

TEACHERS COLLEGE  
COLUMBIA UNIVERSITY

ACADEMIC CATALOG 2012-2013

DEPARTMENT OF HEALTH & BEHAVIOR STUDIES

Contact: Professor Stephen T. Peverly  
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## DEPARTMENT OF HEALTH & BEHAVIOR STUDIES

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### DEPARTMENT MISSION

The mission of the Department of Health and Behavior Studies is to improve health, learning, and social well-being in schools and other settings and throughout the lifespan. This mission is achieved by:

Generating the applied research on the behavioral and social determinants of health and learning that provides the evidence base to inform the design, implementation, and evaluation of interventions in schools and other community settings that can improve health and mitigate learning and other disabilities.

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 diverse at-risk or 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.

### CONTACT INFORMATION

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## DEPARTMENT OF HEALTH & BEHAVIOR STUDIES

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### ADDITIONAL DEPARTMENT INFORMATION

The programs in the Department fall into the following categories:

#### *Applied Educational Psychology*

This area of study includes the following programs: Reading Specialist and School Psychology. Such study prepares students to serve as educators, scientists, and service providers in a variety of settings, including universities, schools, psychoeducational clinics, hospital-based child study clinics, and community agencies.

#### *Health Studies and Nutrition*

These areas of study include the following programs: Diabetes Education and Management, Health Education, Nursing Education, and Nutrition (Applied Physiology and Nutrition, Community Nutrition Education, Nutrition and Public Health, Nutrition Education, and Behavioral Nutrition). Students in Nutrition may also complete a Dietetic Internship option accredited by the American Dietetic Association. These programs prepare students to serve in leadership roles in community-based organizations, government agencies, corporations, health care settings, fitness centers, sports organizations and educational settings. Current knowledge in behavioral science and education is integrated with field-based applications for health promotion and disease prevention.

#### *Special Education*

Among the programs included in Special Education are Applied Behavior Analysis, Deaf and Hard of Hearing, Guidance and Rehabilitation, Instructional Practice, Intellectual Disability/ Autism, Physical Disabilities, and Severe or Multiple Disabilities. These programs prepare students to serve as leaders and scholar-practitioners skilled in the development, evaluation, and application of practices that improve the life prospects of people with disabilities.

#### *Teaching of American Sign Language (ASL) as a Foreign Language*

Teaching American Sign Language (ASL) as a Foreign Language prepares students to serve as scholar-practitioners who are skilled, knowledgeable, and practiced in the development, evaluation, and implementation of pedagogy that will instruct and educate individuals unfamiliar with ASL, the deaf community, and the culture of individuals who are deaf or hard of hearing. Typically, the population that these scholar-practitioners will eventually instruct and educate are individuals who themselves have hearing, are in regular education programs, and possess a wide range of cultural backgrounds and cognitive, social, and academic abilities.

The Department faculty offers a broad spectrum of expertise. We encourage multidisciplinary efforts within the faculty and hope that in the course of their studies, students will acquire the valuable skill of working collaboratively with experts in other disciplines.

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## DIABETES EDUCATION AND MANAGEMENT

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The Diabetes Education and Management Program is an interdisciplinary 36-credit Master of Science degree — the first of its kind. We will equip clinicians and care managers with a greater understanding of how diabetes develops and evolves across different populations; how to help patients manage treatment of their illness; how to develop, implement, and evaluate diabetes self-care management programs; and how to conduct advocacy at the national, state, and local levels. The program is offered entirely online.

Program requirements include coursework and a culminating project in which students will demonstrate their integration of the content they have learned. In addition to courses with content specific to diabetes, the program includes courses currently offered through the Health Education, Nutrition Education, Nursing Education, Human Development, and Adult Learning and Leadership programs of Teachers College.

### DEGREES OFFERED

DIABETES EDUCATION AND  
MANAGEMENT (DEDM)

Master of Science (M.S.)

### CONTACT INFORMATION

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*Coordinator:* Jane K. Dickinson, RN,  
PhD, CDE

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## DIABETES EDUCATION AND MANAGEMENT

### DEGREE INFORMATION/REQUIREMENTS

- [Master of Science in Diabetes Education and Management](#)

#### Master of Science (36 points)

The Master of Science in Diabetes Education and Management requires satisfactory completion of 36 course points and a Master's Integrative Project. The program may be pursued full-time or part-time, but part-time students are encouraged to take at least 6 credits per semester to ensure timely completion of the program.

