICY DETAILS

Teachers College participates in the Inter-University Doctoral Consortium which provides for cross-registration among member institutions. Fully admitted doctoral students after the first year of study in Teachers College may register for courses at the Graduate School and University Center of the City University of New York, Fordham University, Princeton University, the New School for Social Research, New York University, Rutgers University, and Stony Brook University. Ordinarily, such courses must not be available within Columbia University. Applications are available in the Office of the Registrar. Students cross-registered for courses at another university are subject to the academic regulations of the host university, including the grading system, calendar, and academic honor system. It is the responsibility of the students to familiarize themselves with the pertinent regulations of the host university. Teachers College students pay tuition at the standard Teachers College rate to Teachers College for any such courses they take.

4. POLICY OWNER AND HISTORY

A. Policy Owner: Office of Enrollment Management
B. Policy Approved by: Executive Director, Enrollment Management
C. Contact Information: Division_of_ESS@tc.columbia.edu
D. Original Policy Issue Date:
E. Last Revision Date(s):
- June, 2017

F. Next Review Date: June 01, 2025

Teachers College COLUMBIA UNIVERSITY	**Key to Teachers College Course Numbers Policy**	Policy No.: 138
		Effective Date: 09/29/2024

1. PURPOSE OF POLICY

The purpose of this *Policy*

2. POLICY AUDIENCE

This *Policy* applies to

3. POLICY DETAILS

A. The prefix indicates the department:

- A&H Arts & Humanities
- BBS Biobehavioral Sciences
- CCP Counseling & Clinical Psychology
- C&T Curriculum & Teaching
- EDP Education Policy and Social Analysis
- HBS Health & Behavior Studies
- HUD Human Development
- IND Interdepartmental
- ITS International & Transcultural Studies
- MST Mathematics, Science & Technology
- ORL Organization & Leadership

B. The first digit of the course number indicates course level:

- 4 initial graduate
- 5 intermediate graduate
- 6 advanced graduate
- 7 dissertation seminar
- 8 dissertation advisement
- 9 postdoctoral

C. The second digit of the course numbers indicates the type of offering:

- 0 lecture
- 1 lecture
- 2 field work
- 3 practicum
- 4 internship
- 5 seminar
- 6 colloquium
- 7 student teaching
- 8 workshop, work conference, or institute
- 9 independent study and research

4. POLICY OWNER AND HISTORY

A. Policy Owner: Office of Enrollment Management
B. Policy Approved by: Executive Director, Enrollment Management
C. Contact Information: Division_of_ESS@tc.columbia.edu
D. Original Policy Issue Date:
E. Last Revision Date(s):

- June, 2017

F. Next Review Date: June 01, 2025

Teachers College COLUMBIA UNIVERSITY	**Leaves of Absence Policy**	Policy No.: 147
		Effective Date: 09/29/2024

1. PURPOSE OF POLICY

The purpose of this *Policy*

2. POLICY AUDIENCE

This *Policy* applies to students enrolled in degree programs at Teachers College, who are expected to maintain continuous registration every Fall and Spring term. Students enrolled in summer intensive programs are expected to be registered for course work each summer term. See the College's Continuous Enrollment Policy.

3. POLICY DETAILS

A. Types of Leaves of Absence

There are four types of leaves of absence for which a student may apply, depending on circumstances: military, family, medical, and personal. A leave may be granted only to a student in good academic standing (as determined by the College and the student's academic department or program) and academically eligible to continue in the degree program when they return from leave.

Military leaves are governed by federal regulations. A student taking a military leave is encouraged to contact the Registrar's Office (212- 678-4050 or loa-registrar@tc.columbia.edu) soon as possible for assistance in making a decision to take military leave as the terms for such leaves may differ.

A family leave, medical leave, or personal leave must be requested and granted prior to or during the term for which it is requested; it cannot be granted retroactively. When it is determined to be required under the circumstances, to protect the safety, health and well-being of the student or others, a compulsory medical leave may be granted on behalf of the student. See section regarding Procedures for Medical Leaves, below.

A leave may be approved at any time during a student's period of study, except during the add/drop period of a student's first term of study in a degree program at Teachers College, when a deferment of admission is more appropriate. For a deferment, a student should contact the Office of Admission to ask about a deferral and drop of registration (if applicable).

There may be financial aid or scholarship implications that should be considered. Students should contact the Office of Financial Aid for more information. If the student is granted an incomplete in any course, tuition and fees associated with that course cannot be refunded. Under the grading policy, students have a year to complete incomplete grades. The decision to take an incomplete may not be reversed or changed to a drop at a later time.

A student who has engaged in behavior that may violate rules, regulations, or policies of the College may be required to participate in the disciplinary process prior to the consideration of a leave request. If a leave is granted prior to the conclusion of any disciplinary procedure, the process will be continued upon the student's return.

Taking a leave may affect not only academic progress but health care coverage, financial aid, housing, and immigration status. Students considering a leave should review all of these possible issues and consult with their program and other appropriate offices at Teachers College, including but not limited to Financial Aid (if applicable), International Affairs (for international students), Student Health and Wellness (concerning insurance coverage) and the Office of Residential Services (if in College housing). For more information see below.

B. Procedures for Application for Leaves and Return from Leaves:

To apply for a military, family, medical, or personal leave of absence, a student must submit an Application for a Leave of Absence form and deliver it, with the required documentation, to the Office of the Registrar. Individuals who believe they will require any type of leave should contact the Registrar's Office (212-678-4050 or loa-registrar@tc.columbia.edu) as soon as possible for assistance in making arrangements.

1. Family Leave

Eligible students may be able to take a family leave: (1) For pregnancy or a pregnancy-related condition (2) To bond with a child during the first 12 months following the birth, adoption or foster care placement of a child; or (3) To participate in providing care, including physical or psychological care, for a family member (child, spouse, domestic partner, sibling, parent, grandchild, grandparent, or parent of a spouse or domestic partner) with a serious health condition. A serious health condition is an illness, injury, impairment, or physical or mental condition that involves inpatient care in a hospital, hospice, or residential medical care facility, or, continuing treatment by a health care provider.

For more information concerning Pregnancy and Parenting at the College please see: https://www.tc.columbia.edu/policylibrary/policies/pregnancy-and-parenting-at-teachers-college-11309642/

To apply for family leave, the student must complete and submit a family leave request form. Please contact the Registrar's Office (212-678-4050 or loa-registrar@tc.columbia.edu) to obtain the form. To return from family leave a student need only inform the Office of the Registrar of the intent to return and register for classes.

Family leave will be granted for no longer than one academic term but may be renewed for a subsequent academic term upon submission of an extension request indicating that a continued family leave is warranted for one of the above eligible purposes.

Approved family leave will extend the Period of Candidacy for Master of Arts, Master of Science, and Master of Education students, the Period of Eligibility for Doctor of Philosophy students, and the Period of Certification (if applicable) for all doctoral students for the period of the leave.

2. Medical Leave

A student who decides to suspend study temporarily because of physical or psychological illness or condition may request a medical leave. To apply for such a leave, the student must submit a certification from the student's treating professional medical or mental health professional (the "Student's HCP") that a medical leave is warranted due to the student's health issues. This certification must be printed on the HCP's letterhead, include a valid signature, printed name and title and applicable license information. The supporting medical documentation must be dated within 30 days of the request for a medical leave. The documentation must contain a diagnosis from the provider. All documents must be submitted in English or translated into English by a certified translator. In certain unusual cases, a compulsory medical leave may be required, if the College determines that such a leave is needed to protect the safety, health and well-being of the student or other members of the College community. Students will be given notice and an opportunity to be heard prior to being placed on a compulsory medical leave.

As a condition of granting a medical leave, the College may require a consultative review of the medical or mental health documentation with a College representative. This consultation may include conversations between the Student's HCP and the designated College representative and may also require that the student engage in an interview with a designated College representative prior to being granted the leave.

A medical leave will be granted for no longer than one academic term but may be renewed for a subsequent academic term upon supplemental documentation from the Student's HCP that a continued medical leave is warranted due to the student's health problem. The maximum cumulative length of a medical leave is two academic years, or four full academic terms, not including summer terms.

To return from a medical leave, a student must notify the Office of the Registrar forty-five days prior to the end of the semester prior to the semester they wish to return. The Registrar will provide the student with a list of the documentation required to return and the student must submit all documentation within 10 days of the receipt of the notification. This documentation must include; a letter of intent to return, clearance documents from their medical professional describing their medical progress and what accommodations may be needed upon their return. This clearance documents must be printed on the HCP's letterhead, include a valid signature, printed name and title and applicable license information. All documents must be submitted in English or translated into English by a certified translator. The documentation will be reviewed by the Medical Leave of Absence Committee approximately 25-30 days prior to the last day of classes.

If a student does not provide sufficient documentation, they will be informed of what is needed and given 10 days to provide the additional required documentation and the Committee will review and provide a final decision to the student.

As a condition of the return from medical leave, the College may require the student to provide medical or psychological documentation from the Student's HCP and/or participate in an assessment interview with an appropriate College representative or a health care provider chosen by the College. Reasonable conditions may be placed on the reinstatement to protect the safety, health and well-being of the student or others.

If the student will need reasonable accommodations to return to their studies, the student or the student's HCP should propose any reasonable accommodations they believe necessary for the student's successful return. Documentation of the need for and nature of proposed accommodations should be provided to the Office of Access and Services for Individuals with Disabilities, who will work with the student to arrange reasonable accommodations, as necessary. Approved medical leaves will extend the Period of Candidacy for Master of Arts, Master of Science, and Master of Education students, the Period of Eligibility for Doctor of Philosophy students, and the Period of Certification (if applicable) for all doctoral students for the period of the leave.

3. Military Leave

A student called to active duty may request a military leave by submitting official military documentation. In accordance with federal law, the term of the leave will depend on the anticipated period of active duty service. To return from military leave a student need only inform the Office of the Registrar of the intent to return and register for classes.

Approved military leaves will extend the Period of Candidacy for Master of Arts, Master of Science, and Master of Education students, the Period of Eligibility for Doctor of Philosophy students, and the Period of Certification (if applicable) for all doctoral students for the period of the leave.

4. Personal Leave

A student who finds it necessary to interrupt study temporarily but is not eligible for a medical or military leave may seek a personal leave. A personal leave is granted for no longer than one academic term but may be renewed for a subsequent academic term upon supplemental documentation that a continued leave is warranted due to the student's significant professional, personal, or family issues. The maximum cumulative length of a personal leave is one academic year, or two full academic terms, not including summer terms.

A request for a personal leave must be submitted on or before the last day of the add/drop period for the term for which the leave is effective. Please contact the Registrar's Office (212-678-4050 or loa-registrar@tc.columbia.edu) to obtain the leave request form. To return from personal leave a student need only inform the Office of the Registrar of the intent to return and register for classes.

Approved personal leaves WILL NOT extend the Period of Candidacy for Master of Arts, Master of Science, and Master of Education students and the Period of Certification (if applicable) for all doctoral students for the period of the leave. Neither will personal leaves suspend the "recency requirements" applicable to master's degree candidates.

C. Academic Policies for all Leaves of Absence

All leaves of absence are entered on the student's official transcript and are noted in the student's permanent educational records maintained at the College.

A student on leave is not a registered student and does not have the rights and privileges of a registered student. See below for some important limitations.

Except as noted below, no tuition or fees are charged for semesters for which a leave of absence has been approved provided that the request is received and approved prior to the start of the semester. A student who begins a leave after paying tuition or fees may seek a refund according to the add/drop schedule for the semester of leave.

A student on leave may not work with faculty or formally submit work to the College during the period of leave. However, they may work on courses in which the instructor had issued an approved grade of incomplete. The one-year grace period for an Incomplete is not changed by a leave of absence.

A student on leave is not eligible for a Certificate of Equivalency and may not receive advisement. A student on leave may not apply to graduate during the time period they are on leave.

A student on leave may not take courses in fulfillment of degree requirements at another institution. If course work is undertaken, it will not apply to any TC degree requirements, except as pre-approved by the Registrar with recommendation from the student's faculty advisor.

According to the College policy on Network and Email Account Provisioning Procedure, students who take a credit course and do not graduate or register again may continue to use their TC Gmail accounts for 3 semesters (12 months) following the end of the semester for which they last registered for a credit course. Students on leave should continue to check their TC Gmail periodically for important College updates and announcements.

The Office of the Registrar will notify academic departments once a leave is processed for a student but will not disclose the reasons for the leave.

D. Financial Aid and Benefits

1. Financial Aid/Current Aid

If a student has received any form of federal financial aid (Direct Unsubsidized Stafford Loan, Direct Graduate PLUS Loan, Perkins Loan, Federal Work Study, or Federal TEACH Grant), they should contact the Office of Financial Aid (212-678-3714 or financialaid@tc.edu) immediately. The Office of Financial Aid will determine whether the student may be allowed to retain or be required to return any federal aid paid directly to the student. Awarded institutional and endowed scholarships may also be forfeited and/or revoked.

2. Loan Repayment

Most loan programs do not provide for deferment while a student is on leave. A student going on leave must contact his or her loan service provider for information about possible eligibility for a deferment or forbearance of federal student loans. A student on a military leave may be eligible for a deferment based on qualifying active duty service in the U.S. Armed Forces or National Guard. (See https://studentaid.gov/manage-loans/lower-payments/get-temporary-relief).

3. Future Aid

A student wishing to be considered for financial aid for the academic year following the leave should contact the Office of Financial Aid prior to their return. The reinstatement of financial aid including any loan and scholarships will be based on satisfactory academic progress and the approval of the Office of Financial Aid. All domestic students must also complete the FAFSA application by the applicable FAFSA deadline in order to be considered for federal aid.

E. Student Health Insurance

Rules governing the Health Fee and Student Health Insurance are established by Columbia University. Visit http://www.health.columbia.edu/student-insurance/eligibility for information on insurance eligibility. As a general rule, a student on leave is not eligible for, and thus not charged for, the Columbia Health Fee or Health Insurance Plan. There are limited exceptions, described below. To verify coverage, please contact CU Health - Insurance and Immunizations Records (212-678-3006 or studentinsurance@columbia.edu).

1. Family Leave

Upon notification from the Registrar's Office of a student's family leave, CU Health will contact students who are enrolled in the student health insurance plan via their TC e-mail address to determine if they wish to remain enrolled in the student health insurance plan. Students who do not reply within fourteen (14) days will be automatically terminated from the plan, effective at the end of the month in which Student Affairs is notified or at the conclusion of the semester, whichever comes first.

2. Medical Leave

Upon notification from the Registrar's Office of a student's medical leave, CU Health will contact students who are enrolled in the student health insurance plan via their TC e-mail address to determine if they wish to remain enrolled in the student health insurance plan. Students who do not reply within fourteen (14) days will be automatically terminated from the plan, effective at the end of the month in which Student Affairs is notified or at the conclusion of the semester, whichever comes first.

3. Military Leave

A student who enters the armed forces is not covered under Student Health Insurance. A student who begins a military leave after paying for Student Health Insurance may obtain a pro-rata refund of premiums paid for the student and any covered dependent by a written request within 90 days of leaving the College on military leave. The request must be received by CU Health (212-678-3006 or studentinsurance@columbia.edu) within the 90-day period.

4. Personal Leave

A student granted a personal leave within 30 days of the official start of the semester, may have charges for the Columbia Health Fee and Student Health Insurance Plan, less any claims, reversed and the insurance coverage terminated. A student who begins an approved personal leave of absence after 30 days of the official start of the semester will continue to be covered under the Student Health Insurance Plan for the remainder of the month of withdrawal and will receive a pro rata refund. Students on personal leave are not otherwise eligible for health insurance coverage. Students on leave who do not have another source for health insurance may consult www.healthcare.gov.

Any student in Housing should review the section below on Housing, as all students in Housing are required to have proof of insurance.

F. Disability-Related Accommodations

If a student's leave of absence is related to a disability issue that may interfere with a student's educational experience at Teachers College, the student may be eligible to receive reasonable, disability-related accommodations upon return. Students returning after a leave of absence should contact the Office of Access and Services for Individuals with Disabilities (OASID) at oasid@tc.edu to determine if they are eligible for disability-related accommodations.

If a student is already registered with OASID, the student can contact the office at oasid@tc.edu to discuss their current disability-related accommodations and whether additional support is needed before returning from a leave of absence.

G. International Students

Students on J-1 or F-1 Visas are subject to special rules and regulations for their enrollment status. Failure to comply with these regulations may lead to termination of status and more long-lasting immigration issues. Before seeking a leave of absence, international students must contact the Office of International Services at Teachers College (212-678-3939 or tcintl@tc.columbia.edu).

H. Teachers College Housing

Students on military or personal leave are not eligible for TC housing. Under limited circumstances, a student on an approved medical leave may remain in TC housing for no longer than the first term of the approved medical leave. Continued residence requires proof of continued health insurance coverage for the duration of the term. The Office of Residential Services cannot guarantee housing upon return from leave. Contact Residential Services directly for more information (212-678-3235 or housing@tc.columbia.edu).

If a student begins a leave while in housing, any refund due will be prorated according to the vacate date. The amount of time a student resides in housing will count towards the maximum housing eligibility.

4. POLICY OWNER AND HISTORY

A. Policy Owner: Office of Enrollment Management
B. Policy Approved by: Executive Director, Enrollment Management
C. Contact Information: Division_of_ESS@tc.columbia.edu
D. Original Policy Issue Date:
E. Last Revision Date(s):

- May, 2022

F. Next Review Date: May 01, 2025

Teachers College COLUMBIA UNIVERSITY	**Non-Discrimination Notice**	Policy No.: 170
		Effective Date: 12/04/2025

1. PURPOSE OF POLICY

The purpose of this Policy is to inform the Teachers College community of the College's Non-Discrimination notice.

2. POLICY AUDIENCE

This Policy applies to all Teachers College staff, faculty and students.

3. POLICY DETAILS

Title VI of the Civil Rights Act of 1964, prohibits discrimination based on race, color, or national origin (including language and ancestry). Title VII of the Civil Rights Act of 1964, prohibits discrimination in employment based on race, color, religion, sex and national origin. The Civil Rights Act of 1991 and the Lily Ledbetter Fair Pay Act of 2009 amends several sections of Title VII.

Teachers College ("TC" or the "College") is committed to providing a working, learning, and living environment free from discrimination and harassment and to fostering a vibrant, nurturing community founded upon the fundamental dignity and worth of all of its members.

Consistent with this commitment, Teachers College does not discriminate on the basis of race, color, religion, creed, sex, gender, gender identity or expression, sexual orientation, national origin, age, height, weight, marital or partnership status, citizenship or immigration status, caste, military status, disability, pregnancy, genetic predisposition or carrier status, status as a victim of domestic violence, or any other legally protected status in the administration of its admissions policies, educational policies, employment, scholarship, loan, and other College-administered programs; treatment, or in access to College programs or activities.

A. Students with concerns about possible discrimination may wish to speak with the Vice President for Community and Student Affairs, Tom Rock, 128 Zankel, (212) 678-3391, or confidentially to the Ombuds Officer Nancy Lesko, 280 Grace Dodge, (212) 678-4169.

B. Faculty and Staff with concerns about possible discrimination may wish to speak with Robyn Davis-Mahoney, Assistant Vice President and Chief Human Resources Officer, 120 Whittier Hall, (212) 678-3740, Vice President for Community and Student Affairs, Tom Rock, 128 Zankel, (212) 678-3391, or confidentially to the Ombuds Officer Nancy Lesko, 280 Grace Dodge, (212) 678-4169.

C. Individuals may also seek assistance outside the TC community:

- US Department of Education, Office for Civil Rights (New York Office)
  (646) 428-3900
  (800) 877-8339 voice/TDD
  OCR.NewYork@eg.gov
- Equal Employment Opportunity Commission
  (800) 669-4000
  (800) 669-6820 (TTY for Deaf/Hard of Hearing callers only)
  (844) 234-5122 (ASL Video Phone for Deaf/Hard of Hearing callers only)
  info@eeoc.gov
- NYS Division of Human Rights
  complaints@dhr.ny.gov
  https://dhr.ny.gov/complaint
- NYC Commission on Human Rights
  (718) 722-3131
  Online form: https://www1.nyc.gov/site/cchr/about/report-discrimination.page
  https://www1.nyc.gov/site/cchr/about/contact-us.page

D. Sex Discrimination

Title IX of the Education Amendments of 1972 (Title IX) protects individuals from sex discrimination in educational programs and activities at institutions that receive federal financial assistance.

The following person has been designated to handle inquiries regarding discrimination including Title IX & Title VI (ancestry & religion)

Allison N. Antwi
ana2172@tc.columbia.edu
Associate Vice President for Community Affairs
TC Title IX Coordinator
128 Zankel
(212) 678-3391

E. Age Discrimination

Age Discrimination Act of 1975, which prohibits discrimination based on age.

F. Religion

U.S. Department of Homeland Security regulation 6 C.F.R. Part 19, which prohibits discrimination based on religion in social service programs.

G. Disability Discrimination

Section 504 of the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act of 1990 (ADA) protect students and employees from disability discrimination.

The following people have been designated to handle inquiries regarding Section 504/ADA:

Allison N. Antwi
ana2172@tc.columbia.edu
Associate Vice President for Equity and Compliance;
TC Section 504 Compliance Officer
128 Zankel
(212) 678-7508

H. Pay Transparency

Teachers College will not discharge or in any other manner discriminate against employees or applicants because they have inquired about, discussed, or disclosed their own pay or the pay of another employee or applicant. However, employees who have access to the compensation information of other employees or applicants as a part of their essential job functions cannot disclose the pay of other employees or applicants to individuals who do not otherwise have access to compensation information, unless the disclosure is (a) in response to a formal complaint or charge, (b) in furtherance of an investigation, proceeding, hearing, or action, including an investigation conducted by the College or (c) consistent with the College's legal duty to furnish information.

4. POLICY OWNER AND HISTORY

A. Policy Owner: Office of Community and Student Affairs
B. Policy Approved by: Title IX Coordinator & Vice President for Community and Student Affairs
C. Contact Information: (212) 678-3391
D. Original Policy Issue Date:
E. Last Revision Date(s):
- January 29, 2024
- August 27, 2024
- December 4, 2025

F. Next Review Date: December 4, 2028

Teachers College COLUMBIA UNIVERSITY	**Official College Communication Policy**	Policy No.: 263
		Effective Date: 04/07/2025

1. PURPOSE OF POLICY

The purpose of this *Policy* is to ensure that all official communications from the College are delivered to students in a consistent, reliable, and secure manner. The College will use student-assigned TC Gmail addresses as the primary means of disseminating all official communications and otherimportant information, including academic updates, administrative notifications, policy changes, and emergency messages. This approach ensures that all students receive timely and accurate information, while also maintaining confidentiality and complying with institutional standards. Students are expected to regularly check their TC Gmail accounts to stay informed and to respond to these emails as required

2. POLICY AUDIENCE

This *Policy* applies to currently enrolled and active Students.

3. POLICY DETAILS

A. TC Gmail

Teachers College, recognizing the increasing need for consistent and protected electronic communication with students, has established TC Gmail as the official means of communication with students. In order to ensure effective communication with students, students are required to activate and use the TC Gmail address provided by the College.

Teachers College expects that every student will receive email at their Teachers College Gmail address from the point of deposit through graduation and will read email on a frequent and consistent basis. A student's failure to receive and read College communications in a timely manner does not absolve that student from and the duty of complying with the content of such communications. Students may elect to redirect (auto-forward) email sent to their Teachers College Gmail address. Students who (auto-forward) redirect email from their official College email address to another address do so at their own risk. If email is lost as a result of forwarding, it does not absolve the student from the responsibilities associated with communications sent to their official College email address. All use of email will be consistent with other Teachers College and Columbia University policies including the Acceptable Use of Information Technology Policy through the Student Portal.

B. Mail Services

While most College communication is handled through the official College Gmail, on occasion the College will need to contact students using regular mail or delivery services. In addition, to be in compliance with various state and federal regulations, the College must have accurate information on the permanent residence and current location of all students. It is therefore the responsibility of students to verify and update their addresses, as necessary, each semester. Students may view and update their addresses through Self-Service Banner (SSB-9) in the Student Portal. Teachers College defines the location and residence of the student as the campus address, if applicable, or the mailing address that is active on the Student Information System. If a student does not have an active campus or mailing address, the permanent address will generally be considered the official location and residence of a student. Except there may be a different determination under the Student Location Policy for the Professional Licensure Rules.

C. TC Alert

If there is confirmation of an immediate threat to the health and safety of the campus community or there is a campus closure, the College will issue a TC Alert.

TC Alert is the College's emergency mass notification system. It functions to quickly provide critical safety information to community members whenever there is confirmation of an immediate threat to the health and/or safety of the campus community, such as active shooters, missing persons, building evacuations, campus closures due to severe weather, or other elevated safety-related warnings. The TC Alert system is available to all community members, including guests and visitors, should they decide to enroll.

1. *Members with an active UNI*
   TC Alert automatically enrolls all community members with an active UNI into the TC Alert system via their TC UNI email. Auto-enrolled users can self-manage their alert preferences and add mobile phone numbers, email addresses, and voice-only lines by signing into the Student Portal and clicking the Manage TC Alert Settings link. Users can also update or opt out of voice and SMS notifications at any time but will continuously be enrolled in TC Alert via their TC UNI email.

2. *Members without an active UNI*
   Members of the TC community without an active UNI may register for TC Alert via the TC Alert Community Portal and specify the email address and phone number where they would like to receive emergency notifications. Users can also update their preferences or opt out of the system anytime.

   The College may also issue campus-wide announcements and emails and, during emergencies on campus may also communicate over the public address system.

4. RELATED INFORMATION AND LINKS

A. Related Policies:

- Email Governance Policy
- Network and Email Accounts Policy
- Clery Crime Alerts, Emergency Notifications, and Campus Safety Advisories Policy

5. POLICY OWNER AND HISTORY

A. Policy Owner: Student Affairs
B. Policy Approved by: Associate Vice President for Student Affairs & Chief Student Affairs Officer
C. Contact Information: studentaffairs@tc.columbia.edu
D. Original Policy Issue Date:
E. Last Revision Date(s):

- November 30, 2023
- September 25, 2024

F. Next Review Date: 04/07/2027

Teachers College COLUMBIA UNIVERSITY	**Preferred Name Policy**	Policy No.: 139 Effective Date: 09/29/2024

1. PURPOSE OF POLICY

The purpose of this *Policy*

2. POLICY AUDIENCE

This *Policy* applies to

3. POLICY DETAILS

Teachers College recognizes that some members of the Teachers College community may prefer to identify themselves by names other than their legal name. As set out below, the College is required to use an individual's legal name for certain purposes, but members of the Teachers College community may, if they wish, choose a preferred name for other purposes. This Policy addresses how students and employees can change their legal name and preferred name in College records.

A. Legal Name

Teachers College must maintain a "legal name" as part of the official records of all students and employees. The College will use the legal name for:

- International student identification by the Department of Homeland Security
- Official documentation produced by the Offices of Financial Aid and the Bursar
- Federal requests for information
- National Student Clearinghouse (NSC)
- National Student Loan Data System (NSLDS)
- Transcripts
- Enrollment, degree, and employment verifications
- Diplomas
- Tax reporting and tax documents
- Retirement plan documents
- Health insurance documents
- Documents that establish eligibility to work at the College
- Any other official documents where a legal name is required

A community member who wishes to change the legal name on file with the College must present appropriate documentation that shows the legal name as it should appear. This documentation should include the following items:

- Government-issued photo ID or other official proof of name change, such as a marriage license, divorce decree, court order, or amended birth certificate
- (For employees) Social security card with the changed name
- Proof of use of former name (e.g., old TC ID card, bank statement, marriage license, divorce decree)

Students should report legal name changes to the Registrar's Office, while employees and students who are also employees should report legal name changes to Human Resources. Finally, international students who make a legal name change should also report it to the Office of International Services.

B. Preferred Name

Individuals may add a preferred name to their records. The College will use preferred names as follows:

- On course rosters
- On the course schedule (for faculty members' names)
- On the TC ID Card
- In learning management systems (e.g., Moodle or Canvas)
- In online directories
- Preferred names will not appear on official documents and will not be used for official College business.

To add or change a preferred name to the record, students should complete the Change of Information form with the Registrar's Office. Employees and students who are also employees should contact Human Resources.

4. POLICY OWNER AND HISTORY

A. Policy Owner: Office of Enrollment Management
B. Policy Approved by: Executive Director, Enrollment Management
C. Contact Information: Division_of_ESS@tc.columbia.edu
D. Original Policy Issue Date:
E. Last Revision Date(s):
- August, 2017

F. Next Review Date: August 01, 2025

Teachers College COLUMBIA UNIVERSITY	**Registration Policy**	Policy No.: 148 Effective Date: 09/29/2024

1. PURPOSE OF POLICY

The purpose of this *Policy*

2. POLICY AUDIENCE

This *Policy* applies to

3. POLICY DETAILS

A. Registration Procedures

Students seeking course credit must be admitted by the Teachers College Office of Admission. For details, please refer to the section on Admission. Former Teachers College degree students who wish to pursue a degree program and have not been in attendance during the past five years must apply for re-admission in the Admission Office well before the registration dates. Former students who have not been in attendance within the last five years who do not desire degree candidacy should go directly to the Office of the Registrar.

Course registration may be completed online via myTC. Limited in-person registration is available during dates announced in the Academic Calendar.

B. Teachers College Student Information System

All students are expected to register via the web through the Student Information System on myTC. It is the responsibility of each student to obtain advisement and approval for their course selections from their academic advisor prior to registering. Registering for classes that your advisor has not approved can seriously compromise your ability to fulfill degree requirements and may have unintended financial consequences. Students must also obtain permission from the course instructor for any course listed in the Schedule of Classes that requires instructor approval. Students may connect to the Student Information System through the TC portal myTC. Instructions for registration are available in the Registration Information Section in the Schedule of Classes for each term.

Whenever course enrollment has been entered in the registration system, the student is responsible for payment of the assessed charges unless the student follows the procedures for a change of program as outlined in the Schedule of Classes and in accordance with the dates listed in the Academic Calendar. Failure to attend a course does not constitute an automatic withdrawal. (See section on Changes in Registration and Withdrawal.)

Each registrant is expected to assume a major responsibility in program planning. A careful study of the general degree requirements and maximum point loads outlined in this Catalog, special departmental bulletins, and advisory recommendations should be taken into consideration.

Teachers College students must have written permission of the Registrar before registering in any program or institution outside the College. Additionally, students are not permitted to be enrolled concurrently in two degree programs or schools within the University or the College.

C. Maximum Point Loads

The number of points (credits), a point being the equivalent of a semester hour that a course carries per term, is given in parentheses following the course title. No more than 9 points may be taken during a summer session and no more than a total of 16 points in the summer term. No more than 18 points may be taken during the fall or spring term; students who hold full-time positions are discouraged from enrolling for programs in excess of 8 points each fall and spring term.

D. Certification of Part-Time/Full-Time Attendance

Enrollment status certification is based upon the number of points for which a student is registered per term. During the fall, spring and summer terms, "full-time'' status is accorded to students registered for nine or more points per term. Students enrolled for fewer than nine points (0–8 points) are considered "part-time.'' "Half-time'' status is based on enrollment of five to eight (5-8) points per term. Students registered for fewer than 5 points are accorded "less-than-half-time status.'' During the summer term, enrollment status is determined by the cumulative number of points in both Session A and B. For "full-time'' status, students must register for a combined load of at least 9 points, with no more than 9 points in one summer session. Full-time status is accorded to students registered for CCPJ6460, CCPX6430, HBSK6480, or HBSK5480 as well as students registered for doctoral dissertation advisement (_8900 courses) and Ph.D. Dissertation Defense (TI8900).

E. Certification of Enrollment Status

Enrollment status certification is based upon the number of points for which a student is registered per term. Students cannot be certified for future dates of attendance. During the fall, spring and summer terms, "full-time'' status is accorded to students registered for nine or more points per term. Students enrolled for fewer than nine points (0–8 points) are considered "part-time.'' "Half-time'' status is accorded for enrollment of five to eight (5-8) points per term. Students registered for fewer than 5 points are accorded "less-than-half-time status.'' Doctoral students on personal exemption or waivers will be considered to hold "less than half-time status". During the summer term, enrollment status is determined by the cumulative number of points in both Session A and B. For "full-time'' status, students must register for a combined load of at least 9 points. Students may register for no more than 9 points in either individual summer session. Full-time status is also accorded to students registered for courses indicated on the Full-Time Equivalent Courses list. Doctoral students may check with the Office of the Registrar regarding personal exemption or waivers. Students cannot be certified for future dates of attendance.

F. Change in Registration and Withdrawal

Notice of any change in your registration, including adding/dropping courses, changes of points in variable point courses, or of total withdrawal from the College, must be given to the Registrar in writing or completed through the online registration system. Instructions for changes in registration and withdrawal through the Student Information System are outlined in the Registration Information section in the Schedule of Classes or may be obtained from the Office of the Registrar.

The last date for changes in registration is indicated in the Academic Calendar. After this deadline, courses may not be added, but a partial refund of tuition fees for withdrawal from courses may be authorized by the Registrar. Fees are not subject to this reduction. Reduction of tuition based on a sliding scale is calculated from the day the Registrar receives written notice from the student or the withdrawal is processed through the Student Information System. The sliding scale is outlined in the Registration Information section in the Schedule of Classes on the TC-Web for each term.

The deadline for making changes in points in variable-point courses will extend until the class has met four times; dates are indicated in the Academic Calendar.

Courses with special dates must be dropped before the course begins to receive full tuition credit. There is no reduction of tuition for special-date classes once the course begins or for fee-based courses in art, music and dance after the close of the change of program period. Students who have registered for workshops must withdraw from a workshop prior to the beginning of the workshop. No tuition rebates will be granted for a workshop once it has begun.

Students who are deficient in their attendance or who perform their class duties unsatisfactorily may be required at any time to withdraw from a course, upon recommendation by the course instructor to the Registrar; in extreme cases, this may mean withdrawal from the College.

For grading symbols covering withdrawals, see Grades Policy.

4. POLICY OWNER AND HISTORY

A. Policy Owner: Office of Enrollment Management
B. Policy Approved by: Executive Director, Enrollment Management
C. Contact Information: Division_of_ESS@tc.columbia.edu
D. Original Policy Issue Date:
E. Last Revision Date(s):

- July, 2023

F. Next Review Date: July 01, 2025

Teachers College COLUMBIA UNIVERSITY	**Release of Transcripts Policy**	Policy No.: 140
		Effective Date: 09/29/2024

1. PURPOSE OF POLICY

The purpose of this *Policy*

2. POLICY AUDIENCE

This *Policy* applies to

3. POLICY DETAILS

The College regards the student's transcript as a personal and private document; it is released only upon written authorization of the student. Unpaid financial obligations to the College will result in the withholding of student transcript and/or diploma. Teachers College does not duplicate copies of transcripts from other institutions which were submitted in support of the applicant's application for admission to the College.

4. POLICY OWNER AND HISTORY

A. Policy Owner: Office of Enrollment Management
B. Policy Approved by: Executive Director, Enrollment Management
C. Contact Information: Division_of_ESS@tc.columbia.edu
D. Original Policy Issue Date: January, 2015
E. Last Revision Date(s):
- January, 2015

F. Next Review Date: January 02, 2025

Teachers College COLUMBIA UNIVERSITY	**Religious Observance Policy**	Policy No.: 244 Effective Date: 08/21/2025

1. PURPOSE OF POLICY

Teachers College, Columbia University (the "College" or "Teachers College") is committed to providing an inclusive and respectful academic environment for all members of our community. Teachers College has therefore developed this Religious Observance Policy ("Policy") to govern the recognition and reasonable accommodation of the religious observances of its diverse community members. Through these efforts, Teachers College is committed to upholding equity, inclusivity, and respect for all students, faculty, and staff in their religious commitments.

2. POLICY AUDIENCE

This Policy applies to all Teachers College faculty, staff, students, and student organizations.

3. DEFINITIONS:

The terms below, as identified in this Policy, have the following definitions:

Major Religious Holidays: These are significant dates in various religious traditions that hold special spiritual, cultural, or communal importance. These holidays often involve ceremonies, rituals, or gatherings, and adherents may refrain from work or school to observe them.

Weekly Observances: Regularly occurring practices or rituals tied to a specific day of the week, typically grounded in religious or cultural traditions. These observances might involve worship services, communal gatherings, or personal rituals. Examples include Jum'ah - Friday prayers in Islam, Saturday/Sunday church services in Christianity, and Shabbat (Friday evening and Saturday) in Judaism. In some traditions adherents may refrain from engaging in work to observe them.

Optional Events and Programs: Activities, events, or programs offered to participants that are not mandatory. These may include workshops, cultural events, educational seminars, or co-curricular programs designed to enrich the experience of participants but are left to personal discretion to attend.

4. POLICY DETAILS

Teachers College has developed this Policy to respect its members' observance of their major religious holidays and weekly observances. This policy provides guidelines for scheduling required events and optional events which may occur during religious holidays.

The College asks that faculty, staff and students avoid scheduling mandatory events, programs, or exams during major religious holidays. However, if TC is open on a major religious holiday, regularly scheduled courses, events, and programs may be run. In such cases, students, who are observing a major religious holiday, must be allowed to miss class, the event, or exam and make up the work covered during that session (see: NYS Education Law Chapter 16, Title 1, Article 5, Part 1 § 224-A paragraph 2). Students are responsible for notifying their faculty well in advance of any scheduling conflicts due to religious holidays.

Required courses should generally not be scheduled from Friday after 4 p.m. through Sunday. However, if they are, where it is possible and practicable to do so, students should have access to other courses that do not conflict with religious observances in order to meet degree requirements (see: NYS Education Law Chapter 16, Title 1, Article 5, Part 1 § 224-A paragraph 4). Programs that have required classes that are routinely held on the weekend, and for which there is no practical or possible alternative weekday option, must make this information explicit to students in their admissions materials and handbook.

If a suitable arrangement cannot be reached, students should consult the appropriate Program Director or Department Chair. If necessary, the matter may be referred to the Office of the Provost for appeal.

Faculty and staff should be cognizant of major religious holidays and weekly observances when planning any events or programs to ensure inclusivity. For a list of dates of Religious Holidays during the current academic year please see **here**. Please note, Jewish and Islamic holy days begin at sundown on the previous evening.

Per NYS Education Law (Chapter 16, Title 1, Article 5, Part 1, § 224-A, paragraph 6-a), faculty and instructors must include written notice of students' religious observance rights in their syllabi. Approved language can be found below in Related Information. The Office of the Provost requests that faculty members who will miss classes for religious observances notify their Department Chair in advance. They should also announce missed class sessions on their syllabi. In such cases, faculty members may either make arrangements for another course instructor to cover the missed class or schedule a makeup session at a time convenient to students.

5. RELATED INFORMATION

Suggested Syllabus Language:

Statement Regarding Religious Holidays
Teachers College respects and supports the right of its community members to observe major religious holidays. Students are encouraged to notify instructors as early as possible if they plan to observe a holiday that coincides with scheduled class sessions. If an academic scheduling conflict arises, students will not be penalized for absences due to religious observance. Faculty will work with students to determine reasonable alternative arrangements to fulfill academic requirements. If a resolution cannot be reached, the student or instructor should consult the appropriate department chair or director. If further appeal is needed, it may be escalated to the Provost.

6. POLICY OWNER AND HISTORY

A. Policy Owner: Office of the Provost
B. Policy Approved by: Provost and Dean of the College
C. Contact Information: provostsoffice@tc.columbia.edu
D. Original Policy Issue Date:
E. Last Revision Date(s):

- March 25, 2016
- February 2024
- July 25, 2025
- August 21, 2025

F. Next Review Date: August 21, 2028

Teachers College COLUMBIA UNIVERSITY	**Student Conduct Code Academic Integrity and General Misconduct**	Policy No.: 156
		Effective Date: 10/15/2025

Owner: Student Affairs **Tags:** Student Affairs Students This policy on student conduct has been adopted to comply with Education Law § 6450 for the maintenance of public order on college campuses.

Student Conduct Code Topics covered with links | Definitions and Organization of the Disciplinary System | Academic Integrity | General Misconduct | Informal Procedures | Formal Procedures | Disciplinary Sanctions | Counseling, Evaluation & Treatment | Disciplinary Records & Confidentiality | Student Organizations

Introduction

Teachers College is committed to equity and excellence in education bolstered by honest and ethical conduct in the achievement of academic goals for the enrichment of students and betterment of the country and the world. All College officers, trustees, faculty, staff, student employees, and others acting on behalf of the College are expected to maintain the highest standard of ethical conduct outlined in the Statement of Ethical Conduct.

Teachers College ("TC" or the "College") expects students to observe traditional norms of scholarly discourse, academic integrity, and fairness. All students should engage in responsible social/ethical conduct while modeling good civil conduct and citizenship. Activities that disrupt the regular and essential operations of the College or its affiliates Barnard College, Columbia University, Jewish Theological Seminary, and Union Theological Seminary (hereinafter "Affiliates") are not permitted.

Members of the TC community may bring forward concerns of alleged violations of academic integrity or general misconduct. These allegations, if deemed warranted, may be resolved by informal or formal procedures. Students or alumni who admit to, or who are found responsible for violating these standards, while a student at TC, may be subject to appropriate disciplinary action ranging from reprimand to disciplinary probation, (immediate) suspension, expulsion from the College, and/or revocation of a degree. Students who are enrolled in Affiliate institutions who violate TC Policy will be subject to the disciplinary process at their own institution and may be barred from TC's campus, if an alleged violation occurs on the TC Campus. While Affiliate Rules of Conduct apply to all TC students, while they are on Affiliate campuses, TC reserves the right to a separate adjudication process. Reported violations made by external or anonymous parties cannot proceed through the TC Student Conduct Process. However, if warranted, these reported violations may be investigated independently and a complaint may be brought forward under this Policy by a Student Conduct Officer and adjudicated under this Policy, if such action is determined to be appropriate under the circumstances.

When students are accused of gender-based misconduct, including but not limited to sexual assault, domestic violence, dating violence, and stalking, the Gender-Based Misconduct and Interim Title IX Policies and Procedures for Students applies.

Alumni who are accused of violations of academic integrity that occurred when they were students are subject to the Student Conduct Code and those violations may be adjudicated under this policy. A degree earned from Teachers College could be revoked depending upon the outcome of a Student Conduct Hearing.

All other academic and general misconduct involving students falls under this student conduct code.

Nothing in these standards of conduct shall replace professional codes of ethics applicable to students in various academic programs.

1. DEFINITIONS AND ORGANIZATION OF THE DISCIPLINARY SYSTEM

1.1 Student: For purposes of this Code, any person currently enrolled in a degree-granting program (for the current or future term(s) or any person currently enrolled in a for-credit-course(s) as a non-degree student in a certificate or other program or in a single course(s) (including an online course) at TC is considered a student.

Non-credit offerings may be instructional programs or stand-alone courses that do not require extensive assessment or examinations and do not offer academic credit. Non-credit programs are a *series* of non-credit courses that may lead to a non-credit certificate of attendance. Non-credit courses are usually offered as a 1 or 2-day course, workshop, or a conference. For purposes of this Code, any person currently participating in a non-credit program at TC is a student subject to all of the provisions of this Code. Any person currently participating in a non-credit course, as defined above, must abide by Sections 2. Academic Integrity and 3. General Misconduct, but is not entitled to a Student Conduct Committee Hearing. Instead, alleged Academic Integrity and General Misconduct by persons participating in non-credit courses will be reviewed by the Vice Dean for Academic Success & Strategy for cases of alleged academic integrity violations and the Vice President for Community & Student Affairs (VPCA) for alleged general misconduct violations, who will be responsible for determining the outcome which could include withdrawal from the course without refund.

> 1.1.1 Students who also serve as TC employees may be subject to separate disciplinary proceedings by virtue of their employment status. TC has other policies that relate to staff and faculty as well as policies that apply to all members of the community. All TC policies may be found in the **Policy Library**. Nothing in this Code shall prevent an investigation or discipline under other applicable College policies.

1.1.2 If an accused student is also enrolled at another institution, that student may be referred to that student's primary institution at the discretion of TC.

1.2 Jurisdiction: This Code addresses misconduct committed by students including:

1.2.1 Any alleged violation that is committed by a student that adversely affects the safety and security of the College (or an Affiliate), property or an individual member of the College (or Affiliate) community;

1.2.2 Any alleged violation that is committed by a student that substantially disrupts the functions or operations of the College (or Affiliates). Teachers College students are subject to the Rules of University Conduct. When there are alleged violations of Affiliate Rules of Conduct, cases will be referred to Teachers College for adjudication through the TC Code of Student Conduct.