#### Required Diabetes Related Core Courses (16 points):

- HBSD 4110 Behavior change strategies for diabetes prevention and control (3)
- HBSD 4120 Pathophysiology of diabetes and its complications (3)
- HBSD 4130 Assessment of the person with diabetes (3)
- HBSD 4140 Preventive and therapeutic interventions in diabetes management (4)
- HBSD 4150 Diabetes self-management education (DSME) programs: Development, implementation, and evaluation (3)

#### Additional Required Core Courses

- HBSS 5110 Determinants of health behavior (3)
- HBSS 5040 Research methods in health and behavior studies I (3)

Multicultural Requirement: Choose at least one of the following; both may be taken in which case one will satisfy an elective requirement in Health Behavior and Nutrition:

- HBSS 4114 Competency in multi-cultural populations (3)
- HBSS 4141 Health and illness in cross-cultural perspective (2-3)

#### Elective Courses (for a total of 11-12 points):

#### Health (3-9 credits):

Choose at least one from the following:

- HBSS 4001 Health provider communications (3)
- HBSS 4118 Principles of health-related behavior and social change: Initiation to maintenance (3)
- HBSS 5116 Social relations, emotions, and health (3)
- HBSV 4000 Introduction to nutrition: Facts, fallacies, and trends (3)
- BBSR 5095 Exercise and health (3)

#### Education and Human Development (2-9 credits):

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Choose at least one from the following:

- ORLD 4050 Introduction to adult and continuing education (3)
  - ORLD 4051 How adults learn (3)
  - ORLD 4827 Fostering transformative learning (3)
  - HUDK 4029 Human cognition and learning (3)
  - HUDK 4023 Developmental psychology: Adolescence (2-3)
-

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## DIABETES EDUCATION AND MANAGEMENT

### APPLICATION INFORMATION

Applications for admission to the M.S. degree program are accepted and reviewed on a rolling basis. The Program Coordinator will arrange a phone interview once all application materials are on file. Applicants must be admitted and enrolled in order to apply for a Teachers College scholarship. The program's scholarship application deadline is April 20.

Admission Requirements include:

1. Baccalaureate Degree in relevant field from regionally accredited higher education institution
2. Preparation in one of the areas eligible to take the Certified Diabetes Educator Certification Examination, including clinical psychologist; registered nurse; occupational therapist; optometrist; pharmacist; physical therapist; physician (M.D. or D.O.); podiatrist holding a current, active, unrestricted license from the United States or its territories; dietitian holding active registration with the Commission on Dietetic Registration; physician assistant holding active registration with the National Commission on Certification of Physician Assistants; or exercise physiologist holding active certification as an American College of Sports Medicine Registered Clinical Exercise Physiologist®; health care professional with a minimum of a Masters degree in social work.
3. Academic qualifications consistent with graduate school, including undergraduate and/or graduate GPA of at least 3.0 on a 4.0 scale.
4. If an applicant's native language is not English, or if an applicant received his/her baccalaureate degree from an institution where English is not the official language of instruction, he/she must submit official scores from an accepted English proficiency exam. This requirement is in effect regardless of where the applicant received a prior graduate degree (if any).
5. Admission to the Diabetes Education and Management Masters degree program is based upon several criteria including adequacy and relevance of academic preparation; evidence of registration, licensure, or certification in one of the fields mentioned above; relevance of prior professional experience and related activities; and potential to benefit from additional professional preparation in diabetes education and management.

To be considered for admission to the Diabetes Education and Management Program, applicants must submit the following to the Teachers College Office of Admission:

- Online application
- Official transcripts from undergraduate and graduate programs
- Copies of registration, licensure, or certification in clinical psychology, nursing (registered nurses only), occupational therapy, optometry, pharmacy, physical therapy, medicine, osteopathy, podiatry, dietetics, physician assistant, or exercise physiology
- Two or three letters of recommendation
- Written personal essay of a few pages that includes your interest in diabetes, your

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experience as a diabetes educator, if any, and your career goals

- Resumé

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## DIABETES EDUCATION AND MANAGEMENT

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### PROGRAM FACULTY

#### FACULTY

- [O'Connell, Kathleen](#)  
Isabel Maitland Stewart Professor of Nursing Education

#### ADJUNCT PROFESSORS

- [Dickinson, Jane](#)
- [Kernan, William](#)  
Adjunct Assistant Professor of Health Education
- [Scollan-Koliopoulos, Melissa](#)  
Adjunct Assistant Professor

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## DIABETES EDUCATION AND MANAGEMENT

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### PROGRAM COURSES

#### HBSD 4110 BEHAVIOR CHANGE STRATEGIES FOR DIABETES PREVENTION AND CONTROL

This course covers the complexity of the diabetes epidemic and the etiology, consequences, and treatment of diabetes. Biological, psychosocial, behavioral, environmental, and economic perspectives on the etiology and consequences of diabetes will be emphasized. A special emphasis will be placed on theoretical and evidence-based behavior strategies to prevent diabetes and to promote the health of those already diagnosed.

**Faculty:**

#### HBSD 4120 PATHOPHYSIOLOGY OF DIABETES AND ITS COMPLICATIONS

This course covers the physiology of normal energy metabolism and the pathophysiology of energy metabolism as seen in metabolic syndrome, the progression to type 2 diabetes, overt type 2 diabetes, as well as type 1, gestational, and drug-induced diabetes. Comorbid conditions and acute and chronic complications of diabetes and hyperglycemia will be addressed.

**Faculty:** [Dickinson, Jane](#)

#### HBSD 4130 ASSESSMENT OF THE PERSON WITH DIABETES

This course teaches the clinician how to conduct a diabetes-focused assessment of the person with diabetes, with consideration for family dynamics and support. Emphasis is placed on cognitive, behavioral, and affective assessments, as well as select elements of the clinical assessment, i.e., the assessment of the "whole" person with diabetes. The findings from the assessment are then used as the basis for goal-setting.

**Faculty:** [Dickinson, Jane](#)

#### HBSD 4140 PREVENTIVE & THERAPEUTIC INTERVENTIONS IN DIABETES MANAGEMENT

This course covers the specific components of multimodal therapies used to treat diabetes and associated comorbidities, as well as to prevent the acute and chronic complications of diabetes, referencing evidence-based clinical practice guidelines whenever possible. The major elements of, indications for, rationales for, and complications of current therapeutic regimens will be explored.

**Faculty:** [Dickinson, Jane](#)

#### HBSD 4150 DIABETES SELF MANAGEMENT EDUCATION (DSME) PROGRAMS: DEVELOPMENT, IMPLEMENTATION, & EVALUATION

This course provides specific guidance regarding implementation of the National Standards for Diabetes Self Management Education (ADA, 2007) to create Diabetes Self-Management Education (DSME) programs that will fulfill ADA recognition or AADE accreditation requirements.

**Faculty:** [Dickinson, Jane](#)

### DEGREES OFFERED

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MANAGEMENT (DEDM)

Master of Science (M.S.)

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## HEALTH EDUCATION

The Program in Health Education at Teachers College has had a long history in preparing health education specialists. Health education is a professional field that has expanded rapidly, primarily because of national policy that has emphasized health promotion and disease prevention. Its goal is to facilitate voluntary health-related behavioral and social change through the application of principles of behavioral and social sciences. As such, health education is concerned with motivating and enabling individuals and groups to assume responsibility for their health by learning and adopting behaviors and supporting social policies that can promote and maintain health.

The program at Teachers College is grounded in the belief that community-level structures and organizations play a key role in determining the health of the people. It offers courses in which students learn to analyze and understand and thus become able to influence community structures that either enhance or undercut health-promoting individual behaviors.

In addition to Health Education courses, students are encouraged to pursue interdisciplinary study and research throughout Teachers College, as well as other divisions of Columbia University such as the School of Public Health and the Graduate School of Arts and Sciences. The Center for Health Promotion at Teachers College, which involves students and faculty, provides opportunities to take part in ongoing research projects in health promotion and disease prevention. Students also may participate in research being conducted in the Research Division at the Hospital for Special Surgery, the Department of Medicine at the Weill Medical College of Cornell University, or with the Diabetes Research and Training Center at the Albert Einstein College of Medicine. All have multi-institutional collaborative efforts involving faculty from the Program in Health Education at Teachers College.

The program prepares graduates who will assume positions of leadership and service as professional health educators in a variety of practice, research, and policy-making settings. Graduates of the program take positions as leaders in health promotion and disease prevention programs of voluntary health agencies, hospitals and other health care organizations, universities, business and industry, and health-related governmental agencies in the United States and in other countries.