1.2.3 Affiliate: An affiliate school is an educational institution that has a formal agreement with a larger institution. This agreement often involves some level of influence or control over the affiliates academic policies, standards, or programs. Teachers College officially incorporated and established its affiliate relationship with Columbia University in 1893. As an Affiliate of Columbia University, Teachers College students must uphold the Columbia University Rules of Conduct. Teachers College students who are involved in disciplinary matters on the Columbia University campus will be referred to Teachers College. They could be subject to restrictions imposed by Columbia University at any time. Teachers College also has affiliate relationships with Barnard, Jewish Theological Seminary, and Union Theological Seminary.

1.3 For cases of General Misconduct, the VPCA may serve as the Conduct Officer or designate a Student Conduct Officer or proxy to serve in this role. The assigned Student Conduct Officer is responsible for overseeing all proceedings and disciplinary matters. The VPCA is ultimately responsible for the enforcement of the Code in cases of General Misconduct. TC Student Affairs and assigned Conduct Officer(s) are responsible for overseeing proceedings and all matters related to the enforcement of General Misconduct. For cases of Academic Integrity, the Vice Dean for Academic Success & Strategy may serve as the Conduct Officer or may designate a proxy to serve in this role. The Student Conduct Officer is responsible for overseeing all proceedings and disciplinary matters. The Vice Dean for Academic Success & Strategy is ultimately responsible for the enforcement of the Code in cases of Academic Integrity.

1.3.1 For cases of General Misconduct and Academic Integrity, TC Student Conduct Administrators, housed within Student Affairs, manage the intake of cases and processes. Under the direction of the VPCA (General Misconduct) or the Vice Dean for Academic Success & Strategy (Academic Integrity) Student Conduct Administrators are responsible for:

- assigning a Student Conduct Investigator,
- assigning a Student Conduct Officer,
- convening the Student Conduct Committee (SCC), and
- scheduling and facilitating meetings and Student Conduct Hearings.

Student Conduct Administrators maintain all records from disciplinary matters related to a student case.

1.3.2 A Student Conduct Investigator will be assigned to meet with the Complainant and determine whether complaints warrant referral to the Student Conduct Committee. The Investigator will be presented with the claim/concern and will see if the conflict can be resolved through the informal pathway before referring to the Student Conduct Committee (SCC) for a formal Student Conduct Hearing. The Investigator will determine whether complaints warrant referral to the Student Conduct Committee bringing charges of violations to the Student Conduct Committee for disciplinary hearings.

1.3.3 If the Student Conduct Committee finds the Respondent responsible for General Misconduct or Violations of Academic Integrity, the Student Conduct Officer shall serve as the sanctioning officer and must determine appropriate sanctions to be imposed. The Student Conduct Administrators monitor and enforce the fulfillment of any imposed sanctions and notify other appropriate offices as necessary.

1.3.4 Vice President of Community and Student Affairs or their designee serves as the Appellate Officer in cases of General Misconduct. The Provost or their designee serves as the Appellate Officer in cases of Academic Integrity.

1.3.5 Immediate Interim Measures: Applies to General Misconduct cases, where the Student Conduct Officer determines that a student's presence on campus endangers the health, safety and/or well-being of themself or any person, threatens College property, or disrupts the normal operations of the College, including classes or events. The VPCA has the authority to take immediate interim measures before the start of any formal or informal process. Immediate Interim measures may include, but are not limited to: restricting a student from contacting another person or persons;

restricting a student from accessing the residence halls and/or other buildings on campus; or suspending a student from participation in classes or events and/or organizations within the campus community. Such actions should remain in effect only so long as necessary while the discipline process is pending.

Degree conferral will be withheld for any student with an active investigation or case. Pending the outcome, a degree may be retroactively dated to align with the degree conferral date of the term degree was to be awarded.

A student may appeal an Immediate Interim Measure within three (3) business days of when it was imposed. Appeals to Immediate Interim Measures must be in writing and sent to the VPCA for General Misconduct or Vice Dean of Academic Success & Strategy for Academic integrity.

1.3.6 The Appellate Committee will be composed of members of the SCC who will not be involved in the Student Conduct hearing. They will be responsible for reviewing requests to appeal an Immediate Interim Measure imposed.

1.3.7 Investigations: When a Student Conduct complaint is received, a Student Conduct Investigator will be assigned to meet with the appropriate individuals to determine if the complaint warrants a referral to the SCC. The Student Conduct Investigator will initiate an investigation for all serious or repeated Code violations including but not limited to any allegations involving actual or threatened injury to College community members or visitors and allegations of theft or fraud covered under this Code. In the event that the investigation concludes that the allegations are unfounded, the Student Conduct Investigator may decide not to proceed. Neither an investigation nor a hearing is required in the event of a criminal conviction related to alleged Code violations. The College may rely on such conviction as a finding of responsibility and the Student Conduct Officer may apply an appropriate sanction without a Student Conduct Hearing.

1.3.8 Student Conduct Committee (SCC): The SCC is responsible for conducting Student Conduct Hearings related to alleged violations of General Misconduct or Academic Integrity.

1.3.9 The jurisdiction of the SCC extends to both areas of the TC disciplinary system: Academic Integrity and General Misconduct.

1.4. The SCC shall be composed of five (5) students, five (5) professional staff members, and five (5) faculty members. Its members shall serve two year terms, which are staggered, to ensure continuity as members of the SCC rotate on and off the Committee. Outreach to the Student Senate, the Staff Advocacy & Support Council (SASC) and Faculty Executive Committee (FEC) is done each year to assist with recruitment to the Student Conduct Committee. Committee members shall serve from September 1 through August 31 each Academic Year of service.

1.4.1 The term of service for members of the SCC could be extended should a case remain unsolved. Once the SCC is convened, that Committee will serve until the final resolution of the case is determined.

1.4.2 SCC hearings are conducted by a three (3) member panel of the SCC facilitated by the designated Student Conduct Officer. Hearings involving Academic Integrity cases are conducted by a three (3) member panel composed of two (2) Faculty and one (1) student convened by the designated Student Conduct Officer.

1.5 Complainant and Respondent: Any active member of the TC community (e.g. faculty, staff, student) who alleges an academic or general misconduct violation is called a Complainant. Students accused of academic or general misconduct violations under this Code are called Respondents.

1.6 Advisors: Advisors can assist students involved in disciplinary proceedings to understand the disciplinary process, respect and comply with the provisions of this Code, and manage all aspects of the process. Advisors participate at the request of involved individuals and often hold a personal relationship to either the Complainant or the Respondent. Advisors are not provided nor assigned at any time.

1.6.1 An Advisor may accompany any complainant or respondent to a meeting or hearing regarding a disciplinary complaint. They may only quietly advise and may not speak or otherwise participate in such meetings or hearings.

1.6.2 An advisor must be either a TC faculty member or staff member in good disciplinary standing or a TC student. The Advisor in a Student Conduct Hearing may be one's Academic Advisor, but "Advisor" in this Code does not imply the Academic Advisor. Student Advisors must be in good academic and disciplinary standing.

1.6.3 Generally, the student must select an Advisor whose schedule allows attendance at the scheduled hearing dates and times. Delays will not be allowed due to Advisor scheduling conflicts.

1.6.4 Outside Counsel or Advisors that are not a part of the Teachers College Community are not permitted to attend a Student Conduct Hearing or disciplinary proceeding.

1.7 Any member of the TC community may bring forward a complaint about alleged violations of General Misconduct or Academic Integrity. Doing so in no way limits the Complainant's rights or obligations to bring such matters to the attention of College offices, officers, or resources, including the Office of the Ombuds or to seek recourse outside TC through civil or criminal legal proceedings.

1.8 All time periods and deadlines referred to in this Code are intended as guidelines and may be, at the discretion of the Student Conduct Officer, extended for a reasonable period of time as circumstances warrant, with due consideration of fairness and equity.

2. ACADEMIC INTEGRITY

2.1 TC is an academic community, whose fundamental purpose is the pursuit of knowledge. High principles of academic integrity are essential to the functioning and continued growth of this community. Students, as well as faculty, are responsible for adhering to these principles, and TC will not tolerate failure to adhere to the College's principles of academic integrity. Students who intentionally or recklessly submit work either not their own or without clear attribution to the original source, fabricate data or other information, engage in cheating, misrepresent academic records or other violations noted below are subject to discipline under this Code. Those who engage in academic misconduct should expect sanctions up to and including dismissal from TC.

2.2 Responsibilities of Community Members: Every member of the TC academic community is responsible for upholding the standards of academic integrity declared in this Code.

2.2.1 If a student is unsure whether actions might constitute academic misconduct, the student has the responsibility to consult with the instructor in advance about any ambiguities.

2.3 Academic integrity violations include but are not limited to:

2.3.1 Cheating: using or attempting to use unauthorized assistance, technology (including the uncited use of content developed by generative artificial intelligence or the use of generative artificial intelligence in coursework in a manner prohibited by the instructor), material or study aids in examinations or other academic work;

2.3.2 Plagiarism: using the ideas, data or language of another without specific and proper acknowledgement;

2.3.3 Fabrication: submitting contrived or altered information in any academic exercise such as making up data, citing nonexistent articles, contriving events and sources of information;

2.3.4 Duplicate Submissions: submitting any work submitted to fulfill another assignment without appropriate revision to meet the instructional goals of the current course. In cases of uncertainty or ambiguity, a student should check with the student's instructor;

2.3.5 Misrepresentation of academic records or attempting to tamper with transcripts of any portion of a student's academic record;

2.3.6 Facilitating academic dishonesty by knowingly helping another student to engage in academic misconduct; and

2.3.7 Unfair advantage through attempting to gain unauthorized access to examination or other course-related materials or obstructing another student's academic efforts.

2.3.8 Any false or inauthentic statements (including work generated by artificial intelligence), falsified documents, submission of unoriginal work, or any deliberate omission in the application for admission to TC is also covered under this policy.

Report Academic Integrity Here

3. GENERAL MISCONDUCT

3.1 Violations of general misconduct include but are not limited to:

3.1.1 Obstruction or disruption of teaching, research, administration, TC procedures and activities, or other authorized activities;

3.1.2 Physical abuse, verbal abuse, written abuse, threats, intimidation, harassment, coercion or other conduct that may endanger the health and/or safety of others. This includes threats of violence against another person and physical or verbal intimidation that unreasonably impairs the security or privacy of another person; and

3.1.3 Discrimination and Harassment: Prohibited discrimination is adverse treatment of any student on the basis of race, color, religion, creed, sex, sexual orientation, national origin, ancestry, age, marital status, citizenship status, veteran status, disability, pregnancy, gender expression or any other criterion specified by federal, state, or local laws. Prohibited discrimination is subjecting an individual to humiliating, abusive, or threatening conduct, whether verbal or physical, that creates an intimidating, hostile, or abusive work, educational or living environment; alters the conditions of employment, education, or residential life; or unreasonably interferes with an individual's work or educational performance or living environment on the basis of race, color, religion, creed, sex, sexual orientation, national origin, ancestry, age, marital status, citizenship status, veteran status, disability, pregnancy, gender expression or any other criterion specified by federal, state or local laws.

Please see the **Teachers College Policy and Procedures on Discrimination and Harassment**

3.1.4 Unauthorized entry or use of TC facilities or unauthorized possession or use of TC property assigned to others;

3.1.5 Disorderly conduct or highly offensive conduct or expression;

3.1.6 Forgery, alteration or misuse of TC documents, records or identification, furnishing false information to TC or Affiliate or use of any false identification or identification belonging to another person;

3.1.7 Identity Theft: possessing or using another person's name, address, Social Security Number (SSN), bank or credit card account number, or other identifying information with or without that person's knowledge and/or with the intent to commit fraud or other crimes;

3.1.8 Theft or other abuse of computer facilities and resources including but not limited to: any violation of TC's Acceptable Use of Information Technology Policy, using computing facilities and resources to send offensive or abusive messages or other unauthorized use of computing facilities and resources;

3.1.9 Violations of copyright law by unlawful copying, distributing, sharing or storing copyright-protected information or material, including but not limited to music, film and internet video;

3.1.10 The unlawful manufacture, possession, use, or distribution of illicit drugs, drug paraphernalia, and or unlawful use or possession of alcohol. Please see the TC Drug Free Campus Policy and the Alcohol Policy.

3.1.11 Failure to comply with authorized directions of or furnishing false information to TC or Affiliate officials or representatives of the SCC acting in performance of their duties;

3.1.12 Failure to engage in responsible social conduct and to model good civil conduct and citizenship;

3.1.13 Violations of any other TC or Affiliate policy, rule or regulation, or of federal, state, or local law that reflect upon or are related to the student's activities or status as a TC student;

3.1.14 Violations of any policy, rule or regulation (including any applicable professional standards) of an organization or facility at which a student is interning, student teaching or conducting research for TC credit or in connection with a course of study at TC;

3.1.15 Violations of the Student Anti-Hazing Policy: The Stop Campus Hazing Act was passed into law in December of 2024. Hazing contradicts the core values of trust, dignity, and respect upheld by Teachers College and poses serious risks to the physical and emotional well-being of students. Students and groups will be held accountable and this policy applies to all students, student organizations, and any campus-affiliated group. The Policy also extends to non-recognized or off-campus organizations.

3.1.16 In cases of admission fraud, the VPCA will work with the Office of Admission, and other offices as necessary, to discipline those who violated the College's admission certificate of accuracy statement. Discipline may include, but is not limited to rescinding admission or expulsion

3.1.17 Teachers College must verify that the student who registers for any credit-bearing course or program is the same student who participates in and completes the course or program and receives academic credit. This verification process begins with the application for admission and continues through to graduation, transfer, or withdrawal from the institution.

Report General Misconduct Here

4. INFORMAL PROCEDURES

4.1 When an issue arises involving the academic or general misconduct of a student, the Code provides informal avenues by which the complaint may be resolved.

4.2 Personal Resolution:

4.2.1 Academic Integrity: A faculty member or other instructor who believes that a student has engaged in academic misconduct will apprise the student of the suspected academic misconduct and report the concern to the Vice Dean for Academic Success & Strategy. The instructor shall also provide the student with the opportunity to meet with the instructor to discuss the nature and validity of the allegations and the possible institutional responses. After a discussion with the student, the instructor will decide whether the alleged violation was intentional or unintentional. The instructor will then propose a resolution to the student and discuss possible sanction(s) with the Vice Dean for Academic Success & Strategy, as appropriate. If a resolution is agreed to that involves the imposition of sanctions, these will be issued by the Vice Dean for Academic Success & Strategy.

4.2.2 General Misconduct: A complainant may wish to communicate directly with the person against whom the complaint is being made in order to address the issues involved. However, a complainant may bypass personal resolution if the complainant would feel uncomfortable or unsafe doing so. In particular, individuals who believe that they were threatened or who was injured by a student are encouraged to speak with the Student Conduct Officer or visit the TC Ombuds to seek assistance before pursuing personal resolution. Such an individual may wish to pursue other options such as a facilitated conversation, mediation or to file a request for a formal resolution.

4.3 Facilitated Conversation:

4.3.1 TC encourages a facilitated conversation, whenever practical and appropriate. A facilitated conversation may take place only if the complainant and respondent both agree to participate. A matter is resolved through a facilitated conversation only if all parties agree on the resolution.

4.3.2 Academic Integrity: If, after following the procedure for personal resolution above, a resolution is not reached, the instructor and student may approach the Program Director (or Department Chair if the instructor is the Program Director) following their discussion and decide to move forward with a facilitated conversation. The Program Director, or Department Chair, may then facilitate a conversation between the instructor and the student to discuss the allegations and a possible resolution of the matter. If as part of the facilitated conversation, a resolution is agreed to that involves the imposition of sanctions, these will be issued by the Program Director, or Department Chair, and should be communicated in writing to the student and shared with the Vice Dean for Academic Success & Strategy.

4.3.3 General Misconduct: In situations involving alleged general misconduct, any involved party may contact the Student Conduct Officer with a request for a facilitated conversation. The Student Conduct Officer may then facilitate a conversation between the parties to discuss the allegations and a possible resolution of the matter. If as part of the facilitated conversation, a resolution is agreed to that involves the imposition of sanctions, these will be issued by the VPCA.

4.3.4 Ombuds Office Mediation: The parties may ask the TC Ombuds to mediate a dispute. The mediation must be agreed to by both parties. The TC Ombuds is independent from the College's administration and determines the procedures under which the mediation will take place.

5. FORMAL PROCEDURES

5.1 If attempts at personal resolution, facilitated conversation or mediation fail or are inapplicable due to the nature of the alleged violation, and if any party involved wishes to file a formal complaint, that complainant shall notify the Student Conduct Officer through the appropriate reporting form. The Student Conduct Officer will then convene a Hearing Panel from the members of the SCC. The Student Conduct Officer will provide notice of the hearing and a statement of the allegations to the complainant and the respondent within 10 calendar days of receipt in writing of the complaint by the Student Conduct Officer. A primary hearing date will be scheduled along with a follow-up date, about seven (7) days later. This follow-up date is to be used, should it be necessary, for the Hearing Panel to review additional evidence or witnesses if additional evidence or witnesses are requested by the Hearing Panel.

5.2 The statement of the allegations will identify the reasons for calling the hearing with sufficient particularity and rationale to ensure the parties have an opportunity to prepare for the hearing. The statement of the allegations also will contain the names of the proposed hearing panelists. Either party should notify the Student Conduct Officer of any hearing panelist that is known to them and/or who could present a conflict in the case. The Student Conduct Officer will review the potential conflict and decide whether or not the hearing panelist should be replaced. No member of the Hearing Panel, who is otherwise interested in the particular case, shall sit on the Hearing Panel for that case.

5.3 A hearing may be expedited in appropriate circumstances, including disciplinary matters involving students who have been placed on mandatory temporary suspension or conditional attendance, graduating students, or students who are about to take a leave of absence or to leave campus to study elsewhere.

5.4.1. In cases of General Misconduct, the SCC Hearing Panel will be composed of one (1) student, one (1) professional staff member, and one (1) Faculty member, with either the staff or Faculty member serving as the Chair. The Chair, in consultation with the Student Conduct Officer, is responsible for ensuring that the hearing process occurs in a timely fashion.

5.4.2 Hearing Panels for cases of Academic Integrity will be composed of two (2) Faculty members and one (1) student, with either Faculty member serving as the Chair. The Chair, in consultation with the Student Conduct Officer, is responsible for ensuring that the hearing occurs in a timely fashion.

5.5 All members of the TC community are required to cooperate with these formal procedures. Individuals who are interviewed, or called as witnesses (including complainants and respondents), are obligated to provide honest and complete statements during the process.

5.6 Disciplinary hearings are not trials or legal in nature, and they are not governed by rules of legal procedure, evidence, or judicial formality. They are designed to encourage open discussion among the participants to promote the Hearing Panel's understanding of the facts, the individuals involved, and the circumstances under which the alleged incident occurred, the nature of the conduct, and the attitudes and experiences of those involved. Information, including hearsay evidence, may be considered if it is relevant, not unduly repetitious, and the sort of information on which responsible persons are accustomed to relying upon in the conduct of serious affairs.

5.7 These procedures and standards apply to all hearings:

> 5.7.1 The complainant and respondent in the process may be accompanied by advisors as described in the section on advisors above.
>
> 5.7.2 At least three (3) business days prior to the hearing, or as otherwise instructed by the Student Conduct Officer, the parties shall submit to the Student Conduct Officer all

documents to be submitted as evidence and the names and anticipated areas of testimony of any witnesses.

5.7.3 Witnesses and Additional Documentation: The Hearing Panel has the discretion to determine which witnesses, if any, they wish to interview during the hearing and may request additional documentation or witnesses when the Hearing Panel determines it is necessary for their decision.

5.7.4 Both the complainant and the respondent may make opening and closing remarks of not more than five minutes each.

5.7.5 The Hearing Panel's findings are based on the statements of the complainant, respondent, and/or witnesses and any evidence submitted.

5.7.6 The Hearing Panel will determine if the Respondent is in violation of the Student Conduct Code by a preponderance of the evidence and they will report their findings to the Student Officer within five (5) business days of the conclusion of the formal Student Conduct Hearing.

5.7.7 All documents presented to the SCC Hearing Panel shall become the official property of TC.

5.7.8 If either the complainant or the respondent fails to appear at the hearing, proceedings will continue. Evidence may be presented and considered even if a party is absent

5.7.9 After the hearing concludes the SCC Hearing Panel shall deliberate in private.

5.7.10 All findings of the Hearing Panel require a majority vote. At the conclusion of the deliberations, the SCC Hearing Panel shall deliver a brief written statement of their findings and any recommended sanctions to the Student Conduct Officer. The Student Conduct Officer can then accept or expand upon the recommended sanction(s).

5.7.11 The VPCA, together with the Student Conduct Officer, will consider the recommended sanctions and make a determination about what sanctions will be imposed. The VPCA shall communicate to the respondent the Hearing Panel's findings, their decision, and any sanctions imposed. The Student Conduct Officer shall also inform the complainant of the decision. These communications shall be in writing.

5.8 With respect to Appeals: Both parties have the right to appeal. The appeal must be submitted to the assigned Conduct Officer within seven (7) business days following written notification of the case. Grounds for appeal include (1) Substantive procedural error, (2) the adequacy or severity of the recommended sanction or, (3) additional evidence or information if the Hearing Panel requested additional information but it is not possible to reconvene the Hearing Panel. Appeals must be in writing, must state the ground for appeal, and must provide evidence to support the appeal.

5.8.1 The Appellate Officer shall be provided with all information regarding the case. After review, the Appellate officer may (1) render a decision, or (2) remand the case back to a Hearing Panel for additional consideration. The designated appellate officer will notify both parties in writing of the appeal decision. If the Appellate Officer is the Complainant, a witness, or has any other significant conflict of interest with respect to the case, the Appellate Officer function shall be discharged by an unconflicted designee.

5.8.2 Subject to the special provision for emergency or other extraordinary situations, there shall be no change in the status of the respondent until the appeals process is complete.

5.9 In an emergency or other extraordinary situation, the Student Conduct Officer shall take such interim disciplinary action as is necessary to appropriately manage an incident pending a hearing by the SCC or a decision on appeal.