Each degree program has some flexibility in order to accommodate differences in previous professional preparation, interests, and professional career objectives of students. In general, the programs of study emphasize the development of competencies in assessing individual and community needs for health education; planning effective health education programs; implementing health education programs; coordinating the provision of health education services; acting as a resource person in health education; communicating health and health educational needs, concerns, and resources; evaluating the effectiveness of health education programs; and conducting research in health education.

Students at both the master's and doctoral levels are encouraged to become actively involved in departmental, college, and university functions that facilitate interaction with faculty and other students and that have the potential to enrich the student's intellectual and professional growth. They are expected to undertake the complex and challenging tasks associated with graduate study and other related learning experiences in such a manner as to demonstrate their intellectual discipline. Such discipline includes integrity, creativity, and innovation, as well as the student's abilities to conceptualize at a high level, think critically, communicate effectively both orally and in writing, and provide leadership.

Students also are expected to demonstrate the ability to appreciate, relate to, and

### DEGREES OFFERED

Health Education (HLTH)

Master of Arts (M.A.)  
Master of Science (M.S.)  
Doctor of Education (Ed.D.)

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*Coordinator:* Professor Barbara Wallace

communicate with ethnically, racially, and linguistically diverse individuals and groups of people who possess different personal, social, and cultural histories than their own. They are also encouraged to develop a strong sense of professional identity and commitment to professional affairs in health education. This might take the form of active membership in appropriate national, regional, or local professional organizations, participation in professional meetings, presenting an abstract or a paper at a professional meeting, or serving on a professional committee.

Completion of the M.A. degree program makes graduates eligible to qualify for certification as a Certified Health Education Specialist through the National Commission for Health Education Credentialing, Inc. Specific information regarding each program and its degree requirements can be obtained by writing to the program coordinator, Professor Barbara C. Wallace.

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## HEALTH EDUCATION

### DEGREE INFORMATION/REQUIREMENTS

- [Master of Arts](#)
- [Master of Science](#)
- [Doctor of Education](#)

#### Master of Arts

The minimum College requirements for the Master of Arts degree in Health Education include satisfactory completion of a program of no less than 30 points of coursework and a formal essay or 32 points with an acceptable departmental integrative project. At least 20 points must be earned in Teachers College courses. In order to broaden the student's background in education, no fewer than three Teachers College courses from outside the major department, each for a minimum of 2 points, must be taken. The remaining course work may be completed at Teachers College or in other graduate divisions of the University, but no more than 12 points from other faculties of the University will be credited toward the minimum point requirement. No transfer credit is granted for work completed at other institutions.

The program of study includes required and elective courses in several areas. The exact program and sequence of study are determined by the student's previous academic preparation, professional experience, and professional career objectives. Programs of study typically exceed the minimum College requirement of 32 points. Selection of courses that fulfill an area requirement in the program of study listed below is guided by individual needs of the student and is not limited to those courses that are listed. It should be noted that the point requirements indicated for each area of study given below are minimum requirements.

#### Major (21 points)

##### Required Core Courses (12 points):

- HBSS 4100 Behavioral and social science foundations of health education (3)
- HBSS 4102 Principles of epidemiology in health promotion (3)
- HBSS 4118 Principles of health-related behavior and social change: Initiation to maintenance (3)
- HBSS 5110 Determinants of health behavior (3)

##### Elective Courses (9 points):

- HBSS 4001 Health provider communications (3)
- HBSS 4110 Health promotion for children and adolescents (3)
- HBSS 4111 Addictions and dependencies (3)
- HBSS 4112 Social policy and prevention (3)
- HBSS 4113 Human sexuality education (3)
- HBSS 4114 Competence with multicultural populations: Research and practice (3)

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Health Education (HLTH)

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- HBSS 4115 Health promotion for aging adults (3)
- HBSS 4116 Health education for teachers (1-3)
- HBSS 4117 HIV/AIDS epidemiology and education (3)
- HBSS 4199 Topics in health education (2-3)
- HBSS 4121 Death education (3)
- HBSS 4122 Women's health (3)
- HBSS 4123 Violence and its prevention (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 4901 Research and independent study in health education (1-4)
- HBSS 5000 Health promotion in higher education (3)
- HBSS 5111 Planning health education programs (3)
- HBSS 5112 Social marketing and health communications (3)
- HBSS 5113 Community health analysis and intervention (3)
- HBSS 5115 Assessment and counseling for health promotion (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 6100 Measurement and program evaluation (3)
- HBSS 6145 Health psychology (3)
- HBSV 4000 Introduction to nutrition: Facts, fallacies, and trends (3)
- HBSV 4010 Food, nutrition, and behavior (3)
- HBSV 4011 Women and weight, eating problems and body image (2)
- HBSV 4013 Nutritional ecology (3)

Broad and Basic Areas of Professional Scholarship and Practice (6-9 points):

- One course in learning theory pertaining to a population group of interest, such as the child, adolescent, adult, or older adult.
- One course in communications, computing, or instructional technology and media.
- One required course in research methods, evaluation, measurement, or statistics.
- HBSS 5040 Research methods in health and behavior studies I (3)\*

\*Substitutions may be permissible with approval from a Health Education advisor.

### ***Essay or Integrative Project***

In order to broaden the student's background in education, a formal essay or integrative project is required.

### **Master of Science**

The Master of Science degree requires a minimum of 60 points and an essay or project. The College requires that a minimum of 30 points and formal essay or 32 points with an integrative project be completed under the auspices of Teachers College, including 18 points that must be earned in Teachers College courses. In order to broaden the student's background in education, no fewer than three Teachers College courses from outside the major department, each for a minimum of 2 points, must be taken. The remaining coursework may be completed at Teachers College or in other graduate divisions of the University.

Although no transfer credit toward the Master of Science is granted for work completed at other institutions, a maximum of 30 semester hours (or 28 points if a formal essay is not submitted) of graduate credit may be used from other recognized institutions to reduce

the degree requirement. Applicants who have completed the Master of Arts (M.A.) degree in Health Education through Teachers College, which is applicable to the M.S. degree, must offer a minimum of 45 points of the required 60 points under Teachers College registration.

The program of study for the Master of Science degree in Health Education includes required and elective courses in several areas. The exact program and sequence of study is determined by the previous academic preparation, professional experience, and professional career objectives of the student. Selection of courses that fulfill an area requirement in the program of study listed below is guided by individual needs of the student and is not limited to those courses that are listed. It should be noted that the point requirements indicated for each area of study given below are minimum requirements.

### **Major (36 points)**

#### ***Introductory Core Courses (9 points):***

- HBSS 4100 Behavioral and social science foundations of health education (3)
- HBSS 4102 Principles of epidemiology in health promotion (3)
- HBSS 4118 Principles of health-related behavior and social change: Initiation to maintenance (3)

#### ***Advanced Core Courses (Required 15 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 Measurement and program evaluation (3)
- HBSS 6145 Health psychology (3)
- Elective Courses (12 points) (See M.A. elective list for course selection)
- Essay or Integrative Project

#### ***Broad and Basic Areas of Professional Scholarship and Practice (18 points):***

- Nature of education, persons and learning processes (required 6 points)
- Communications, computing, and instructional technology and media (required 2-3 points)
- Methods of evaluation and research (required 9 points)
- General research methods (required HBSS 5040, 3 points)\*
- Statistics (required 3 points)
- Measurement and evaluation (Required 2-3 points)

\* Substitutions may be permissible with an approval from a Health Education advisor.

### **Doctor of Education**

The Doctor of Education degree requires a minimum of 90 post-baccalaureate points and the preparation and defense of a dissertation. Up to 45 graduate-level points taken at other institutions may be transferred toward doctoral requirements. Candidates for the Ed.D. degree are also expected to demonstrate satisfactory performance on a departmental certification examination and to prepare and defend an acceptable dissertation project. In addition to the College requirements, all candidates for the Ed.D. degree in Health Education must have fulfilled the equivalent of the requirements for the Master of Arts (M.A.) degree in health education.

For those students entering the doctoral program with only a baccalaureate degree, the M.A. degree must be completed first. Those applicants who, at the time of admission to the program, do not present the equivalent of a master's thesis are required to prepare

and present an acceptable essay or pre-doctoral project prior to or during the term in which 60 points of applicable graduate study have been completed.