6. DISCIPLINARY SANCTIONS

6.1 If the Student Conduct Committee finds a violation of general misconduct or academic integrity, the VPCA/Student Conduct Officer has the responsibility to impose disciplinary sanctions that could include, but are not limited to, one or more of the following:

6.1.1 Reprimand: a verbal admonition and an official written warning, course or grade failure;

6.1.2 Restitution: repair or replacement of property when loss or damage is part of the offense;

6.1.3 Training: formal or informal training, coaching or instruction relevant to the violation;

6.1.4 Restriction: loss of privileges that are consistent with the offense and the rehabilitation of the student, except that in cases involving assault, personal injury or other disruptive or threatening behavior, the College retains the independent right to limit campus access or to restrict a student's activities to those that are essential to a student's academic progress;

6.1.5 Disciplinary Probation: the student is no longer in good disciplinary standing for a specified period of time;

6.1.6 Suspension: dismissal from TC and its residence halls for a specified time. Suspension, pending a hearing, may be imposed when there is reason to believe the action is necessary to maintain TC operations and/or to protect the safety of individuals;

6.1.7 Rescind take back offer of admission to the College

6.1.8 Expulsion: permanent dismissal from TC and/or its residence halls; and

6.1.9 Revocation: withholding or repealing admission, course credit or a degree award.

7. COUNSELING, EVALUATION & TREATMENT

7.1 In some cases of misconduct, such as those committed under the influence of alcohol or other drugs, participation in an evaluation and/or treatment program by an approved counseling service may be a condition of readmission to TC or a condition of continued enrollment.

8. DISCIPLINARY RECORDS & CONFIDENTIALITY

8.1. Records of disciplinary proceedings are maintained by the Student Conduct Officer. No record of the disciplinary proceedings shall be entered in the student's official College file until a final decision, and, if appropriate, disciplinary sanctions are rendered and any appeals are concluded. Disciplinary records shall be maintained as specified in TC's **Document Retention Policy**

8.2. All disciplinary proceedings, the identity of individuals involved in particular disciplinary matters, and all disciplinary files, testimony, and findings shall be kept confidential to the extent possible. SCC members, officers, and investigators will sign a confidentiality agreement, which will require them to uphold student privacy in matters of Student Conduct.

9. STUDENT ORGANIZATIONS

9.1. There are several recognized and approved student organizations at TC in any academic year. To assume a student leadership role in any student organization, a student, as defined above, must be enrolled in a degree program and must be in good academic and conduct standing.

9.2. The VPCA has the authority to restrict any student from membership in a student organization for academic or general misconduct.

9.3. Student organizations are collectively responsible for any action committed by members on behalf of the organization that violates TC policy. Disciplinary action against student organizations is separate from actions taken against individuals. An incident may necessitate action against both a student organization and the individual members of that organization who were found to have violated TC policy. Disciplinary sanctions against a student organization may include, but are not limited to, the dissolution of the student organization.

RELATED INFORMATION AND LINKS

A. Related Policies:

- Acceptable Use of Information Technology PolicyAlcohol Policy
- Document Retention Policy
- Drug Free Campus Policy
- Gender-Based Misconduct and Interim Title IX Policies and Procedures for Students
- Statement of Ethical Conduct

POLICY OWNER AND HISTORY

A. Policy Owner: Student Affairs
B. Policy Approved by: Vice President for Community & Student Affairs
C. Contact Information: studentaffairs@tc.columbia.edu
D. Original Policy Issue Date: August 27, 2024
E. Last Revision Date:

- August 27, 2024
- August 21, 2025
- September 12, 2025
- October 15, 2025

F. Next Review Date: October 15, 2028

Teachers College COLUMBIA UNIVERSITY	**Student Psychological Wellness Policy**	Policy No.: 163
		Effective Date: 09/29/2024

1. PURPOSE OF POLICY

The College seeks to promote both the academic progress and personal well-being of our students. Sometimes balancing the pressures of academics, family, health related concerns and finances can lead to coping difficulties. Teachers College (TC) is committed to support the psychological wellness of its students by promoting the principles of TC CARES (Connect, Assess, Respond, Educate and Support), by identifying, engaging, and by assisting students who may be facing personal and/or academic concerns.

Now, more than ever, academic settings must offer holistic support to students, designed to ensure that they are aware of the resources and support that may allow them to thrive. This Student Psychological Wellness Policy outlines an approach to educate and promote discussion about student well-being, focusing on strategies to keep emotional balance while meeting the demands of graduate school. Further, it aims to provide support and resources to prevent harm to self and to others, threats, disruptions, and violence. It also outlines procedures for crisis intervention and response. All members of the College community are expected to promote a healthy and violence-free environment.

2. POLICY AUDIENCE

This *Policy* applies to

3. POLICY DETAILS

Teachers College (TC) recognizes that psychological well-being allows students to better cope with the stresses of work and study, maintain healthy relationships, and better contribute to the campus community professionally and personally.

The College takes a sensitive and informed approach to student well-being and is committed to ensuring the student body is aware of and is responsive to the needs of students who have, or who are at risk of developing a wellness concern.

A. Principles

The College supports the needs of those who are currently well by focusing on three fundamental principles:

- Education
- Prevention
- Resources

Educational programming helps members of the College community promote students' well-being and self-care. Workshops, educational groups, and publications address issues such as general principles of well-being, stress management, depression, anxiety, and similar topics related to overall student well-being and success.

Programming is provided through many avenues at Teachers College including through the Office of Graduate Student Life & Development (GSLD), Residential Services (ORS), Office of International Students & Scholars (OISS), The Office of Access for Students and Individuals with Disabilities (OASID), The Office of Diversity and Community Affairs (ODCA), The Office of Student Support & Advocacy (SSA) and Columbia University's Offices of Health Services and Counseling and Psychological Services (CPS). Programming is also offered throughout each academic year to faculty and staff to ensure that those working with students are aware of the resources available to assist students in the best way possible.

The College offers students first-hand resources such as orientation and support, assistance with navigating and accessing resources/providers, well-being programming, workshops, educational and support groups, and publications. The College offers education about student well-being, self-care and ways to prevent self-harm. If a student wants to request support or if a TC community member (faculty/staff/student) would like to refer a student of concern, they can complete a TC CARES REFERRAL FORM and a member of the Office of Student Support & Advocacy and/or a member of the TC CARES Team will connect with the student to schedule a support meeting.

The Office of Student Support & Advocacy (SSA) at TC offers voluntary services to the TC community. The College has a case management process to provide check-ins for students where there is an identified concern. The check-ins may be performed by a member of the Office of Student Support & Advocacy (SSA) or a TC CARES Team member. During support meetings, students will be connected with resources/support that may help them to be successful at TC.

All members of the Teachers College community are invited and encouraged to submit a TC CARES REFERRAL FORM to report a student of concern or utilize resources listed below for advice and assistance to support students.

Additionally, Teachers College is committed to accommodating qualified students who have disabilities, including psychiatric or emotional disabilities. Students seeking accommodations should contact the Office of Access and Services for Individuals with Disabilities (OASID), 301 Zankel Hall-3rd floor, Tel/Voice: (212) 678-3689, oasid@tc.edu.

B. Crises Response & Intervention

The early identification of persons at risk for self-harm or harm to others is essential. Immediate help should be sought if someone has spoken about experiencing suicidal ideations, or a suicide plan; being a victim of other violence, or if someone has expressed ideations and/or a plan to hurt someone. Student Affairs in collaboration with the Office of Public Safety has created the TC CARES initiative, which has formed key members of the college to be part of the TC CARES Team, in an effort to assist faculty and staff in identifying and supporting students who may be in distress and in need of assistance with issues associated with their well-being. This includes immediate assistance along with referrals and other resources.

IN AN EMERGENCY, contact one of the following immediately. All are available 24/7.

On-Campus	TC Office of Public Safety	(212) 678-3333 or x3333
Off-Campus	NYC Police Department -or- Mount Sinai - Morningside Emergency Room	911 113th St & Amsterdam Ave General: (212) 523-4000 Emergency: (212) 523-3335 Psychiatric Emergency: (212) 523-3347

Additionally, Columbia Health has a 24/7 Mental Health Support Line that operates under the Counseling and Psychological Services phone number after office hours and on any other day that the offices are closed, such as weekends and holidays. Any Teachers College student can reach out to a counselor on-call directly at **(212) 854-2878.** TC Community members can also reach out to **(212)-854-2878** if they would like to process a situation regarding a student with a counselor.

In less urgent situations, the resources below are available.

Please note that CU/CPS Center staff provides consulting services to Teachers College personnel on issues related to suicide and threats of violence. College faculty or staff who are concerned about issues relating to suicide or threats of violence may call the office at any time at **(212) 854-2878**.

Columbia Counseling & Psychological Services Center	8th Floor, Lerner Hall (115th Street & Broadway) Appointments and After-Hours Support (212) 854-2878 http://www.health.columbia.edu/docs/services/cps/index.html Hours M-Th 8 to 6:30; F 8 to 5
Office of Residential Services	1st Floor, Whittier Hall (212) 678-3235 (phone) Or contact any Community Assistant or other Residential Services Administrator

Associate Vice President & Chief Student Affairs Officer	Thomas P. Rock, Associate Vice President & Chief Student Affairs Officer 525 West 120th Street, Bldg. 528-Room 163 (212) 678-3083
Office of Student Support & Advocacy	525 West 120th St., Bldg. 528-Room 166 (212) 678-3619 Submit TC CARES REFERRAL FORM to set up a meeting or email studentsupport@tc.columbia.edu

C. Information Sharing

It will be disclosed and explained to students receiving support from a member of our team that meetings are for the purpose of obtaining information on concrete well-being resources and are not necessarily confidential appointments. We will strive to protect students' privacy. Still, our team may share some information regarding the student with the Student Affairs leadership team, or the TC CARES team for the purpose of assisting in connecting the student to appropriate resources. A student requesting an appointment for student support should keep in mind that this request does not indicate an interest or need for ongoing mental health services.

D. Information Disclosures

If the College believes that the safety of a student, or of any other person, is at risk, the College may contact family members, individuals a student has identified as emergency contacts, or others as the College deems necessary or appropriate under the circumstances. Consistent with U.S. Department of Education guidelines, pertinent student education records may be disclosed to appropriate officials in a health or safety emergency.

More detailed procedures for follow-up actions will be determined by the TC CARES TEAM or Emergency Response Team (ERT) protocol.

4. RELATED INFORMATION AND LINKS

A. Related Policies:

Nothing in this Policy precludes the College from addressing student behavior through the Student Conduct Code, residential contracts, and other policies. For example, if a resident student's behavior interferes with the rights of others, the student may be removed from campus housing or may be required to comply with conditions established by the Office of Residential Services to continue living on campus. Other actions may be taken as outlined in the Housing Contract.

B. Related Forms: TC CARES Referral Form

5. POLICY OWNER AND HISTORY

A. Policy Owner: Student Affairs
B. Policy Approved by: Associate Vice President for Student Affairs & Chief Student Affairs Officer
C. Contact Information: studentaffairs@tc.columbia.edu
D. Original Policy Issue Date:
E. Last Revision Date: July, 2023
F. Next Review Date: July 01, 2025

Teachers College COLUMBIA UNIVERSITY	**Student Records and Family Educational Rights and Privacy Act (FERPA) Policy**	Policy No.: 141 Effective Date: 09/29/2024

1. PURPOSE OF POLICY

The purpose of this *Policy*

2. POLICY AUDIENCE

This *Policy* applies to

3. POLICY DETAILS

A. General Background

The Family Educational Rights and Privacy Act ("FERPA") gives "students" a right of access to their "education records." It also limits the disclosure of a student's education records by the College without the student's written permission.

Under this policy, "students" are individuals who are or were registered students in attendance at Teachers College. Persons who unsuccessfully applied for admission or who were accepted but never attended the College are not "students." An unsuccessful applicant for admission to the College is not a College "student," even if the applicant is, or was, in attendance at another Columbia University school.

Records Covered:

i. A student's "education records" include records, files, documents, and other materials regularly maintained by the College that contain information directly related to the student.

ii. Certain types of records are excluded from the scope of FERPA. For example, a student is not entitled to examine:

- Records maintained personally by an individual faculty member that have not been shared with and are not accessible by others.
- Records created or maintained by a physician, psychologist, or other recognized health care provider that are created, maintained, or used only in connection with the provision of treatment to the student and are not available to anyone other than persons providing such treatment.
- Records that are confidential as a matter of law, such as those that might be maintained by the College's attorneys.
- Records containing financial information about a student's parents, such as information submitted with an application for financial aid.
- Records made and maintained by the College's law enforcement unit for law enforcement purposes.

B. Maintenance of Education Records

A student's official academic record is maintained by the Registrar, and its use is carefully controlled. Official records include the transcript, certain documents submitted in support of admission to the College and degree programs, and the doctoral student's record maintained by the Office of Doctoral Studies. Documents may be kept in digital form. In accordance with established records management procedures, some records are purged periodically.

Teachers College students, alumni and former students may inspect their student records in accordance with FERPA. With the exceptions set out below, such records are generally not available to anyone other than College representatives with an institutional reason for reviewing them. Transcripts and other student records are released only in accordance with the College's FERPA policy.

C. Family Educational Rights and Privacy Act (FERPA) Statement

FERPA affords students certain rights with respect to their education records. These rights include:

i. The right to inspect and review the student's education records within 45 days of the day the College receives a request for access. Students should submit to the Registrar a written request that identifies the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. The student must bring valid photo identification to the appointment. Students will not be provided with copies of any part of their records other than the College transcript unless the inability to obtain copies of any part of their record other than the transcript would effectively prevent them from exercising their right to inspect and review their education records.

ii. The right to request the amendment of any parts of the student's education records that the student believes are inaccurate or otherwise in violation of the student's privacy rights under FERPA. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of the right to a hearing regarding the request for amendment. Further information regarding the student's request for an amendment and the hearing procedures can be found in Section D. below.

iii. The right to withhold consent to disclosures of personally identifiable information ("PII") contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. It shall be a condition of the College's disclosure of PII to a third party (1) that the party to which the information is released will not permit any other party to have access to such information without the written consent of the student and (2) that the released information may be used only for the purposes for which the disclosure was made. These conditions do not apply to certain subpoenas and court orders.

Under FERPA, records containing PII may be disclosed without a student's consent as follows:

- To "School Officials" with legitimate educational interests. A "School Official" includes a person employed by the College in an administrative, supervisory, academic, research, or support staff position; public safety officials, members of the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee or admission committee, or assisting another School Official in performing their tasks for the College. In addition, a School Official may be a contractor who performs an institutional service or function for which the College would otherwise use its own employees and who is under the direct control of the College with respect to the use and maintenance of PII from education records such as an attorney, auditor or collection agent. A School Official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibilities for the College.
- Upon request and in the discretion of the Registrar, to officials of another school in which the student seeks or intends to enroll.
- To authorized representatives of the U.S. Controller General, Attorney General, or Secretary of Education, or to State and local educational authorities. Disclosures under this provision may be made, subject to the FERPA requirements, in connection with an audit or evaluation of Federal or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf.
- In connection with financial aid for which the student has applied or received, if the information is necessary to determine eligibility for the aid, the amount of the aid, or the conditions of the aid; or enforce the terms and conditions of the aid.
- To organizations conducting studies for, or on behalf of, the College, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs: or (c) improve instruction.
- To accrediting organizations to carry out their accrediting functions.
- To comply with a judicial order or lawfully issued subpoena.
- If designated as "directory information." The College has designated the following categories of information as "directory information" with respect to each student: name, mailing, campus and permanent addresses, photo, email address, Columbia University Network ID (UNI), degree program and major field of study, dates of attendance at the College, full-time, half-time or part-time status, degrees conferred and their dates, dissertation title and dissertation committee members and master's essay title and sponsor.

- A student who does not wish to have directory information released to third parties should notify the Office of the Registrar in writing of their wish to withhold such information in the future.
- Under limited circumstances, to a victim of an alleged perpetrator of a crime of violence or sex offense. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding.
- Under limited circumstances, to the general public, the final results of a disciplinary proceeding, if the College determines the student has committed a violation of the College's rules or policies with respect to the allegation against the student.
- To appropriate officials in connection with a health or safety emergency subject to the provisions of the Regulations.
- To parents of a student under the age of 21 regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the College, the use or possession of alcohol or a controlled substance if the College determines the student committed a disciplinary violation.

iv. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with FERPA. More information about FERPA is available at http://www.ed.gov/policy/gen/guid/fpco/ferpa. FERPA is administered by:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-8520

D. Right to Seek Amendment of the Contents of Education Records

Students have the right to seek amendment of the education records that they believe to be inaccurate, misleading, or otherwise in violation of their privacy rights under FERPA. The process includes the right to a hearing if the outcome of the challenge is unsatisfactory and the right to submit an explanatory statement for inclusion in the education record if the outcome of the hearing is unsatisfactory.

Important note: This amendment procedure may be used only to challenge facts that are inaccurately recorded by the College since FERPA was intended to require only that schools conform to fair recordkeeping practices. This amendment procedure may not be used to challenge an academic grade, performance evaluation, disciplinary decision/ruling, opinion, or other substantive decision made by the College about a student.

A student who wishes to challenge the contents of their education records should first discuss the matter with the College official who has control over the records in question.

i. If the matter cannot be resolved within seven (7) days, the student may submit a written request to the Registrar, who will respond within seven (7) days. The written request to the Office of the Registrar must clearly identify the part of the record(s) they want changed and why it is inaccurate.

ii. If the outcome is unsatisfactory to the student, the College will advise the student of the right to a hearing regarding the request for amendment. The student then may submit a written request for a hearing to the Vice Provost for Student Affairs. A hearing will be conducted, within forty-five (45) days of the request, by the Vice Provost or by another College official who does not have a direct interest in the outcome of the hearing. The student will be informed of the date, time, and place of the hearing in advance of the hearing.

iii. The student will be entitled to present evidence at the hearing and be assisted by an adviser of their choice, at their own expense. If the student desires to have an adviser present, the student must notify the hearing officer of this fact, in writing, no later than two (2) business days before the hearing. An adviser is to be a member of the Teachers College community. The adviser serves as a support person and is intended to be of direct assistance to the student before and during the hearing. The adviser may not speak for the student or address the hearing officer during the hearing.

iv. Within 30 days after the hearing, a written decision based on the evidence presented at the hearing will be issued, which will be the College's final decision. If the amendment to the records that the student requested is denied, the student may place a statement in their records commenting on the accuracy of the information in the record and/or explaining their disagreement with the College. This statement will become part of the education record and will be disclosed whenever the contested portion of the education record is disclosed.

E. Student Requests for Release of Records

Upon written request by a student, the College may release information in that student's Teachers College education records to third parties. The student should make a request for such release in writing with the student's signature to the Registrar. The third-party designated by the student will ordinarily not be provided with copies of any part of the student's record other than the College transcript. The College may impose a charge for copying a student's records in connection with such a release, generally 20 cents per page. Transcripts are covered by a one-time fee paid by students upon registration.

4. POLICY OWNER AND HISTORY

A. Policy Owner: Office of Enrollment Management
B. Policy Approved by: Executive Director, Enrollment Management
C. Contact Information: Division_of_ESS@tc.columbia.edu
D. Original Policy Issue Date:
E. Last Revision Date(s):
- April, 2021

F. Next Review Date: April 01, 2025

Teachers College COLUMBIA UNIVERSITY	**Student Withdrawals Policy**	Policy No.: 142
		Effective Date: 09/29/2024

1. PURPOSE OF POLICY

The purpose of this *Policy*

2. POLICY AUDIENCE

This *Policy* applies to

3. POLICY DETAILS

A. Student Withdrawals

By registering for classes, students enter into legal and binding contracts with Teachers College to pay all tuition, fees, and penalties charged for those courses. This policy describes the processing of student withdrawals from courses and from the College.

Please note: Failure to attend classes does not constitute withdrawal; students must initiate withdrawal by notifying the Office of the Registrar.

B. Withdrawal from Individual Classes

Students can initiate individual class withdrawals online through the myTC portal or by giving written or electronic notice of withdrawal to the Office of the Registrar. They can withdraw from courses at any point after initial registration but only until the last day of the course or until a final course grade is issued, whichever comes first.

Before the end of the semester's add/drop period, students may withdraw from individual classes without penalty. Upon timely receipt of withdrawal notice, the Registrar will remove the course from the transcript and issue an account credit for applicable tuition and fees.

When students withdraw from individual classes after the end of the semester's add/drop period, tuition charges already assessed may be reduced on a pro-rated basis depending on the date of withdrawal. Withdrawal schedules, showing percentage of tuition reduction, are published each year in the academic catalog and on the Registrar's Office web site (www.tc.edu/registrar). For withdrawals that occur after the add/drop period, only tuition charges are subject to reduction; fee charges are not reduced. In addition, courses withdrawn after the add/drop period will appear on student transcripts with a grade of "WD."

Students who do not officially withdraw from a course but stop attending at some point during the semester will be assigned a grade of WU which will appear on their transcript.

C. Withdrawal from the College

Students who wish to withdraw from Teachers College entirely should notify the Registrar's Office in writing. Upon receipt of written or electronic notice, the Registrar will change students' status to non-matriculated and note the withdrawal on transcripts. Once students withdraw from the College, they must apply for readmission if they wish to resume their former degree program or to enroll in any other degree or certificate program.

D. Withdrawals Between Academic Terms

Students who initiate withdrawal after the end of one term but before the beginning of the next remain registered for past courses. The Registrar will remove course registrations for future terms and will credit students' accounts for the full tuition and fee amounts for those courses. Students' status as withdrawn from the College will take effect before the new term begins.

E. Withdrawals Within Academic Terms

Students who withdraw from the College within a term but before the end of the term's add/drop period may drop all registered courses for that term and receive full tuition and fee credit. Students will be considered withdrawn from the College as of that term.

Students who request College withdrawal within a term and after the term's add/drop period may withdraw from their courses. However, withdrawn courses appear on students' transcripts with the grade of "WD," and tuition amounts are credited back to students' accounts according to the semester's course withdrawal schedule, referenced above. Students will be considered withdrawn from the College as of the following academic term.

F. Leave of Absence

Students who wish to stop attending the College on a temporary basis (i.e., for one term at a time), should not withdraw but should instead refer to the Leave of Absence policy, available at http://www.tc.columbia.edu/policylibrary/Leaves of Absence. This policy allows for short-term gaps in attendance.

4. POLICY OWNER AND HISTORY

A. Policy Owner: Office of Enrollment Management
B. Policy Approved by: Executive Director, Enrollment Management
C. Contact Information: Division_of_ESS@tc.columbia.edu
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Teachers College Policy and Procedures on Discrimination and Harassment

Teachers College ("TC" or the "College") is committed to providing a working, learning and living environment free from discrimination and harassment [1] and to fostering a vibrant, nurturing community founded upon the fundamental dignity and worth of all of its members.

The College prohibits discrimination and harassment on the basis of race, color, religion, creed, sex, gender, gender identity or expression, sexual orientation, national origin, age, marital or partnership status, citizenship or immigration status, caste, military status, disability, pregnancy, genetic predisposition or carrier status, status as a victim of domestic violence, or any other legally protected status specified by federal, state and local laws.[2] In furtherance of this commitment, the College complies with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Violence Against Women Act, the New York State Human Rights Law, New York Education Law, the New York City Human Rights Law and other federal, state and local laws prohibiting discrimination and harassment against protected classes in College employment and educational programs and activities.