The program of study for the Doctor of Education degree in Health Education includes required courses, coursework in required areas, and elective courses. The exact program and sequence of study is determined by the previous academic preparation, professional experience, and professional career objectives of the student. Programs of study typically exceed the minimum College requirement of 90 points, with most candidates offering between 90-120 points for the degree. Selection of courses that fulfill an area requirement in the program of study listed below is guided by individual needs of the student and is not limited to those courses that are listed.

A student who presents evidence of proficiency in those required courses or in an area of coursework required for the program may, at the discretion of the major advisor and upon approval of the department chairman, select and substitute courses that represent more advanced study in the area in which the student has demonstrated competence or additional preparation in other areas in which the student's preparation is less extensive.

It should be noted that the point requirements indicated for each area of study given below are minimum requirements.

### **Major (50 points)**

#### ***Introductory 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 4118 Principles of health-related behavior and social change: Initiation to maintenance (3)

#### ***Advanced Core Courses (Required 15 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 Measurement and program evaluation (3)
- HBSS 6145 Health psychology (3)

#### ***Elective Courses (21 points):***

(See M.A. list for course selection)

#### ***Research Seminar and Preparation of the Dissertation (5 points):***

- HBSS 6510 Research seminar in health education (3)
- HBSS 7501 Dissertation seminar in health education (2)
- HBSS 8900 Dissertation advisement in health education (0)

#### ***Broad and Basic Areas of Scholarship and Practice (27-30 points):***

- Nature of education, persons, and learning processes (required 6-9 points)
- Communications, computing, and instructional technology and media (required 2-3 points)
- Methods of evaluation and research (required 17-18 points)
- General research methods (required 6 points)
- Statistics (required 6 points)
- Measurement and evaluation (required 5-6 points)



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## HEALTH EDUCATION

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### APPLICATION INFORMATION

The deadlines for application for admission to the M.A. and M.S. degree programs are January 15 (early deadline) and April 2 (final deadline), with ongoing review of applications. The application deadline for admission to the Ed.D. degree program is January 15.

Admission to the M.A., M.S., and Ed.D. degree programs is based upon several criteria including adequacy and relevance of undergraduate preparation, relevance of prior professional experience and related activities, and potential to benefit from additional professional preparation in health education. In general, applicants who present strong undergraduate academic preparation in the behavioral and social sciences, education, nursing, public health, social work, or allied health professions are given priority consideration for admission to the program. Applicants to the Ed.D. degree program are required to submit a writing sample at the time of application (preferably a course paper, master's thesis, or published article).

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### DEGREES OFFERED

Health Education (HLTH)

Master of Arts (M.A.)

Master of Science (M.S.)

Doctor of Education (Ed.D.)

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*Coordinator:* Professor Barbara Wallace

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## HEALTH EDUCATION

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### PROGRAM FACULTY

#### FACULTY

- [Allegrante, John](#)  
Professor of Health Education
- [Basch, Charles](#)  
Richard March Hoe Professor of Health Education
- [O'Connell, Kathleen](#)  
Isabel Maitland Stewart Professor of Nursing Education
- [Wallace, Barbara](#)  
Professor of Health Education

#### ADJUNCT PROFESSORS

- [Coleman, K.](#)  
Adjunct Assistant Professor
- [Fullilove, Robert](#)  
Adjunct Professor
- [Hodes, Margot](#)  
Adjunct Assistant Professor
- [Kernan, William](#)  
Adjunct Assistant Professor of Health Education
- [Korin, Maya](#)  
Adjunct Assistant Professor of Health Education
- [Marks, Ray](#)  
Adjunct Associate Professor of Social Studies
- [Nanin, Jose](#)  
Adjunct Assistant Professor of Health Education
- [Pasaqian-Macaulay, Araxi](#)  
Adjunct Associate Professor
- [Rennis, Lesley](#)  
Adjunct Associate Professor
- [Roberts, Katherine](#)  
Adjunct Associate Professor of Social Studies

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## HEALTH EDUCATION

### PROGRAM COURSES

#### HBSS 4100 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.

**Faculty:** [Allegante, John](#)

#### HBSS 4102 PRINCIPLES OF EPIDEMIOLOGY IN HEALTH PROMOTION

Principles and methods of epidemiologic investigation; application of epidemiology to prevention and control of disease, using health education.

**Faculty:** [Basch, Charles](#)

#### HBSS 4110 HEALTH PROMOTION FOR CHILDREN AND ADOLESCENTS

Basic topics in promoting child and adolescent health; relationships between school, family, and community in promoting the health status of school-age children.