Consistent with this commitment and with applicable federal, state and local laws, it is the policy of the College to not tolerate discrimination or harassment in any form; to actively foster prevention of discrimination and harassment in the TC community; and to provide faculty, staff, students, visitors and those doing business with the College with mechanisms for seeking informal and formal resolution of concerns. TC encourages those who have experienced, witnessed or become aware of conduct that violates this Policy to come forward so that the College can take appropriate steps to prevent such conduct from occurring in the future and to ameliorate its effects.

In May 2020, the U.S. Department of Education issued new regulations for colleges and universities that address sexual harassment. Specifically, the U.S. Department of Education new set of regulations under Title IX:

- Define the meaning of "sexual harassment" (including forms of sex-based violence) and limits Title IX's coverage to incidents involving misconduct that is "severe, pervasive and objectively offensive,"
- Address how institutions of higher education that receive federal funding (including Teachers College) **must** respond to reports of behaviors falling within that definition of sexual harassment, and
- Set out a detailed grievance process that institutions of higher education (including Teachers College) **must** follow when investigating, adjudicating and imposing sanctions in cases involving sexual harassment under that definition.

[1] For purposes of this Policy, the term "discrimination and harassment" refers to discrimination, harassment and all forms of gender-based misconduct.

[2] See the Teachers College Non-Discrimination Statement.

To comply with these regulations, the College has adopted a new policy for those types of misconduct alleged against employees - the Title IX Policy and Procedures. These new regulations do not cover all of the types of misconduct or places in which misconduct occurs that Teachers College believes must be addressed in keeping with our own commitment to non-discrimination and our obligations under additional federal, state and local laws. The Teachers College Policy and Procedures on Discrimination and Harassment addresses other types of discrimination, harassment and gender-based misconduct by employees that are not covered by the new regulations. Both policies are important to creating and supporting a College community that rejects all forms of discrimination, harassment and gender-based misconduct. In addition, Columbia University, Teachers College and Barnard College maintain the *Gender-Based Misconduct Policy and Procedures for Students* for instances of gender-based misconduct where the Respondent is a student.

Under both the Title IX Policy and Procedures and the Policy and Procedures on Discrimination and Harassment, Teachers College remains committed to diligently investigating reports of misconduct, supporting students and employees who experience gender-based misconduct, and responding fairly and firmly when employee members of the College community violate College policy.

SCOPE OF POLICY AND PROCEDURES

This Policy governs the conduct of College employees and third parties[3] that: (1) occurs on any College campus or in connection with College-sponsored programs or activities; or (2) creates, contributes to, or continues a hostile work, educational or living environment for College employees, students, or third parties.

The Procedure sections below describe the general response, resolution and disciplinary processes that apply when the person accused of prohibited conduct (referred to as the "Respondent") is a current College employee or a third party.

As noted above, federal, state [4] and local laws set forth specific requirements for addressing allegations of sexual harassment, sexual assault, dating violence, domestic violence and stalking, as well as other types of gender-based misconduct (including gender-based harassment, and sexual exploitation). The **Sexual Misconduct Procedures** describe the general response, resolution and disciplinary process that applies to these prohibited conducts when the Respondent is a current

[3] For purposes of this Policy, "third parties" includes non-employees who are (or are employed by) a contractor, subcontractor, vendor, consultant, or anyone providing services in the workplace. Non-employees include persons commonly referred to as independent contractors, "gig" workers and temporary workers. Also included are persons providing equipment repair, cleaning services or any other services provided pursuant to a contract with the employer.

[4] New York law protects employees, paid or unpaid interns, and non-employees, including independent contractors, and those employed by companies contracting to provide services in the workplace from workplace harassment. A perpetrator of workplace harassment can be a superior, a subordinate, a coworker or anyone in the workplace including an independent contractor, contract worker, vendor, client, visitor, or student. This includes by students, staff or third party.

College employee or a third party. For allegations meeting the federal definition of sexual harassment under Title IX, the Teachers College Title IX Policy and Procedures is applicable.

POLICY

All members of the College community are expected to adhere to this Policy and to cooperate with the Procedures it describes.

This Policy includes the following guidance:

- Principles and definitions concerning discrimination, harassment, gender-based misconduct and related matters
- Reporting obligations and options
- Informal and formal procedures
- Resources
- Legal Protections and External Remedies

DEFINITIONS OF PROHIBITED CONDUCT

Discrimination

Discrimination is defined as treating members of a protected class less favorably because of their membership in that class or as having a policy or practice that adversely impacts the members of one protected class more than others.

Discriminatory Harassment

Discriminatory harassment is defined as subjecting an individual to unwelcome conduct, whether verbal, physical or visual that creates an intimidating, hostile or abusive working, learning or campus living environment: that alters the conditions of employment or education; or unreasonably interferes with an individual's work or academic performance on the basis of the individual's membership in a protected class.

Discriminatory harassment may include, but is not limited to: verbal abuse; epithets or slurs; negative stereotyping; threatening, intimidating or hostile acts; denigrating jokes; insulting or obscene comments or gestures; and display or circulation (including in hard copy, by email or text, or through social media) in the working, learning or living environment of written or graphic material that denigrates or shows hostility or aversion toward an individual or group. Sexual harassment and gender-based harassment, which are described below, are forms of discriminatory harassment.

The College will determine whether the conduct was humiliating, abusive or threatening based on both subjective and objective factors, based on the totality of the circumstances surrounding an alleged incident or course of conduct, including without limitation, the frequency, nature and severity of the conduct. The College will determine whether that conduct created a hostile

environment by examining whether a reasonable person would find the environment hostile or abusive (as well as whether the Complainant viewed it as such).

Sexual Harassment

Sexual harassment is a form of sex discrimination and is unlawful under federal, state, and local law. Sexual harassment includes harassment on the basis of sex, sexual orientation, gender identity and the status of being transgender. Sexual harassment is considered a form of employee misconduct and sanctions will be enforced against individuals engaging in sexual harassment and against managers and supervisors who knowingly allow such behavior to continue.

Sexual harassment includes unwelcome conduct which is either of a sexual nature, or which is directed at an individual because of that individual's sex when:

- Such conduct is made either explicitly or implicitly a term or condition of an individual's employment, academic, co-curricular or student life activities; or
- Submission to or rejection of such conduct is used as the basis for employment decisions affecting an individual's employment, academic evaluation, grades, advancement or student life decisions affecting that individual; or
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance, education or participation in educational programs or activities or creating an intimidating, hostile or offensive employment, academic, or campus living environment, even if the complaining individual is not the intended target of the sexual harassment.

A sexually harassing hostile work environment includes, but is not limited to, words, signs, jokes, pranks, intimidation or physical violence which are of a sexual nature, or which are directed at an individual because of that individual's sex. Sexual harassment also consists of any unwanted verbal or physical advances, sexually explicit derogatory statements or sexually discriminatory remarks made by someone, which are offensive or objectionable to the recipient, which cause the recipient discomfort or humiliation, which interfere with the recipient's job performance.

Examples of Sexual Harassment:

- Physical assaults of a sexual nature, such as:
    - Touching, pinching, patting, grabbing, brushing against another person's body or poking another person's body.
- Unwanted sexual advances or propositions, such as:
    - Requests for sexual favors accompanied by implied or overt threats concerning the victim's job performance evaluation, a promotion or other job benefits or detriments;
    - Subtle or obvious pressure for unwelcome sexual activities.
- Sexually oriented gestures, noises, remarks, jokes, or comments about a person's sexuality or sexual experience, which create a hostile work or learning environment.
- Sexual or discriminatory displays or publications anywhere in the workplace, such as:

    - Displaying pictures, posters, calendars, graffiti, objects, promotional material, reading materials or other materials that are sexually demeaning or pornographic. This includes such sexual displays on workplace computers or cell phones and sharing such displays while in the workplace.
- Hostile actions taken against an individual because of that individual's sex, sexual orientation, gender identity and the status of being transgender, such as:
    - Interfering with, destroying or damaging a person's workstation, tools or equipment, or otherwise interfering with the individual's ability to perform the job;
    - Sabotaging an individual's work;
    - Bullying, yelling, name-calling.

Sexual harassment can occur between individuals, regardless of their sex or gender. Sexual harassment can occur on or off campus, including while traveling for business or at TC-sponsored events or parties. Calls, text messages and social media usage by employees can constitute unlawful workplace harassment, even if they occur away from the workplace premises or not during work hours.

Gender-Based Harassment

Acts of aggression, intimidation, stalking, or hostility based on gender or gender-stereotyping constitute gender-based harassment. Gender-based harassment can occur if individuals are harassed either for exhibiting what is perceived as a stereotypical characteristic of their gender, or for failing to conform to stereotypical notions of masculinity or femininity. To constitute harassment, the conduct must unreasonably interfere with another person's education or participation in educational programs or activities or work, or create an intimidating, hostile, demeaning or offensive working, learning or living environment.

Gender-Based Misconduct

Gender-based misconduct includes a broad range of behaviors focused on sex and/or gender that may or may not be sexual in nature. Gender-based misconduct encompasses gender-based harassment, sexual harassment, sexual assault, sexual exploitation, stalking, dating violence and domestic violence.

Sexual Assault: Penetration

Any form of vaginal, anal, or oral penetration, however slight, by a penis, tongue, finger, or object, without a person's affirmative consent.

Sexual Assault: Contact

Any sexual contact, including sexual touching for the purpose of sexual gratification of either party, without a person's affirmative consent. Sexual touching includes contact under or over clothing with the breasts, buttocks, genitals, groin or inner thigh, or touching another with any of these body parts; making another person touch any of these body parts under or over clothing; or the emission of ejaculate on the clothing or body of another person without that person's consent.

Domestic Violence

The use or threat of physical violence or sexual assault that is directed toward (1) a current or former spouse or intimate partner; (2) a person with whom one shares a child; or (3) anyone who is protected from the Respondent's acts under the domestic or family violence laws of New York. This violation includes behavior that seeks to establish power and control over another person by causing fear of physical or sexual violence. Domestic violence can be a single act or a pattern of behavior, depending on the frequency, nature, and severity of the conduct. Domestic violence may include: coercion, threats, intimidation, isolation, stalking, or other forms of emotional, psychological, sexual, technological, or economic abuse.

Dating Violence

The use or threat of physical violence or sexual assault that is directed toward a person who is or has been in a social relationship of a romantic or sexually intimate nature with the Respondent. This violation includes behavior that seeks to establish power and control over another person by causing fear of physical violence or sexual assault. Dating violence can be a single act or a pattern of behavior, depending on the frequency, nature, and severity of the conduct.

Stalking

A course of unwanted attention that is repeated or obsessive, directed toward an individual or a group that is reasonably likely to cause alarm, fear or substantial emotional distress. Stalking may take many forms, including but not limited to: lying in wait for, monitoring or pursuing contact. Stalking may occur in person or through telephone calls, text messages, unwanted gifts, letters, emails, surveillance, or other types of observation and communication.

Sexual Exploitation

Non-consensual abuse or exploitation of another person's sexuality for the purpose of sexual gratification, financial gain, personal benefit or advantage, or any other illicit purpose. Acts of sexual exploitation include, but are not limited to: (1) non-consensual streaming, sharing or distribution of images, photography, video, or audio recording of sexual conduct, nudity or state of undress when and where there is a reasonable expectation of privacy, without the knowledge and affirmative consent of all participants; (2) observing, photographing, videotaping or making any other visual or audio recording of sexual conduct or nudity or state of undress when and where there is a reasonable expectation of privacy, without the knowledge and affirmative consent of all participants; (3) exposing one's genitals in non-consensual circumstances; (4) inducing incapacitation for the purpose of making another person vulnerable to gender-based misconduct.

Retaliation

Retaliation is unlawful under federal, state and local law. Retaliation is any adverse action or threatened action, taken or made, personally or through a third party, against an individual (or group of individuals) because of that individual's participation in any manner in an investigation or proceeding under this Policy, including individuals who file a third-person report and those who are interviewed or otherwise provide evidence in an investigation (witnesses). Retaliation is conduct that would discourage a reasonable person from reporting misconduct, participating in an investigation or taking other actions protected by this Policy. The adverse action need not be academic or job-related or occur in the classroom or workplace to constitute retaliation.

- Any individual or group of individuals, not just the Respondent or Complainant can be found to have engaged in retaliation.
- Retaliation includes threatening, intimidating, harassing or any other conduct that would discourage a reasonable person from engaging in activity protected under this Policy. Protected activity includes: reporting misconduct (either internally or with any antidiscrimination agency); participating in an investigation or adjudication; seeking services; receiving protective measures and accommodations.
- Retaliation includes maliciously and purposefully interfering with, threatening, or damaging the academic or professional career of another individual, before, during or after the investigation and resolution of a report of misconduct under this Policy.
- This provision does not apply to reports made or information provided in good faith, even if the facts alleged in the report are determined not to be accurate.
- Retaliation may be found even when the underlying charge does not constitute discrimination, harassment or gender-based misconduct in violation of College policies.
- Any person found to have retaliated against another will be subject to disciplinary action even if the alleged discrimination, harassment or gender-based misconduct is found not to have violated this Policy.

Consensual Romantic and Sexual Relationships

Consensual romantic or sexual relationships between faculty (and other instructional staff) and students are not a violation of this Policy; however, such relationships are prohibited in certain circumstances. A complete explanation of the rules governing such relationships may be found in the *Romantic or Sexual Relationships between Faculty (and other instructional staff) and Students Policy*.

Disability Accommodations and Access

The College is committed to complying with all applicable provisions of the Americans with Disabilities Act ("ADA") as well as with other relevant federal, state and local disability laws. It is the College's policy not to discriminate against any qualified employee, student or applicant with regard to any terms or conditions of employment or education based on that individual's disability or perceived disability. Consistent with this policy of nondiscrimination, the College will provide reasonable accommodations to a qualified individual with a disability who has made the College aware of their disability and has engaged in an interactive process with the College to determine appropriate and reasonable accommodations (unless doing so places an undue hardship on the College or represents a fundamental alteration of the job, program or course).

Individuals with disabilities who believe they need reasonable accommodations to perform the essential functions of their job or to participate fully and equally in their education should contact the Office of Access and Services for Individuals with Disabilities (OASID) at: www.tc.columbia.edu/oasid, (212) 678-3689, or via email at oasid@tc.columbia.edu to discuss those concerns with OASID staff.

In addition, the College is committed to fostering a campus that is equally accessible to employees, students and applicants. Individuals with disabilities who have physical or digital access needs to the Teachers College community should also contact OASID to discuss their concerns.

Reasonable Accommodation of Pregnancy

In accordance with federal, state and local law, the College will provide reasonable accommodations to employees and students based on the needs of pregnancy, childbirth or related medical conditions, unless doing so places an undue hardship on the College.

Employees seeking a reasonable accommodation based on the needs of pregnancy, childbirth or related medical conditions should contact TC Human Resources for guidance and assistance.

Students seeking a reasonable accommodation based on the needs of pregnancy, childbirth or related medical conditions should contact the TC Title IX Coordinator, Janice S. Robinson at jsr167@tc.columbia.edu, or via telephone at (212) 678-3391 for guidance and assistance.

Reasonable Accommodation of Religion

In accordance with federal, state and local law, the College will provide reasonable accommodations of religious practices and beliefs, unless doing so places an undue hardship on the College.

Employees seeking a religious accommodation should contact their supervisor or TC Human Resources.

Students seeking a religious accommodation should initially work with their course instructor. If they cannot reach a suitable arrangement, students should consult with the appropriate program director or department chair. Students also may take the matter to the Office of the Provost for additional appeal.

Faculty, staff and students will not be penalized or retaliated against for requesting **any** type of accommodation.

Duty to Act

Management and supervisory personnel are expected to take reasonable and necessary action to prevent discrimination and harassment, to take appropriate action when they learn directly or indirectly of conduct that may violate College policies, and to respond promptly and thoroughly to any such claims. Management and supervisor personnel are also responsible for reasonably accommodating their direct reports. For additional information regarding this obligation, please see the TC Reasonable Accommodation Policy for Employees.

A manager or supervisor who fails to take appropriate action may be found to have violated the College's policies even in situations where the underlying event does not constitute discrimination or harassment. Upon notice that a direct report is a Respondent in an allegation of prohibited conduct, the Respondent's immediate supervisor(s) will take prompt and effective remedial action to immediately stop the prohibited conduct, as well as prevent its recurrence.

For purposes of this Policy, management and supervisory personnel include:

- Any employee having formal supervisory responsibility over employees;
- Faculty in such roles as department chair, program director, institute director, center director, dean or similar position supervising other faculty and/or staff;[5] and
- Principal Investigators on a grant or contract act in a supervisory capacity over the individuals in the lab or research they lead.

Duty to Report

Abuse of Minors

All College employees are directed contact the police (911) if they believe a child is in immediate danger and to then report to Tamara Britt, TC Vice President and General Counsel at (212) 678-3438, Janice S. Robinson, Vice President for Diversity and Community Affairs and TC Title IX Coordinator at (212) 678-3391, or Public Safety at (212) 678-3333

To report child abuse externally, employees are directed to contact the NYS Child Abuse Hotline (800-635-1522 (mandated reporters) or 800-342-3720 (others)), and then must report to Tamara Britt, TC Vice President and General Counsel at (212) 678-3438, Janice S. Robinson, Vice President for Diversity and Community Affairs and TC Title IX Coordinator at (212) 678-3391, or Public Safety at (212) 678-3333.

A copy of the College's policy on Abuse and Harassment of Minors can be found here: *Guidance for Teachers College Faculty and Staff on Reporting Obligations*.

Prohibited Gender-Based Misconduct

All Teachers College employees have a duty to report any instance or allegation of prohibited gender-based misconduct, including: sexual harassment, sexual assault, dating violence, domestic violence, stalking, gender-based harassment and sexual exploitation, that is disclosed to, observed, or otherwise known by that employee.

Prohibited gender-based misconduct should be reported immediately to the TC Title IX Coordinator, Janice S. Robinson at:

- Via report form
- By phone at (212) 678-3391
- By email jsr167@tc.columbia.edu

[5] For example, faculty and other instructional staff may supervise teaching assistants, course assistants, research assistants, department secretaries and other staff members.

- By mail at 525 West 120th Street, 128 Zankel Hall Box 220, New York, NY 10027
- By hand delivery to 128 Zankel Hall

Other Prohibited Conduct

The College strongly encourages all employees to report any other form of discrimination or harassment to the Office of the Vice President for Diversity and Community Affairs (ODCA) and/or the employee's designated Human Resources representative.

Managers and Supervisors

Managers and supervisors **must** report any instance or allegation of prohibited conduct by an employee or third party that is disclosed to, observed or otherwise known by them to ODCA and/or their designated human resources representative (who will report to immediately and coordinate with ODCA regarding the appropriate College response).

Failure of a manager or supervisor to report any instance or allegation of prohibited conduct by an employee or third party that is disclosed to, observed or otherwise known by the manager or supervisor will constitute a violation of this Policy and may result in disciplinary action, even in situations where the College determines that the underlying conduct does not constitute a policy violation.

Employees Not Required to Report

College employees serving in a privileged professional capacity (e.g., counselors) [6] are not obligated to report and, absent a request by the Complainant, should not report information disclosed to them in their capacity as a privileged professional, except as required by law.

Similarly, the College Ombuds Officer will not provide the College or the Title IX Coordinator with identifying information concerning individuals who disclose possible incidents of discrimination or harassment. The College Ombuds Officer will quarterly provide the College with limited, nonidentifiable information intended to permit the College to assess the incidence of such prohibited conduct and, where appropriate, include such incidents in the College's Annual Security Report.

If an employee has any question about who is the appropriate College contact to whom that employee should report potential prohibited conduct, the employee should contact ODCA staff at (212) 678-3391 or via email at odca@tc.columbia.edu for guidance.

PRIVACY AND CONFIDENTIALITY

The College values the privacy of its faculty, staff, students and all community members. Some campus resources are confidential and will not share any identifying information with others,

[6] Individuals trained as psychologists, counselors and lawyers have a legal obligation of confidentiality to their patients and clients, but not to their students, colleagues or others. While faculty will protect student privacy to the extent possible, the law does not protect student or colleague confidences shared with administrators or faculty members. Psychologists hired as faculty/instructors/lecturers/adjuncts are not confidential.

except as required by law in emergency situations. Other resources are not confidential, but will protect the privacy of a faculty, staff or student to the greatest extent possible and will share information with other staff on a need-to-know basis. Appendix B contains resource information regarding including whether the resource is confidential.

Education and Training Programs

All College employees are expected to read, understand and adhere to this Policy. The College provides educational and training programs for faculty and staff concerning conduct that may constitute a violation of College policies and the procedures applicable to alleged violations. All College employees are required[7] to participate in training programs offered to them and to be knowledgeable about the College's policies and procedures.

Requests for live training as well as any questions about the College's policies and procedures should be addressed to the Office of the Vice President for Diversity and Community Affairs at odcatraining@tc.columbia.edu.

Academic Freedom

Nothing in this Policy shall abridge academic freedom or the College's educational mission. This Policy is not intended to inhibit or restrict academic freedom or genuine contributions to the marketplace of ideas. Prohibitions against discrimination and harassment do not extend to statements or written materials that are relevant and appropriately related to the subject matter of educational courses.

Resources

The College provides a variety of resources for individuals who believe they have experienced prohibited conduct and all parties involved in the resolution and investigative processes. Contact information for these resources and other community providers is provided Appendix B.

[7] All Teachers College employees are required to complete annual online discrimination, harassment and gender-based misconduct training. Access to the training platform may be found in the myTC portal under Support Resources.

PROCEDURES

COMPLAINTS OF PROHIBITED CONDUCT

Teachers College provides a range of options for those who believe they have experienced Prohibited Conduct and individuals are encouraged to bring their concerns to the College's attention immediately. The College takes allegations of Prohibited Conduct very seriously, will actively respond to alleged discrimination and/or harassment and will take remedial action, where appropriate. The College does not limit the time for submitting a complaint of Prohibited Conduct, but strongly urges the immediate reporting of complaints or concerns. Early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of discrimination and/or harassment. The College's ability to investigate and respond effectively may be reduced with the passage of time.

Where to Report

Those who have experienced Prohibited Conduct by a College employee or third party may notify ODCA. If particular circumstances make a discussion with, or a complaint to ODCA inappropriate (for instance, the complaint involves an ODCA employee), incidents may be reported to Human Resources or the Complainant's supervisor. The College takes allegations of Prohibited Conduct very seriously and will take appropriate action against all alleged discrimination and/or harassment, even in the absence of a complaint.