**Faculty:** [Basch, Charles](#) [Korin, Maya](#)

#### HBSS 4111 ADDICTIONS AND DEPENDENCIES

Social-psychological, cultural, clinical, and pharmacological factors associated with the use of psychoactive drugs and other compulsive behaviors.

**Faculty:** [Wallace, Barbara](#)

#### HBSS 4112 SOCIAL POLICY AND PREVENTION

Analysis of current national health policy, its social, economic, and political determinants, and implications for health education.

**Faculty:** [Allegante, John](#)

#### HBSS 4113 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.

**Faculty:** [Hodes, Margot](#) [Nanin, Jose](#)

#### HBSS 4114 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.

**Faculty:** [Wallace, Barbara](#)

#### HBSS 4115 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.

**Faculty:** [Marks, Ray](#)

### DEGREES OFFERED

Health Education (HLTH)

Master of Arts (M.A.)

Master of Science (M.S.)

Doctor of Education (Ed.D.)

### CONTACT INFORMATION

*Phone:* (212) 678-6607

*Fax:* (212) 678-8259

*Email:* [quinones@tc.edu](mailto:quinones@tc.edu)

*Coordinator:* Professor Barbara Wallace

### HBSS 4117 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.

**Faculty:** [Hodes, Margot](#), [Nanin, Jose](#)

### HBSS 4118 PRINCIPLES OF HEALTH RELATED BEHAVIORAL AND SOCIAL CHANGE: INITIATION TO MAINTENANCE

Theory and techniques for initiating and maintaining change for a variety of addictive and problem behaviors, including a focus on integrating relapse prevention, stages of change, and motivational interviewing. Attention is also paid to facilitating social change in varied organizational settings.

**Faculty:** [Wallace, Barbara](#)

### HBSS 4120 TOPICS IN HEALTH EDUCATION

Review and synthesis of current knowledge on a selected topic related to health, such as teenage suicide, child abuse, violence, teenage pregnancy, and mental health.

**Faculty:** [Kernan, William](#)

### HBSS 4121 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.

**Faculty:**

### HBSS 4122 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.

**Faculty:** [Korin, Maya](#), [Pasaqian-Macaulay, Araxi](#)

### HBSS 4123 VIOLENCE AND ITS PREVENTION

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.

**Faculty:** [Wallace, Barbara](#)

### HBSS 4130 ALCOHOL AND HEALTH

Background and theory related to alcohol use and misuse; health and social consequences of alcohol misuse; consideration of special populations, such as children of alcoholics; review of alternative approaches to prevention and treatment.

**Faculty:**

### HBSS 4140 DEVELOPING WORKPLACE HEALTH PROMOTION PROGRAMS

Provides a comprehensive step-by-step process to designing, implementing, and evaluating health promotion programs at the workplace.

**Faculty:** [Allegrante, John](#)

### HBSS 4141 HEALTH AND ILLNESS IN CROSS-CULTURAL PERSPECTIVE

Examination of the role of healing and medicine, both historically, and cross-culturally and of the utility of considering cultural practices and beliefs when designing health education programs.

**Faculty:** [Kernan, William](#)

### HBSS 4901 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.

**Faculty:** [Allegante, John](#) [Basch, Charles](#) [Wallace, Barbara](#)

#### HBSS 5110 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.

**Faculty:** [O'Connell, Kathleen](#)

#### HBSS 5111 PLANNING HEALTH EDUCATION PROGRAMS

Process of developing social, epidemiological, behavioral, and educational diagnoses; principles of planning, implementing, and evaluating health education interventions.

**Faculty:** [Marks, Ray](#)

#### HBSS 5112 SOCIAL MARKETING AND HEALTH COMMUNICATIONS

Principles and theories of marketing and communication applied to health education. Practice in developing and evaluating health communications.

**Faculty:** [Marks, Ray](#)

#### HBSS 5113 COMMUNITY HEALTH ANALYSIS AND INTERVENTION

Survey and analysis of concepts, issues, strategies, and methods relevant to community health analysis and intervention.

**Faculty:** [Rennis, Lesley](#)

#### HBSS 5115 ASSESSMENT AND COUNSELING FOR HEALTH

##### PROMOTION

Assessment of clients' health-compromising behaviors to reduce relapse and facilitate referrals to mental health staff; interventions for motivational counseling, psychoeducational group, and focus group formats are covered.