Complaints may be submitted in writing or made orally to ODCA. Complaints may be submitted to ODCA by any of the following methods:

- By phone at (212) 678-3391
- Via report form
- By email at odca@tc.columbia.edu
- By mail at 525 West 120th Street, 128 Zankel Hall Box 220, New York, NY 10027
- By hand delivery to 128 Zankel Hall

Individuals with Limited English Proficiency

Teachers College is dedicated to ensuring that individuals with Limited English Proficiency can participate fully and equally in the TC community. Individuals with Limited English Proficiency can receive this complaint process in their primary language as well as access translation and interpretation services. In order to, receive a copy of this complaint process in your primary language, to request translation or interpretation services, or request any other related services, contact ODCA:

- By phone at (212) 678-3391
- By email at odca@tc.columbia.edu
- By mail at 525 West 120th Street, 128 Zankel Hall Box 220, New York, NY 10027
- By hand delivery to 128 Zankel Hall

Individuals with Disabilities

Teachers College is dedicated to ensuring that individuals with disabilities can participate equally in the TC community. Teachers College Office of Access and Services for Individuals with Disabilities (OASID) can provide this policy, which includes the information about the complaint process, in disability-related alternative text formats (e.g., immersive reader, electronic braille, BeeLine Reader, audio MP3, ePub, HTML). This policy is also screen reader accessible. Go to my.tc.columbia.edu to find the Policy and Procedures on the Protection from Discrimination and Harassment and download the document from the TC policy library.

Contact OASID for disability-related alternative text formats, or any other related services:

- By phone at (212) 678-3689
- By website www.tc.columbia.edu/oasid
- By email at oasid@tc.edu
- By mail at 525 West 120th Street, 301 Zankel Hall Box 105, New York, NY 10027
- By hand delivery to 301 Zankel Hall

To the extent possible, the complaint should include the following information: the identity and status of the Complainant and the Respondent (e.g., employee, student); details concerning the incident(s) or conduct that gave rise to the complaint; date(s) of, and location(s) of the incident(s); the identity and status of any witness(es) to the incident(s) with telephone numbers, e-mail addresses, and street addresses if known. Reports may be submitted anonymously, by witnesses, or by others who are made aware of the incident.

The College will, as appropriate, assess complaints against third parties or unknown individuals discriminating against or harassing College employees or students. The College will take appropriate steps to protect employees, non-employees providing services on campus, students, and the College community as a whole.

If employees choose to direct their complaints or allegations of Prohibited Conduct to their managers, supervisors, or Human Resources, then those individuals, as mandatory reporters, will report the alleged conduct to ODCA. Except in matters falling under the Sexual Misconduct Procedures (described below), union members may file complaints with their collective

bargaining unit unless prohibited by their collective bargaining agreement, or unless an inherent conflict of interest would interfere with a fair adjudication in the collective bargaining unit. The proceedings will be governed by the applicable procedures of the applicable collective bargaining agreement: https://www.tc.columbia.edu/human-resources/policies--union- contracts/union-contracts/ .

If an individual files a complaint with more than one College department or office regarding the same incident, ODCA, in consultation with the other departments, will determine the appropriate department to conduct the investigation. Complaints shall not be investigated by more than one department or office simultaneously, nor will a department or office investigate a complaint after another department/office has completed an investigation into that claim.[8]

Action Taken By ODCA

Initial Assessment of Complaints

After receiving a report of possible prohibited conduct, ODCA will conduct an initial assessment to evaluate whether, if substantiated, the conduct constitutes a Policy violation and whether there is a reasonable basis to engage in the investigative process. Reasonable basis is defined as the existence of some credible information to support the alleged violation and can include a credible witness or Complaint's narrative, among others. ODCA will assess the available information, determine if a complaint is supported or unsupported by any such information, and take the following actions:

- ODCA may dismiss the complaint if it determines that the report does not allege facts that, if substantiated, would constitute a violation of the Policy, or that the facts as alleged in the report are refuted by evidence or information known to or possessed by the Office;
- ODCA may refer the report to another office such as Human Resources to address the alleged conduct through alternate means;
- ODCA will review available options for resolution with the parties, including but not limited to investigation, and other options for informal resolution such as personal informal resolution, administrative resolution, mediation, facilitated dialogues and/or communications between the parties. Informal resolution is not available for allegations of sexual harassment and sexual assault.

ODCA can require an investigation upon assessment of a complaint, even if the parties request an alternative resolution. ODCA's assessment includes, without limitation, whether there is sufficient information to conduct an investigation and the nature and scope of the alleged prohibited conduct.

Resolutions

Individuals who believe they have experienced Prohibited Conduct (non-gender based misconduct) have various options for resolution both informally and formally.

[8] "Grievances of academic appointees shall first be considered or given a hearing through regular administrative channels. If action taken is not satisfactory to the complainant, appeal may be taken to the Faculty Advisory Committee." See Faculty Handbook Section 2.VI.B.13.

Options for Informal Resolution

Informal resolution options are not available for individuals who have experienced sexual harassment or sexual assault.

Options for informal resolution may be available for individuals who have experienced domestic violence, dating violence and/or stalking depending on the resolution involved.

For all other forms of Prohibited Conduct, the College will provide each party with sufficient information to make an informed decision to consent to any form of informal resolution.

Personal Informal Resolution

A person who believes that they have experienced discrimination or harassment, based on their membership in a protected class may choose to work with the alleged offender directly through various approaches including:

- a face-to-face discussion,
- a personal telephone conversation,
- email correspondence, or
- other communication.

In some cases, this may effectively resolve the situation; in others, they may be ineffective or place the complaining individual in an uncomfortable, insecure or compromised position. Under no circumstances should an individual feel pressured to attempt informal resolution. If these measures prove unsuccessful, the individual may choose to pursue other methods of resolution.

College-Assisted Informal Resolution Options

If both parties consent and sexual harassment or sexual assault is *not* involved, the College may offer to facilitate informal procedures involving both parties. Such approaches will be pursued only with the consent of both parties, and either party has the right to terminate the process and begin the formal process at any time. If any of these approaches result in a resolution, any formal procedures will be concluded and the matter closed. If the parties are unable to reach a resolution, a Complainant may choose to proceed with a formal resolution.

Facilitated Conversation

TC encourages a facilitated conversation whenever practical and appropriate. A facilitated conversation may take place only if the Complainant and Respondent both agree to participate. A matter is resolved through a facilitated conversation only if all parties agree on the resolution.

Employees may seek assistance from their manager or supervisor, or other College entity to facilitate a conversation between the parties to discuss the allegations and a possible resolution of the matter. *Students* may seek out their faculty member or instructor, program director or department chair for assistance in requesting a facilitated conversation to discuss the allegations and a possible resolution of the matter.

Formal Mediation
Mediation is a private process where parties can participate in a search for mutually acceptable solutions. Mediation requires the consent of both parties and suspends any formal procedures for up to thirty (30) business days, which can be extended with the consent of both parties and at the discretion of the College. TC may facilitate mediation between parties who agree to mediation.

Parties may agree upon a variety of resolutions such as modification of work assignment, training for department staff, or an apology. Because mediation is a voluntary process, formal disciplinary action cannot be imposed against a Respondent. Parties may agree to a resolution that is oral or embodied in a written agreement. The final resolution is private unless the parties agree otherwise.

Alternate Resolution
The College may seek to resolve certain Prohibited Conduct through an informal process involving both the Complainant and Respondent. This form of resolution can take place prior to a formal resolution.

Supportive and Interim Measures
Where appropriate, the College will work with individuals affected by Prohibited Conduct to ensure their safety and promote their well-being. In addition to providing preliminary information regarding the resolution processes, ODCA Staff will discuss the availability of supportive and interim measures with both parties. This assistance may take the form of supportive measures intended to support or to protect the employee or student in the aftermath of an incident and interim measures while an investigation or disciplinary action is pending. Parties may request supportive or interim measures even in cases where an investigation is not undertaken or the Complainant or Respondent has declined to participate in the College proceeding or where applicable, a criminal process. The College will evaluate any request for supportive or interim measures in light of the circumstances and information available at the time of the request.

Supportive and interim measures may include extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence or administrative leave, no contact directives, increased security and monitoring of certain areas of the campus, and other similar measures.

The College also will assist parties seeking accommodations for a disability in connection with the process of reporting or responding to an incident of prohibited conduct by working with the Office of Access and Services for Individuals with Disabilities (OASID).

The imposition of supportive and interim measures does not indicate that the College has made a final decision about the report of prohibited conduct. The College will provide notice about these supportive and interim measures only to those who need to know in order to make them effective. Failure to comply with supportive and/or interim measures or other directives is a violation of College Policy and may lead to additional disciplinary action.

All parties and witnesses are expected to continue to perform their job responsibilities during the course of an ODCA resolution process. Supportive and interim measures are intended to support parties in fulfilling their job responsibilities.

Formal Resolution

Investigation

Any individual who wishes to make a formal complaint of prohibited conduct may submit a written complaint to the ODCA. If a Complainant feels unable to prepare a written complaint themselves, ODCA will make a record of the Complainant's oral statements that the Complainant may review, correct any inaccuracies, and sign. To the extent possible, the Complainant should include the following information: the identity and status of the Complainant and Respondent; details concerning the incident(s) or conduct that gave rise to the complaint, including the date(s) of the incident(s) and location(s) of the incident(s); and the identity and status of any witness(es) to the incident(s) with telephone numbers, email addresses and street addresses.

Except in matters falling under the **Sexual Misconduct Procedures** (described below), union members also may file complaints with their collective bargaining unit unless prohibited by their collective bargaining agreement or unless inherent conflict of interest would interfere with a fair adjudication in the collective bargaining unit. The proceedings will be governed by the applicable procedures of the applicable collective bargaining agreement.

Upon receiving a written or verbal formal complaint that a College employee or third party has allegedly engaged in Prohibited Conduct, ODCA will initiate an investigation. The Vice President for Diversity and Community Affairs will assign an investigative team to conduct the investigation and may, in their sole discretion, assign the investigation an outside investigator.

Confidentiality

A Complainant may request that the College not disclose the Complainant's identity to anyone else, including the alleged offender; however, the College cannot guarantee that the Complainant's identity will not be disclosed. The College strives to preserve the privacy of information shared with the College leading up to and during an investigation where such privacy does not conflict with its obligations to conduct a prompt and thorough investigation.

The investigative team will interview the Complainant, the Respondent, witnesses, and any other persons with relevant information about the alleged incident(s). The investigative team may also review personnel records and other documents deemed relevant to the investigation. The investigative team acting on behalf of the College has the authority and responsibility to gather information from all sources judged necessary for a fair resolution of a complaint. The Complainant and Respondent may suggest witnesses the investigative team should interview and documentation they should consider. The investigative team, however, has complete discretion to determine which witnesses to interview and which documents to consider. Complainants, Respondents, witnesses and advisors will not be permitted to record anything related to the investigation and/or disciplinary process.

During the investigation process, no party is permitted to be represented by legal counsel. The **Sexual Misconduct Procedures** for claims of sexual assault, dating violence, domestic violence and stalking and student complaints of gender-based misconduct permit advisors of choice (who may be an attorney) (as described below). Members of collective bargaining units are entitled to union representation during any investigation process. The union representative may not actively participate in or interfere with the investigative process.

Participants are expected to cooperate fully with the College investigation. Providing false or misleading information, or submitting a report or complaint in bad faith, may subject an individual to discipline under this Policy. All parties and witnesses involved in an investigative process are urged to respect the integrity of the procedures and legitimate privacy interests of the parties and witnesses. This does not prohibit either a Complainant or Respondent from consulting with or obtaining support from family members, counselors, therapists, clergy, doctors, attorneys or similar resources.

Investigative Findings and Disciplinary Recommendations

The College strives to conduct all investigations fairly and complete them in a timely fashion (and if applicable, within any time period prescribed by law).

Upon conclusion of the investigation, the investigative team will provide a written investigative report (Investigative Report) to the Complainant, the Respondent, and the Respondent's supervisor(s). The Investigative Report will summarize the alleged prohibited conduct that was the subject of investigation, identify the Prohibited Conduct at issue, briefly detail the investigative steps, and inform the parties of ODCA-respective finding(s) as to whether the conduct constituted a violation of the Policy. If the investigative team finds that the Respondent has engaged in the Prohibited Conduct at issue, the investigative team with forward a disciplinary recommendation to the Respondent's supervisors. The Investigative Report will also inform the parties that they have five (5) days to appeal as described below.

Discipline

If the investigative team finds that the Respondent has engaged in Prohibited Conduct, the Respondent's supervisor(s) will be informed of the finding(s) and based on the facts and circumstances of the case and, in consultation with appropriate College officials (including ODCA), will be tasked with implementing appropriate discipline for the Respondent.

The Respondent's supervisor(s) may consider instances of previous Prohibited Conduct, the seriousness of the violation, the totality of the information available, and any extenuating or aggravating circumstances the designated supervisor(s) deems relevant.

Discipline may include, but is not limited to: reprimand/warning, change of Respondent's job duties, disciplinary probations, revocation of honors and awards, restricted access to College and University facilities or activities (including College housing), a "no contact" order, transfer of a Respondent's College-provided residence, transfer of Respondent's workplace/station, demotion, suspension, and dismissal or restriction from College employment. The College may also require training or recommend counseling.

Appeal

Either party may appeal the determination. There are two grounds for appeal: (1) the party has new information, unavailable at the time of the investigation; that may change or affect the outcome; or (2) there was a procedural error that may have impacted the outcome. Disagreement with the finding is not, by itself, grounds for appeal. The appeal must be in writing and may be no longer than five double-spaced, type-written pages. The appeal must be delivered to the Vice President for Diversity and Community Affairs within five (5) business days of delivery of the Investigative Report to the parties (via email, mail or hand delivery). Failure to meet the deadline for appeal shall result in waiver of the right to appeal. The College reserves the right to investigate and take any necessary action of its own accord based on new information or events that were not known during the course of the initial investigation.

On receipt of the appeal, the Vice President will designate an Appeal Officer in the matter and will forward the appeal to the Appeal Officer for review. The designated Appeal Officer will be a senior administrator at the College. Thereafter, the Vice President will notify the party who is not appealing that an appeal was filed, the grounds for appeal asserted, and the identity of the Appeal Officer. The non-appealing party will be permitted to submit a written response to the appeal, which shall be no longer than five double-spaced type-written pages to the Vice President within five (5) business days of receiving notice of the appeal. The Vice President will forward any response to the Appeal Officer.

The Appeal Officer may conduct such proceedings as the officer deems appropriate, but will not normally hear the testimony of witnesses.

The Appeal Officer should render a written decision within ten (10) business days of receipt of any response from the non-appealing party, and will forward the written decision to the Vice President. The Vice President will provide written notice to the parties of the final disposition of the matter. Once submitted to the Vice President, the decision of the Appeal Officer is not subject to further review. Faculty members have additional appeal rights under the College's Statutes; as required by applicable law, any available appeal rights will be available to both the Complainant and the Respondent in any matter.

Any discipline imposed prior to the filing of the appeal will stand during the appeal period. Discipline may also be imposed while the appeal is pending.

Corrective Action

The College may also determine that additional measures are appropriate to respond to the effects of the incident on the College community. Additional responses for the benefit of the community may include increased monitoring, supervision, or security at locations or activities where the prohibited conduct occurred, additional training and educational materials for students and employees and revision of policies.

PROCEDURES

SEXUAL MISCONDUCT

- For allegations of **sexual harassment**
- For allegations of **sexual assault, domestic violence, dating violence, or stalking** when the Complainant is an employee or third party; and all types of **gender-based misconduct** when the Complainant is a student

The Sexual Misconduct Procedures apply to reports of sexual harassment,[9] sexual assault, domestic violence, dating violence, stalking and retaliation relating to such claims against employees and third parties when the complainant is an employee or third party. These procedures also apply to all gender-based misconduct (including sexual assault, domestic violence, dating violence, stalking, sexual harassment, gender-based harassment, sexual exploitation, retaliation and other forms of discrimination based on gender or sex) against employees and third parties when the complainant is a student. Allegations of Gender Based Misconduct against Teachers College students are governed by the *Gender-Based Misconduct Policy and Procedures for Students*.

Reports of alleged Sexual Misconduct may be submitted by those who experienced Sexual Misconduct, by witnesses, or by others made aware of the incident. Nothing in the Sexual Misconduct Procedures shall affect the College's inherent authority to take actions it deems appropriate to further the educational mission or to protect the safety and security of the TC community, including its authority to terminate at-will employees immediately, with or without cause. While these Sexual Misconduct Procedures identify TC offices or employees who typically perform certain roles, the College may designate others to perform any roles or duties described.

The College encourages all students, staff and faculty and third parties affected by Sexual Misconduct to seek immediate assistance. Seeking assistance promptly may be important to ensure someone's physical safety or to obtain medical care or other support. It may also be necessary to preserve evidence, which can assist the College and/or law enforcement in responding effectively. Assistance is available 24 hours a day, 7 days a week.

COMPLAINTS OF SEXUAL MISCONDUCT

Teachers College provides a range of options for those who believe they have experienced sexual misconduct and individuals are encouraged to bring their concerns to the College's attention immediately. The College takes allegations of Sexual Misconduct very seriously, will actively

[9] Please be aware that the federal definition of sexual harassment under the new Title IX regulations is different from the definitions found in NYC and NYS laws. Therefore, as noted above, Teachers College has created a separate policy to address those behaviors that fall under the federal definition.

respond to alleged Misconduct, and will take remedial action, where appropriate. The College does not limit the time for submitting a complaint of Sexual Misconduct, but strongly urges the immediate reporting of complaints or concerns. Early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of Sexual Misconduct. The College's ability to investigate and respond effectively may be reduced with the passage of time.

Where to Report

Those who have experienced Sexual Misconduct by a College employee or third party should notify the TC Title IX Coordinator. If particular circumstances make a discussion with, or a complaint to the Title IX Coordinator inappropriate (for instance, the complaint involves the Title IX Coordinator), incidents may be reported to a designee. The College takes allegations of Sexual Misconduct very seriously and will take appropriate action against all alleged sexual harassment, sexual assault, domestic violence, dating violence, stalking and all forms of student reports of gender-based misconduct, even in the absence of a complaint.

Reports and/or complaints may be made in writing or made orally to an employees' manager or supervisor, or to the TC Title IX Coordinator. All employees, especially management and supervisory personnel, have a duty to report allegations of Sexual Misconduct to the TC Title IX Coordinator. Complaints and/or reports should be submitted directly to the TC Title IX Coordinator by any of the following methods:

- By phone at (212) 678-3391
- By email at jsr167@tc.columbia.edu
- Via report form
- By mail to 525 West 120th Street, 128 Zankel Hall Box 220, New York, NY 10027
- By hand delivery to 128 Zankel Hall

To the extent possible, the complaint and/or report should include the following information: the identity and status of the Complainant and the Respondent (e.g., employee, student); details concerning the incident(s) or conduct that gave rise to the complaint; date(s) of, and location(s) of the incident(s); the identity and status of any witness(es) to the incident(s) with telephone numbers, e-mail addresses, and street addresses if known. Reports may be submitted anonymously, by witnesses, or by others who are made aware of the incident.

The Title IX Coordinator will, as appropriate, assess complaints against third parties or unknown individuals engaging in Sexual Misconduct against College employees or students. The College will take appropriate steps to protect employees, non-employees providing services on campus, students, and the College community as a whole.

All College employees (including participants) are expected to cooperate fully with the College investigation. Providing false or misleading information, or submitting a report or complaint in bad faith, may subject an individual to discipline under this Policy. All parties and witnesses involved in an investigative process are urged to respect the integrity of the procedures and legitimate privacy interests of the parties and witnesses. This does not prohibit either a

Complainant or Respondent from consulting with or obtaining support from family members, counselors, therapists, clergy, doctors, attorneys or similar resources.

Initial Assessment of Complaints and Reports
After receiving a report of possible sexual misconduct, the Title IX Coordinator will designate the report to the ODCA Title IX Staff who will conduct an initial assessment to evaluate whether, if substantiated, the conduct constitutes a Policy violation and whether there is a reasonable basis to engage in the investigative process. Reasonable basis is defined as the existence of some credible information to support the alleged violation and can include a credible witness or Complaint's narrative, among others. The ODCA Title IX Staff will assess the available information, determine if a complaint is supported or unsupported by any such information, and take the following actions:

- The ODCA Title IX Staff may dismiss the complaint if it determines that the report does not allege facts that, if substantiated, would constitute a violation of the Policy, or that the facts as alleged in the report are refuted by evidence or information known to or possessed by the Office;
- The ODCA Title IX Staff may refer the report to another office such as Human Resources to address the alleged conduct through alternate means;
- The ODCA Title IX Staff will review available options for resolution with the parties, including but not limited to investigation, and other options for informal resolution such as personal informal resolution, administrative resolution, mediation, facilitated dialogues and/or communications between the parties. Informal resolution is not available for allegations of sexual harassment and sexual assault.

ODCA Title IX Staff can require an investigation upon assessment of a complaint, even if the parties request an alternative resolution. ODCA's assessment includes, without limitation, whether there is sufficient information to conduct an investigation and the nature and scope of the alleged misconduct.

ALLEGATIONS OF SEXUAL HARASSMENT

Formal Resolution - Investigation

The College will investigate all complaints and/or reports about suspected sexual harassment in a private and timely manner.

Upon receipt of a written or verbal complaint and/or report that a College employee or third party has allegedly engaged in sexual harassment, the Title IX Coordinator will designate the ODCA Title IX Staff to conduct an immediate review of the allegations and take any interim actions, as appropriate. If the complaint is oral, the Complainant will be encouraged to complete the TC Complaint Form. If the Complainant refuses, the ODCA Title IX Staff will prepare the Complaint Form based on the oral reporting. The Title IX Coordinator will assign the investigation to an appropriate College Title IX investigative team or to an outside investigator to conduct the investigation.

The investigative team will conduct a prompt, thorough and private investigation that ensures a fair process for all parties. The investigative team will interview the Complainant, the Respondent and any other persons with relevant information about the alleged incident(s). The investigative team will inform Complainants of their right to file a sexual harassment complaint or a charge externally.[10] The investigative team will preserve, obtain and review all evidence including documents, emails or phone records relevant to the allegations. Acting on behalf of the College, the investigative team has the authority and responsibility to gather information from all sources judged necessary for a fair resolution of a complaint. The Complainant and Respondent may suggest witnesses the investigative team should interview and documentation they should consider. The investigative team, however, has complete discretion to determine which witnesses to interview and which documents to consider. Complainants, Respondents, and witnesses will not be permitted to record anything related to the investigation and/or disciplinary process.

During the sexual harassment investigation process, no party is permitted to be represented by legal counsel. Members of collective bargaining units are entitled to union representation during any resolution or investigation process.

Investigative Findings and Disciplinary Recommendations

The investigative team will complete the investigation and submit a determination to the Title IX Coordinator in a timely fashion. The investigative team will make a determination on the basis of preponderance of the evidence (it is more likely than not that the behavior occurred), taken in its totality and considering any attendant circumstances.

Upon conclusion of the investigation, the investigative team will provide a written investigative report to the Complainant, the Respondent, and the Respondent's supervisor(s). The Investigative Report will summarize the alleged sexual harassment, briefly detail the investigative steps, and inform the parties of the investigative team's respective finding(s) as to

[10] For a list of external agencies, please see Appendix C.

whether the conduct constituted a violation of the Policy. The Investigative Report will also inform the parties that they have ten days to appeal.

If the investigative team finds that the Respondent has engaged in sexual harassment, the investigative team will forward a disciplinary recommendation to the Respondent's supervisors. In making such a recommendation, the investigative team shall consider records of previous conduct or behavior, the seriousness of the violation, the totality of the information available (including investigative records) and any extenuating or aggravating circumstances the investigator deems relevant.

Discipline

The Title IX Coordinator will consult with the Respondent's supervisor regarding possible discipline and along with the supervisor, based on the facts and circumstances of the case, they may consider instances of previous Prohibited Conduct or Misconduct, the seriousness of the violation, the totality of the information available, and any extenuating or aggravating circumstances the supervisor deems relevant in determining appropriate discipline. The Respondent's supervisor will impose discipline that is fair and appropriate given the facts of the particular case; adequate to protect the safety of the campus community and reflective of the seriousness of the sexual harassment.

The Respondent's supervisor and Title IX Coordinator will consider relevant factors, which may include: (1) the specific conduct at issue; (2) the circumstances accompanying any lack of consent (such as force, threat, coercion, intentional incapacitation, etc.); (3) the Respondent's state of mind (intentional, knowing, bias-motivated, reckless, negligent, etc.); (4) the impact of the offense on the Complainant; (5) the Respondent's prior disciplinary history; (6) the safety of the College community; and (7) the Respondent's conduct during the disciplinary process.

In determining what discipline will protect the safety of the College community, Respondent's supervisor may be advised by Public Safety or other experts and will consider: (1) the risk that the Respondent may engage in additional Misconduct; and (2) the deterrent or permissive effect of a particular discipline on the campus community, including on particular individuals and organizations aware of the offense (keeping in mind that discipline must always be fair and appropriate for the particular case).

The Respondent's supervisor will generally render a disciplinary decision within 10 business days following issuance of the final investigation report. The Respondent's supervisor will communicate the disciplinary decision in writing to the Title IX Coordinator who will notify the Complainant and Respondent in writing.

Discipline may include, but is not limited to: reprimand/warning, change of Respondent's job duties, disciplinary probations, revocation of honors and awards, restricted access to College and University facilities or activities (including College housing), a "no contact" order, transfer of a Respondent's College-provided residence, transfer of Respondent's workplace/station, demotion, suspension, and dismissal or restriction from College employment. The College may also require training or recommend counseling.

Appeal

Either party may appeal the determination. There are two grounds for appeal: (1) the party has new information, unavailable at the time of the investigation that may change or affect the outcome; or (2) there was a procedural error that may have impacted the outcome. Disagreement with the finding is not, by itself, grounds for appeal. The appeal must be in writing and may be no longer than five double-spaced, typewritten pages. The appeal must be delivered to the Title IX Coordinator within ten (10) business days of delivery of the determination to the parties (via email, mail or hand delivery). Failure to meet the deadline for appeal shall result in waiver of the right to appeal. The College reserves the right to investigate and take any necessary action of its own accord based on new information or events that were not known during the course of the initial investigation.

On receipt of the appeal, the Title IX Coordinator will designate an Appeal Officer in the matter and will forward the appeal to the Appeal Officer for review. The appeal officer will be a senior administrator at the College. Thereafter, the Title IX Coordinator will notify the party who is not appealing that an appeal was filed, the grounds for appeal asserted, and the identity of the Appeal Officer. The non-appealing party will be permitted to submit a written response to the appeal, which shall be no longer than five double-spaced typewritten pages to the Title IX Coordinator within five (5) business days of receiving the notice of the appeal. The Title IX Coordinator will forward any response to the Appeal Officer.

The Appeal Officer may conduct such proceedings as the officer deems appropriate, but will not normally hear the testimony of witnesses.

The Appeal Officer will render a written decision within ten (10) business days of the initial receipt of the appeal, and will forward the written decision to the Title IX Coordinator. The Title IX Coordinator will provide written notice to the parties of the final disposition of the matter.
Once submitted to the Title IX Coordinator, the decision of the Appeal Officer is not subject to further review. Faculty members have additional appeal rights under the College's Statutes; as required by applicable law, any available appeal rights will be available to both the Complainant and the respondent in any matter.

Any discipline imposed prior to the filing of the appeal will stand during the appeal period. Discipline may also be imposed while the appeal is pending.

Corrective Action

The College may also determine that additional measures are appropriate to respond to the effects of the incident on the College community. Additional responses for the benefit of the community may include increased monitoring, supervision, or security at locations or activities where the prohibited conduct occurred, additional training and educational materials for students and employees and revision of policies.

ALLEGATIONS OF OTHER SEXUAL MISCONDUCT (INCLUDING SEXUAL ASSAULT, DATING VIOLENCE, DOMESTIC VIOLENCE, STALKING AND STUDENT COMPLAINTS OF GENDER BASED MISCONDUCT)

Confidentiality

A Complainant may report Sexual Misconduct to the Title IX Coordinator and request in writing that the Title IX Coordinator not disclose the Complainant's identity to anyone else, including the person who allegedly committed the misconduct. While such a request may limit the ability to investigate and respond to the reported sexual misconduct, the Title IX Coordinator will consider the request in light of the College's commitment to provide a safe and non- discriminatory environment and will honor the request whenever possible.

In considering the request, the Title IX Coordinator will weigh the following factors:

- Circumstances that suggest there is an increased risk of the Respondent committing additional acts of sexual misconduct or other acts, such as:
    - Whether there have been other sexual misconduct complaints about the same Respondent
    - Whether the Respondent threatened further misconduct against the Complainant or others, and/or
    - Whether the sexual misconduct was committed by multiple perpetrators.
- Circumstances that suggest there is an increased risk of future acts of sexual misconduct under similar circumstances, such as a pattern of perpetration, via illicit use of drugs or alcohol, a given location or by a particular group,
- Misconduct alleged involved the use of a weapon,
- Age of the Complainant,
- Whether the College possesses other means to obtain relevant evidence, such as security cameras, witnesses and/or physical evidence.

The Title IX Coordinator will promptly notify the Complainant in writing whether the College will be able to honor the Complainant's request for confidentiality. At the Complainant's written request, the Title IX Coordinator will also notify the Respondent in writing, including that the Complainant asked the Title IX Coordinator not to investigate.

Whether or not the Title IX Coordinator is able to grant a request to keep the Complainant's identity confidential, College personnel will reveal information about investigations and disciplinary proceedings related to Sexual Misconduct only to those who need to know in order to carry out their duties and responsibilities. In all cases, the College will take appropriate steps designed to counteract the effects of the alleged Sexual Misconduct, prevent its recurrence and provide supportive measures for the parties involved.

Student Amnesty for Alcohol and/or Drug Use

The health and safety of every student at TC is of utmost importance. TC recognizes that students who have been drinking and/or using drugs (whether use is voluntary or involuntary) at the time

that violence, including but not limited to sexual assault, domestic violence, dating violence, or stalking occurs may be hesitant to report such incidents due to fear of potential consequences for their own conduct. The College strongly encourages students to report sexual assault, domestic violence, dating violence, or stalking to TC officials. A bystander acting in good faith or a reporting individual acting in good faith that discloses any assault to College officials or law enforcement will not be subject to disciplinary action for violations of alcohol and/or drug use policies occurring at or near the time of the commission of the sexual assault, domestic violence, dating violence, or stalking.

A Complainant has the option to choose whether they will notify and seek assistance from law enforcement and from campus authorities.

Advisors of Choice

Student Complainants may be accompanied by an advisor of their choice to any meeting related to any incident of gender-based misconduct, including sexual assault, domestic violence, dating violence, stalking, sexual harassment, gender-based harassment, sexual exploitation, related retaliation and other forms of discrimination based on gender or sex.

Employee Complainants and Respondents may be accompanied by the advisor of their choice to any meeting related to an incident of sexual assault, dating violence, domestic violence, stalking or retaliation relating to an incident of such misconduct. For incidents of sexual assault, dating violence, domestic violence, stalking, sexual harassment, gender-based harassment, sexual exploitation, related retaliation and other forms of discrimination based on gender or sex – when a student is the complainant and exercises their right to be accompanied by an advisor, employee respondents will be permitted to be accompanied by an advisor as well.

Guidelines for Advisors of Choice

Advisors may provide support and advice about the resolution and investigation process. An advisor may not intervene in a meeting or address an investigator or other disciplinary officials. If any advisor's conduct is not consistent with these guidelines, the advisor may be excluded from the process. While efforts will be made to accommodate the schedules of advisors, the process will not be unduly delayed due to an advisor's unavailability. Advisors who are attorneys are permitted whenever advisors are permitted (as set forth above).

Options for Informal Resolution

Informal resolution options are not available for individuals who have experienced sexual harassment or sexual assault.

Options for informal resolution may be available for individuals who have experienced domestic violence, dating violence and/or stalking depending on the resolution involved.

<u>Personal Informal Resolution</u>

A person who believes that they have experienced sexual misconduct, may choose to work with the alleged offender directly through various approaches including:

- a face-to-face discussion,

- a personal telephone conversation,
- email correspondence, or
- other communication.

In some cases, this may effectively resolve the situation; in others, they may be ineffective or place the complaining individual in an uncomfortable, insecure or compromised position. Under no circumstances should an individual feel pressured to attempt informal resolution. If these measures prove unsuccessful, the individual may choose to pursue other methods of resolution.

College-Assisted Informal Resolution

If both parties consent and sexual assault is *not* involved, the College may offer to facilitate informal procedures involving both parties. Such approaches will be pursued only with the consent of both parties, and either party has the right to terminate the process and begin the formal process at any time. If any of these approaches result in a resolution, any formal procedures will be concluded and the matter closed. If the parties are unable to reach a resolution, a Complainant may choose to proceed with a formal resolution.

Facilitated Conversation

TC encourages a facilitated conversation whenever practical and appropriate. A facilitated conversation may take place only if the Complainant and Respondent both agree to participate. A matter is resolved through a facilitated conversation only if all parties agree on the resolution.

Employees may seek assistance from their manager or supervisor, or other College entity to facilitate a conversation between the parties to discuss the allegations and a possible resolution of the matter. *Students* may seek out a faculty member or instructor, program director or department chair for assistance in requesting a facilitated conversation to discuss the allegations and a possible resolution of the matter.

Formal Mediation

Mediation is a private process where parties can participate in a search for mutually acceptable solutions. Mediation requires the consent of both parties and suspends any formal procedures for up to thirty (30) working days, which can be extended with the consent of both parties and at the discretion of the College. The Title IX Coordinator (or designee) may facilitate mediation between parties who agree to mediation.

Parties may agree upon a variety of resolutions such as modification of work assignment, training for department staff, or an apology. Because mediation is a voluntary process, formal disciplinary action cannot be imposed against a Respondent. Parties may agree to a resolution that is oral or embodied in a written agreement. The final resolution is private unless the parties agree otherwise.

Alternate Resolution

The College may seek to resolve certain Misconduct through an informal process involving both the Complainant and Respondent. This form of resolution can take place prior to a formal resolution.

Supportive & Interim Measures

Where appropriate, the College will work with individuals affected by Prohibited Conduct to ensure their safety and promote their well-being. In addition to providing preliminary information regarding the resolution processes, ODCA Staff will discuss the availability of supportive and interim measures with both parties. This assistance may take the form of supportive measures intended to support or to protect the employee or student in the aftermath of an incident and interim measures while an investigation or disciplinary action is pending. Parties may request supportive or interim measures even in cases where an investigation is not undertaken or the Complainant or Respondent has declined to participate in the College proceeding or where applicable, a criminal process. The College will evaluate any request for supportive or interim measures in light of the circumstances and information available at the time of the request.

Supportive and interim measures may include extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence or administrative leave, no contact directives, increased security and monitoring of certain areas of the campus, and other similar measures.

The College also will assist parties seeking accommodations for a disability in connection with the process of reporting or responding to an incident of prohibited conduct by working with the Office of Access and Services for Individuals with Disabilities (OASID).

The imposition of supportive and interim measures does not indicate that the College has made a final decision about the report of prohibited conduct. The College will provide notice about these supportive and interim measures only to those who need to know in order to make them effective. Failure to comply with supportive and/or interim measures or other directives is a violation of College Policy and may lead to additional disciplinary action.

All parties and witnesses are expected to continue to perform their job responsibilities during the course of an ODCA resolution process. Supportive and interim measures are intended to support parties in fulfilling their job responsibilities.

Formal Resolution

Investigation

Any individual who wishes to make a formal complaint of sexual assault, domestic violence, dating violence, stalking and/or a student complaining of gender-based misconduct, should submit a written complaint to the Title IX Coordinator. If a Complainant feels unable to prepare a written complaint themselves, the Title IX Coordinator will make a record of the Complainant's oral statements, which the Complainant may review, correct any inaccuracies and sign. To the extent possible, the Complainant should include the following information: the identity and status of the Complainant and Respondent; details concerning the incident(s) or conduct that gave rise to the complaint, including the date(s) of the incident(s) and location(s) of the incident(s); and the identity and status of any witness(es) to the incident(s) with telephone numbers, email addresses and street addresses.

Upon receipt of a written or verbal complaint that a College employee or third party has allegedly engaged in misconduct, the Title IX Coordinator will initiate an investigation. The Title IX Coordinator will assign an investigative team to conduct the investigation and may, in their sole discretion, assign the investigation to an outside investigator.

As soon as possible after the start of an investigation, the Investigative Team will provide notice to the Complainant and Respondent with a written explanation of their rights and resources available. The Title IX Coordinator will additionally provide updates on a regular basis and notice at key stages of the investigation, including notice of all meetings with the Complainant and/or Respondent regarding the complaint. Such notices shall be simultaneous and in writing. Notice will describe the allegations in the report. The Complainant and Respondent will be given the opportunity to meet separately with the investigative team to review these Procedures and any applicable policies.

The investigative team will interview the Complainant, the Respondent and any other persons with relevant information about the alleged incident(s). The investigative team may also review personnel records and other documents deemed relevant to the investigation. Acting on behalf of the College, the investigative team has the authority and responsibility to gather information from all sources judged necessary for a fair resolution of a complaint. The Complainant and Respondent may suggest witnesses the investigative team should interview and documentation they should consider. The investigative team, however, has complete discretion to determine which witnesses to interview and which documents to consider. Complainants, Respondents, witnesses and advisors will not be permitted to record anything related to the investigation and/or disciplinary process.

Participants are expected to cooperate fully and with the College investigation. Providing false or misleading information, or submitting a report or complaint in bad faith, may subject an individual to discipline under this Policy. All parties and witnesses involved in an investigative process are urged to respect the integrity of the procedures and legitimate privacy interests of the parties and witnesses. This does not prohibit either a Complainant or Respondent from consulting with or obtaining support from family members, counselors, therapists, clergy, doctors, attorneys or similar resources.

Evidentiary Rules

In conducting the investigation and drafting the investigative report, the investigator will follow the protocols set forth below:

Preserving Evidence. The investigator will direct the Complainant, Respondent, witnesses, and other interested individuals to preserve any relevant evidence, which may include phone logs, text messages, electronic communications or other evidence relating to the complaint.

Character Witnesses. The investigator will not interview witnesses whose sole purpose is to provide character information.

Romantic or Sexual History in Sexual Assault Cases. The investigator will not consider information concerning the romantic or sexual history of either the Complainant or the Respondent, except from either the Complainant or Respondent regarding their shared sexual history. If either offers such information, the other will have the right to respond.

Prior Conduct Violations. The investigator may consider the Respondent's prior conduct violations, where the previous incident was substantially similar to the present allegation(s) and/or the information indicates a pattern of behavior by the Respondent.

Time Frame

The College will seek to resolve every report under these Procedures as expediently and efficiently as possible. Time frames may vary depending on the details of a case and at certain times of the academic year (for example during breaks, study periods or final exams). The College may extend any time frame for good cause.

The College's process for responding to, investigating and adjudicating Misconduct reports will continue during any law enforcement proceeding. The College may need to temporarily delay an investigation while the police are gathering evidence but it will resume the investigation after it learns that the police department has completed its evidence-gathering and will generally not wait for the conclusion of any related criminal proceeding. In all cases, the College will complete a preliminary review of the allegations and ensure appropriate interim measures are provided.

Written Report

In consultation with the Title IX Coordinator, the investigative team will prepare a draft report detailing the relevant content from the interviews and the documentation gathered. The draft report will include the investigative team's assessment of individual credibility and recommended findings of responsibility. The Respondent and Complainant will each have the opportunity to review a copy of the investigative report. The names and other identifying information of students will be redacted from such materials in accordance with the Family Educational Rights and Privacy Act (FERPA) except to the extent that doing so would interfere with the purpose of Title IX to eliminate sex-based discrimination.

Following their review of the draft investigation report, both the Complainant and Respondent will have the opportunity to submit to the investigative team written responses to the draft report. The Complainant and Respondent will have the opportunity to review any written submissions by the other. The Title IX Coordinator may set reasonable parameters for these written submissions. In the written submission, the Respondent will be required to respond to the alleged violation in one of the following ways: 1) Responsible; 2) Not Responsible; or 3) No Response. If the Respondent accepts responsibility, the matter will immediately proceed to the disciplinary stage. If the Respondent does not accept responsibility, the investigative team will review the written submissions and make any appropriate revisions to the draft report.

The final investigation report will include a determination whether the Respondent is responsible for the alleged Sexual Misconduct. The investigative team will make this determination after consulting with the Title IX Coordinator. The investigative team will use "preponderance of the

evidence" as the standard of proof to determine whether the Respondent is responsible. To find a Respondent responsible for violating the Policy, the investigative team must conclude that the Respondent was more likely than not to have engaged in the conduct at issue.

Discipline

If the investigative team finds that the Respondent has engaged in sexual harassment, the Respondent's immediate supervisor will take prompt and effective remedial action to immediately stop the sexual harassment, as well as prevent its recurrence.

The Title IX Coordinator will consult with Respondent's supervisor regarding possible discipline and along with the supervisor, based on the facts and circumstances of the case, they may consider instances of previous Prohibited Conduct or Misconduct, the seriousness of the violation, the totality of the information available, and any extenuating or aggravating circumstances the supervisor deems relevant in determining appropriate discipline. The Respondent's supervisor will impose discipline that is fair and appropriate given the facts of the particular case; adequate to protect the safety of the campus community and reflective of the seriousness of the Sexual Misconduct.

The Respondent's supervisor and Title IX Coordinator will consider relevant factors, which may include: (1) the specific conduct at issue; (2) the circumstances accompanying any lack of consent (such as force, threat, coercion, intentional incapacitation, etc.); (3) the Respondent's state of mind (intentional, knowing, bias-motivated, reckless, negligent, etc.); (4) the impact of the offense on the Complainant; (5) the Respondent's prior disciplinary history; (6) the safety of the College community; and (7) the Respondent's conduct during the disciplinary process.

In determining what discipline will protect the safety of the College community, Respondent's supervisor may be advised by Public Safety or other experts and will consider: (1) the risk that the Respondent may engage in additional Misconduct; and (2) the deterrent or permissive effect of a particular discipline on the campus community, including on particular individuals and organizations aware of the offense (keeping in mind that discipline must always be fair and appropriate for the particular case).

The Respondent's supervisor will generally render a disciplinary decision within 10 business days following issuance of the final investigation report. The Respondent's supervisor will communicate the disciplinary decision in writing to the Title IX Coordinator who will notify the Complainant and Respondent in writing.

Discipline may include, but is not limited to: reprimand/warning, change of Respondent's job duties, disciplinary probations, revocation of honors and awards, restricted access to College and University facilities or activities (including College housing), a "no contact" order, transfer of a Respondent's College-provided residence, transfer of Respondent's workplace/station, demotion, suspension, and dismissal or restriction from College employment. The College may also require training or recommend counseling.

Appeal

Either party may appeal the determination. There are two grounds for appeal: (1) the party has new information, unavailable at the time of the investigation that may change or affect the outcome; or (2) there was a procedural error that may have impacted the outcome. Disagreement with the finding is not, by itself, grounds for appeal. The appeal must be in writing and may be no longer than five double-spaced, typewritten pages. The appeal must be delivered to the Title IX Coordinator within ten (10) business days of delivery of the determination to the parties (via email, mail or hand delivery). Failure to meet the deadline for appeal shall result in waiver of the right to appeal. The College reserves the right to investigate and take any necessary action of its own accord based on new information or events that were not known during the course of the initial investigation.

On receipt of the appeal, the Title IX Coordinator will designate an Appeal Officer in the matter and will forward the appeal to the Appeal Officer for review. The appeal officer will be a senior administrator at the College. Thereafter, the Title IX Coordinator will notify the party who is not appealing that an appeal was filed, the grounds for appeal asserted, and the identity of the Appeal Officer. The non-appealing party will be permitted to submit a written response to the appeal, which shall be no longer than five double-spaced typewritten pages to the Title IX Coordinator within five (5) business days of receiving the notice of the appeal. The Title IX Coordinator will forward any response to the Appeal Officer.

The Appeal Officer may conduct such proceedings as the officer deems appropriate, but will not normally hear the testimony of witnesses.

The Appeal Officer will render a written decision within ten (10) business days of the initial receipt of the appeal, and will forward the written decision to the Title IX Coordinator. The Title IX Coordinator will provide written notice to the parties of the final disposition of the matter.
Once submitted to the Title IX Coordinator, the decision of the Appeal Officer is not subject to further review. Faculty members have additional appeal rights under the College's Statutes; as required by applicable law, any available appeal rights will be available to both the Complainant and the respondent in any matter.

Any discipline imposed prior to the filing of the appeal will stand during the appeal period. Discipline may also be imposed while the appeal is pending.

Corrective Action

The College may also determine that additional measures are appropriate to respond to the effects of the incident on the College community. Additional responses for the benefit of the College community may include increased monitoring, supervision, or security at locations or activities where the Prohibited Conduct occurred; additional training and educational materials for students and employees; further revision of College policies.

RIGHTS OF EMPLOYEE COMPLAINANTS AND RESPONDENTS

Throughout the process described in these Sexual Misconduct Procedures, both the Complainant and Respondent have the following rights:

- To respect, dignity, and sensitivity.
- To appropriate support from the College.
- To privacy to the extent possible consistent with applicable law and College policy.
- To information about applicable College policies.
- To the presence of an advisor throughout the process in cases of sexual assault, domestic violence, dating violence, and stalking.
- To an opportunity to challenge the investigator(s), disciplinary officer, and/or appeal officer for a possible conflict of interest.
- To a prompt and thorough investigation of the allegations.
- To adequate time to review and comment on a summary of his or her the Complainant's or Respondent's investigative interview.
- To refrain from making self-incriminating statements. Employees should understand, however, that the decision not to respond honestly and completely to questions asked during the investigation may result in disciplinary action up to and including termination of employment.
- To report the incident to law enforcement at any time.
- To understand that information collected in the process may be subpoenaed in criminal or civil proceedings.
- To notification in writing of the case resolution, including the outcome of any appeal.

RIGHTS OF STUDENT COMPLAINANTS

- To respect, dignity, and sensitivity.
- To appropriate support from the College.
- To privacy to the extent possible consistent with applicable law and College policy.
- To information about applicable College policies.
- To the presence of an advisor throughout the process.
- To an opportunity to challenge investigator(s), disciplinary officer, and/or the appeal officer for a possible conflict of interest.
- To participate or to decline to participate in the investigation process. However, a decision to refrain from participating in the process either wholly or in part will not prevent the process from proceeding with the information available.
- To a prompt and thorough investigation of the allegations.
- To adequate time to review and comment on a summary of the Complainant's investigative interview.
- To refrain from making self-incriminating statements.
- To report the incident to law enforcement at any time.
- To understand that information collected in the process may be subpoenaed in criminal or civil proceedings.
- To notification in writing of the case resolution, including the outcome of any appeal.

- All students also have the rights set forth in the Students' Bill of Rights established by New York State law (see Appendix D)

APPENDIX A

DEFINITIONS

Complainant. The person who experienced the alleged Prohibited Conduct.

Respondent. The person alleged to have engaged in the Prohibited Conduct.

Protected Class. A class of persons who are protected under applicable federal, state and local laws against discrimination and harassment on the basis of: race, color, religion, creed, sex, sexual orientation, national origin, ancestry, age, marital status, citizenship or immigration status, caste, veteran status, disability, pregnancy, gender expression, or any other criterion specified by federal, state and local laws.

Affirmative Consent. Affirmative consent is a knowing, voluntary and mutual decision among all participants to engage in sexual activity:

- Consent can be given by words or actions, as long as those words or actions clearly communicate willingness to engage in the sexual activity. It is important not to make assumptions about consent. If there is confusion or ambiguity, participants need to stop sexual activity and communicate about each person's willingness to continue.
- Consent cannot be procured by the use of physical force, compulsion, threats, intimidating behavior, or coercion.
- Consent cannot be obtained from, or given by, a person who is incapacitated.
- Consent to one form of sexual activity does not imply consent to other forms of sexual activity.
- Consent to engage in sexual conduct with one person does not imply consent to engage in sexual conduct with another person.
- Silence or the lack of resistance, in and of itself, does not demonstrate consent. Again, it is important not to make assumptions; if confusion or ambiguity arises during a sexual interaction, it is essential that each participant stops and clarifies the other's willingness to continue engaging in the sexual conduct.
- Consent can be withdrawn at any time, including after it is initially given. When consent is withdrawn or can no longer be given, sexual activity must stop.
- Previous relationships or previous consent for sexual activity is not consent to sexual activity at another time. However, established patterns of consent in a specific relationship may be considered when evaluating whether affirmative consent was given on a particular occasion.
- Accepting a meal, a gift, or an invitation to socialize, including on dating apps, does not imply or constitute consent to sexual activity.
- The definition of consent does not vary based on a participant's sex, sexual orientation, gender identity, gender expression or relationship status.

Force. Force refers to the use of physical violence and/or imposing on someone physically to gain sexual access. Force can also include threats, intimidation (implied threats) or coercion used to overcome resistance.

Intimidation. Any threat of violence or other threatening behavior directed toward another person or group that reasonably leads the target(s) to fear for their physical well-being or to engage in sexual conduct for self-protection.

Coercion. Unreasonable pressure for sexual activity. When someone makes it clear that they do not want to engage in sexual activity or go beyond a certain point of sexual activity, continued pressure beyond that point can be considered coercive. The use of coercion can involve the use of pressure, manipulation, substances, and/or force. Ignoring another's objections is a form of coercion.

Incapacitation. Incapacitation occurs when an individual lacks the ability to knowingly choose to participate in sexual activity. A person who is incapacitated cannot make a rational, reasonable decision because the person lacks the ability to understand their decision.

Incapacitation may be associated with a person's lacking consciousness; being asleep; being involuntarily restrained; having a disability that impedes consent; or if an individual otherwise cannot consent due to other forms of helplessness.

Depending on the degree of intoxication, someone under the influence of alcohol, drugs or other intoxicants may be incapacitated and therefore unable to consent. Being intoxicated, impaired or incapacitated by alcohol or other drugs is never an excuse for committing a policy violation and does not diminish anyone's responsibility to obtain informed and freely given consent. The use of alcohol or other drugs never makes someone at fault for experiencing gender-based violence.

APPENDIX B

Resources

Campus Resources for Faculty and Staff

Confidential

Ombuds Office
Stephen Peverly, College Ombuds
ombuds@tc.columbia.edu
(212) 678-4169
280 Grace Dodge Hall

Non-Confidential

Office of the Vice President for Diversity and Community Affairs
Janice S. Robinson
Vice President for Diversity and Community Affairs; Associate Professor of Higher Education,
TC Title IX Coordinator jsr167@tc.columbia.edu
(212) 678-3732
128 Zankel Hall

Juan Carlos Reyes
Executive Director, Diversity, Community Affairs & Equity
Office of The Vice President for Diversity & Community Affairs
Interim Section 504 Compliance Officer
jcr2101@tc.columbia.edu
(212) 678-8410
128 Zankel Hall

Human Resources
Robyn Davis-Mahoney
Assistant Vice President, Chief Human Resources Officer
rd3034@tc.columbia.edu
(212) 678-3976
120 Whittier Hall

Svetla Eneva
Director
Se2181@tc.columbia.edu
(212) 678-4026
120 Whittier Hall

Office of the Vice Provost
Tom Rock
Chief Student Affairs Officer and Associate Vice President
tpr4@tc.columbia.edu
(212) 678-3083
528 Building

Public Safety
(212) 678-3333 (emergency)
(212) 678-3220 (non-emergency)
Whittier Hall Suite 1A

Dennis Mazone
Assistant Vice President Public Safety and Environmental Health
dfm2137@tc.columbia.edu (212) 678-4180
100 Whittier Hall

Non-Teachers College Resources for Faculty and Staff

Employee Assistance Program (EAP) *confidential*
Call toll-free 24/7:
(855) 789-5915 TTY: 711
mhn.advantageengagement.com
company code: tceap

Mt. Sinai/St. Luke's Hospital Crime Victims Treatment Center
(212) 523-4728

Safe Horizon
Sexual Assault Hotline
(212) 227-3000
Domestic Violence Hotline
(800) 621-HOPE (4673)

NYC Gay and Lesbian Anti-Violence Project
(212) 714-1141

Local Law Enforcement:
Emergency
911
26th Precinct
(212) 678-1311

New York County (Manhattan) District Attorney's Office
Domestic Violence Unit
(212) 335-4308
Sex Crimes Unit
(212) 335-9373

Special Victims Bureau – Manhattan Family Justice Center
(212) 335-4300

APPENDIX C

Legal Protections and External Remedies for Sexual Harassment

Sexual harassment is not only prohibited by Teachers College, but is also prohibited by state, federal, and, where applicable, local law.

Aside from the internal process at Teachers College, employees may also choose to pursue legal remedies with the following governmental entities. While a private attorney is not required to file a complaint with a governmental agency, you may seek the legal advice of an attorney.

State Human Rights Law (HRL)

The Human Rights Law (HRL), codified as N.Y. Executive Law, art. 15, § 290 et seq., applies to all employers in New York State with regard to sexual harassment, and protects employees, paid or unpaid interns and non-employees, regardless of immigration status. A complaint alleging violation of the Human Rights Law may be filed either with the Division of Human Rights (DHR) or in New York State Supreme Court.

Beginning on August 12, 2020, complaints with DHR may be filed any time **within three years** of the sexual harassment. If an individual did not file at DHR, they can sue directly in state court under the HRL, **within three years** of the alleged sexual harassment. An individual may not file with DHR if they have already filed a HRL complaint in state court.

Complaining internally to Teachers College does not extend your time to file with DHR or in court. The three years is counted from date of the most recent incident of harassment.

You do not need an attorney to file a complaint with DHR, and there is no cost to file with DHR.

DHR will investigate your complaint and determine whether there is probable cause to believe that sexual harassment has occurred. Probable cause cases are forwarded to a public hearing before an administrative law judge. If sexual harassment is found after a hearing, DHR has the power to award relief, which varies but may include requiring your employer to take action to stop the harassment, or redress the damage caused, including paying of monetary damages, attorney's fees and civil fines.

DHR's main office contact information is: NYS Division of Human Rights, One Fordham Plaza, Fourth Floor, Bronx, New York 10458. You may call (718) 741-8400 or visit: www.dhr.ny.gov.

Contact DHR at (888) 392-3644 or visit dhr.ny.gov/complaint for more information about filing a complaint. The website has a complaint form that can be downloaded, filled out, notarized and mailed to DHR. The website also contains contact information for DHR's regional offices across New York State.

Civil Rights Act of 1964

The United States Equal Employment Opportunity Commission (EEOC) enforces federal antidiscrimination laws, including Title VII of the 1964 federal Civil Rights Act (codified as 42 U.S.C. § 2000e et seq.). An individual can file a complaint with the EEOC anytime within 300 days from the harassment. There is no cost to file a complaint with the EEOC. The EEOC will investigate the complaint, and determine whether there is reasonable cause to believe that discrimination has occurred, at which point the EEOC will issue a Right to Sue letter permitting the individual to file a complaint in federal court.

The EEOC does not hold hearings or award relief, but may take other action including pursuing cases in federal court on behalf of complaining parties. Federal courts may award remedies if discrimination is found to have occurred. In general, private employers must have at least 15 employees to come within the jurisdiction of the EEOC.

An employee alleging discrimination at work can file a "Charge of Discrimination." The EEOC has district, area, and field offices where complaints can be filed. Contact the EEOC by calling 1800-6694000 (TTY: 1-800-669-6820), visiting their website at www.eeoc.gov or via email at info@eeoc.gov.

If an individual filed an administrative complaint with DHR, DHR will file the complaint with the EEOC to preserve the right to proceed in federal court.

The Office for Civil Rights (OCR)

The Office for Civil Rights enforces Title IX of the Education Amendments of 1972, the federal law that prohibits sex discrimination in programs or activities that receive federal financial assistance from the Department of Education. A complaint of discrimination can be filed by anyone who believes that an education institution that receives federal financial assistance has discriminated against someone on the basis of sex. Complaints must be filed within 180 calendar days after the discrimination. The following is the contact information for the OCR's New York office:

United States Department of Education
Office for Civil Rights (OCR)
New York Office
32 Old Slip, 26th Floor
New York, NY 10005-2500
Telephone: 646-428-3900
FAX: 646-428-3843; TDD: 800-877-8339
Email: OCR.NewYork@ed.gov

Local Protections

Employees who work in New York City may file complaints of sexual harassment with the New York City Commission on Human Rights. Contact their main office at Law Enforcement Bureau of the NYC Commission on Human Rights, 40 Rector Street, 10th Floor, New York, New York; call 311 or (212) 306-7450; or visit www.nyc.gov/html/cchr/html/home/home.shtml.

Contact the Local Police Department

If the harassment involves unwanted physical touching, coerced physical confinement or coerced sex acts, the conduct may constitute a crime. Contact the local police department.

APPENDIX D

NYS Student's Bill of Rights

All students reporting dating violence, domestic violence, sexual assault and/or stalking have the right to:

1. Make a report to local law enforcement and/or state police;
2. Have disclosures of domestic violence, dating violence, stalking, and sexual assault treated seriously;
3. Make a decision about whether or not to disclose a crime or violation and participate in the conduct process and/or criminal justice process free from pressure by the College;
4. Participate in a process that is fair, impartial, and provides adequate notice and a meaningful opportunity to be heard;
5. Be treated with dignity and to receive from the College courteous, fair, and respectful heath care and counseling services, where available;
6. Be free from any suggestion that the reporting individual is at fault when these crimes and violations are committed, or should have acted in a different manner to avoid such crimes or violations;
7. Describe the incident to as few College representatives as practicable and not be required to unnecessarily repeat a description of the incident;
8. Be protected from retaliation by the College, any student, the Respondent and/or their friends, family and acquaintances within the jurisdiction of the College;
9. Access to at least one level of appeal of a determination;
10. Be accompanied by an advisor of choice who may assist and advise a reporting individual or Respondent throughout the conduct process including during all meetings and hearings related to such process; and
11. Exercise civil rights and practice of religion without interference by the investigative, criminal justice, or conduct process of the College.

TEACHERS COLLEGE
COLUMBIA UNIVERSITY

Reporting Form: Discrimination, Harassment & Gender-Based Misconduct

I. If you believe that you were subjected to discrimination, harassment and/or gender-based misconduct, you are encouraged to complete this form and submit it to:

Your immediate supervisor

Faculty Concerns

- Marie Miville, Vice Dean for Faculty Affairs, Professor of Psychology and Education, miville@tc.columbia.edu, 212-678-3343, Zankel Hall

Office of Human Resources

- Robyn Davis-Mahoney, Assistant Vice President, Chief Human Resources Officer, rd3034@tc.columbia.edu 120 Whittier Hall
- Svetla Eneva, Director, Eneva@tc.columbia.edu, (212) 678-4026, 120 Whittier Hall

Office of the Vice President for Diversity and Community Affairs

- Janice S. Robinson, Vice President for Diversity and Community Affairs; Associate Professor of Higher Education, TC Title IX Coordinator; jsr167@tc.columbia.edu, (212) 678-3732, 128 Zankel Hall
- Juan Carlos Reyes, Director, Diversity & Community Affairs & Equity; Deputy Section 504 Compliance Officer, jcr2101@tc.columbia.edu, (212) 678-8410, 128 Zankel Hall

You will not be retaliated against for filing a report.

II. If you are an employee who is reporting an instance or allegation of discrimination, harassment and/or gender-based misconduct you may use this form to report that behavior to:

Janice S. Robinson
Vice President for Diversity and Community Affairs, Associate Professor of Higher Education; TC Title IX Coordinator

- By phone at (212) 678-3391

- By email at jsr167@tc.columbia.edu
- Via report form
- By mail at 525 West 120th Street, 128 Zankel Hall Box 220, New York, NY 10027
- By hand delivery to 128 Zankel Hall

As a reminder, all College faculty and staff (except the College Ombuds) who learn of possible sexual misconduct are required to report that behavior immediately to Janice S. Robinson, TC Title IX Coordinator. Additionally, all managers and supervisors are also required to report any instance of discrimination and harassment to:

Janice S. Robinson
Vice President for Diversity and Community Affairs, Associate Professor of Higher Education; TC Title IX Coordinator

- By phone at (212) 678-3391
- By email at jsr167@tc.columbia.edu
- Via report form
- By mail at 525 West 120th Street, 128 Zankel Hall Box 220, New York, NY 10027
- By hand delivery to 128 Zankel Hall

If there is an immediate safety or health concern, please contact TC Public Safety at 212-678-3333.

REPORTER INFORMATION

Full Name:

Job Position/Title:

Work Phone Number:

Work Email Address:

Work Physical Address:

Select Preferred Communication Method: Email Phone In person

DISCRIMINATION, HARASSMENT, GENDER-BASED MISCONDUCT INFORMATION

1. Who is the person(s) alleged to have engaged in the discrimination, harassment and/or gender-based misconduct:

   Full Name:

   Job Position/Title:

   Work Phone Number:

   Work Email Address:

   Work Physical Address:

2. Please describe what happened. Use additional sheets of paper if necessary.

3. Date(s) discrimination, harassment and/or gender-based misconduct occurred:

   Is the discrimination, harassment and/or gender-based misconduct continuing? Yes/No

   Location of discrimination, harassment and/or gender-based misconduct:

4. Please list the name and contact information of any witnesses or individuals who may have information related to the report:

5. If you have any supporting documentation (such as emails, text messages, etc.) please attach them to this form.

Signature: _____ *Date:* _____

Responsible Office: Vice President for Diversity and Community Affairs

Effective Date: October 9, 2018

Last updated/edited: January 29, 2024

Teachers College COLUMBIA UNIVERSITY	**Transcript Notations Policy**	Policy No.: 143 Effective Date: 09/29/2024

1. PURPOSE OF POLICY

The purpose of this *Policy*

2. POLICY AUDIENCE

This *Policy* applies to

3. POLICY DETAILS

The following notations will be placed on transcripts on or after September 1, 2015.

A. Permanent - remain in perpetuity

"Expelled after a finding of responsibility for a code of conduct violation" – for sexual violence or another crime reportable under the Clery Act.

"Dean's Hold" - for disciplinary expulsions that do not require the notation above.

"Readmission subject to academic/administrative review: Academic Scholarship" - for academic dismissal when student receives 8 credits or more of C- or lower.

B. Temporary

"Suspended after a finding of responsibility for a code of conduct violation" – student has been temporarily suspended for sexual violence or another crime reportable under the Clery Act.

"Disciplinary Suspension" - student has been temporarily suspended for reason(s) that do not require the notation above.

"Academic Suspension" - student has been temporarily suspended for lack of progress to degree.

"Withdrawal with pending disciplinary action" – student withdrew while disciplinary charge for sexual violence or another crime reportable under the Clery Act are pending.

In the 4 temporary categories, after a two-year period of absence, the student would be withdrawn as "Failed to Graduate," but the temporary category transcript notation would remain. "Failed to Graduate" would not appear on the transcript. If the student is allowed to register again at the College, the temporary notation would be removed.

C. Removal of Temporary Transcript Notations

Students may request removal of a temporary notation by petitioning the Vice Provost for Student Affairs. This request must be in writing and include the rational for the request. The Vice Provost for Student Affairs, or his or her designee, will review the request and provide a written response within 30 days from the date the request was received.

4. POLICY OWNER AND HISTORY

A. Policy Owner: Office of Enrollment Management
B. Policy Approved by: Executive Director, Enrollment Management
C. Contact Information: Division_of_ESS@tc.columbia.edu
D. Original Policy Issue Date: September 01, 2015
E. Last Revision Date(s):

- September, 2017

F. Next Review Date: September 01, 2025

Teachers College COLUMBIA UNIVERSITY	**Transfer Credit Policy**	Policy No.: 153 Effective Date: 09/29/2024

1. PURPOSE OF POLICY

The purpose of this *Policy*

2. POLICY AUDIENCE

This *Policy* applies to

3. POLICY DETAILS

Students may apply for transfer credit upon acceptance at Teachers College. Transfer credit is based on graduate coursework completed at another institution *prior to* enrolling at Teachers College that is then applied toward a Teachers College degree.

Eligibility for transfer credit depends on the student's Teachers College program:

Program	Maximum possible transfer credits
Certificate/Advanced Certificate	None
Master of Arts	None
Master of Science program requiring fewer than 60 credits	None
Master of Science program requiring 60 credits or more.	30
Master of Education	30
Doctor of Philosophy	30; 45 for graduate work completed *entirely* at another Columbia University school.
Doctor of Education	45
Doctor of Education in the College Teaching of an Academic Subject	45

Transfer credit may be awarded only for graduate courses that have been

- completed with grades of B or higher,
- submitted on an official transcript from a regionally accredited institution,
- granted/assigned graduate credit on the transcript of that institution,
- not applied toward a baccalaureate degree, and
- completed prior to enrollment at Teachers College.

For educational institutions outside of the United States or Canada, a course-by course evaluation is required by World Education Services (WES) as per the policy on admission.

Transfer credit is awarded at the discretion of the Transfer Credit Coordinator and the student's faculty advisor.

For more information please refer to the "Degree Requirements" section of the Catalog, visit the transfer credit website , or e-mail the Transfer Credit Coordinator at TCTransfer@tc.edu.

4. POLICY OWNER AND HISTORY

A. Policy Owner: Office of Enrollment Management
B. Policy Approved by: Executive Director, Enrollment Management
C. Contact Information: Division_of_ESS@tc.columbia.edu
D. Original Policy Issue Date:
E. Last Revision Date(s):
- June, 2022

F. Next Review Date: June 01, 2025

Teachers College COLUMBIA UNIVERSITY	**Veterans Benefits and Enrollment Policy**	Policy No.: 144
		Effective Date: 09/29/2024

1. PURPOSE OF POLICY

The purpose of this *Policy*

2. POLICY AUDIENCE

This *Policy* applies to

3. POLICY DETAILS

In accordance with the Veterans Benefits and Transition Act of 2018, Teachers College will not prevent veteran students covered under Chapter 31 (Vocational Rehabilitation) or Chapter 33 (Post 9/11 GI Bill®) from attending or participating in the course of study to which they have been admitted due to not meeting the deadline for term payment as long as a certificate of eligibility has been provided prior to the start of the term of study in which the veteran student is requesting the use of Chapter 31 or Chapter 33 benefits.

Teachers College will hold in abeyance all required payment of tuition, fees, and other costs incurred in a term where the veteran student requested the use of Chapter 31 or Chapter 33 benefits until (whichever comes first):

- The date on which payment from the VA is made to the institution

OR

- 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

In no case will Teachers College impose penalties or deny access to standard campus services due to the delayed disbursement of payment from the Department of Veterans Affairs under Chapters 31 or 33.

4. POLICY OWNER AND HISTORY

A. Policy Owner: Office of Enrollment Management
B. Policy Approved by: Executive Director, Enrollment Management
C. Contact Information: Division_of_ESS@tc.columbia.edu
D. Original Policy Issue Date: July 18, 2019
E. Last Revision Date(s):
- July 18, 2019

F. Next Review Date: July 18, 2025