**Faculty:** [Wallace, Barbara](#)

#### HBSS 5116 SOCIAL RELATIONS, EMOTIONS, AND HEALTH

Covers theory and research on the effects of social relationships and emotions on health. Reviews and evaluates the use of social support and expressive writing interventions for treating chronic health problems, such as heart disease, cancer, and arthritis, or acute illnesses, such as upper respiratory infections. Also considers the role of emergent technologies in supportive-expressive therapies.

**Faculty:** [Kernan, William](#)

#### HBSS 5408 PRACTICUM IN INDIVIDUAL HEALTH ADVISEMENT

Individual and small group practice in the application of basic principles of counseling in the area of health problems.

**Faculty:** [Allegante, John](#) [Basch, Charles](#) [Wallace, Barbara](#)

#### HBSS 5410 PRACTICUM IN HEALTH EDUCATION

Permission required. Advance registration required in the semester prior to taking the course. Intensive field experience in a community setting. Essay required at end of field experience.

**Faculty:** [Allegante, John](#) [Basch, Charles](#) [Wallace, Barbara](#)

#### HBSS 5510 SEMINAR IN HEALTH EDUCATION

Current problems, issues, and trends in health education.

**Faculty:**

#### HBSS 5710 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.

**Faculty:** [Basch, Charles](#)

### HBSS 6100 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.

**Faculty:** [Basch, Charles](#)

### HBSS 6145 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.

**Faculty:** [O'Connell, Kathleen](#)

### HBSS 6510 RESEARCH SEMINAR IN HEALTH EDUCATION

Permission required. Review of research literature, methods, and problems in health education.

**Faculty:** [Allegiante, John](#) [Basch, Charles](#) [Wallace, Barbara](#)

### HBSS 6901 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.

**Faculty:** [Allegiante, John](#) [Basch, Charles](#) [Wallace, Barbara](#)

### HBSS 7501 DISSERTATION SEMINAR IN HEALTH EDUCATION

Permission required. Open to certified doctoral candidates only. Development and presentation of doctoral dissertation proposals.

**Faculty:** [Allegiante, John](#) [Basch, Charles](#) [Wallace, Barbara](#)

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## NURSING EDUCATION

Teachers College was the first academic setting to educate nurses. Nursing education began at Teachers College in 1899. The Nursing Education Program has a long and distinguished tradition of commitment to the education of nurses who have diverse roles in academic and community settings in the United States and abroad. Current placement of the program within the Department of Health and Behavior Studies ensures education with an interdisciplinary approach to problems in nursing, health, and society.

This program is designed for:

1. Nurse practitioners with master's degrees who want to take the lead in developing innovative interventions for improving health behavior outcomes in primary care;
2. Nurse educators with master's degrees who want to gain more expertise in all aspects of education, including gaining the research skills that all faculty of the 21st century will be expected to have; and
3. Clinical specialists with master's degrees who want to improve their effectiveness in helping patients with chronic illness achieve maximal functioning.

The purpose of this program is to give students who are registered nurses with master's degrees in nursing doctoral-level education aimed at understanding and changing health behavior. It is well established that over 50% of mortality of U.S. citizens can be attributed to lifestyle. With the globalization of the marketplace and of epidemics of infectious diseases, lifestyle and health behavior also significantly affect the health and well-being of much of the world's population. Graduates of this program will be prepared to design interventions and conduct research on health behavior, health education, and health promotion. In addition, graduates of the program will be conversant with theory and current trends in nursing so that they can use nursing knowledge and expertise to improve the health and well being of the citizens of the United States and of the global community.

To ensure that knowledge in nursing and in health behavior and health promotion is passed on to the next generation of nurses, graduates of this program will also be prepared to engage in educationally sound programs for nursing students and for clients. Graduates of the program will thus be able to take their place among distinguished nursing leaders who carry out cutting-edge research and engage in innovative strategies for teaching clients to modify their health behavior.

In order to build on previous work done by nurses and other investigators in the health behavior arena, students will attain a background in the study of nursing theory, nursing research, and professional issues affecting the nursing profession. In addition, students will gain expertise in managing health behavior change and in using research and statistical approaches. Study of methods and approaches to teaching clients and to teaching nursing students at undergraduate and graduate levels will be included as an integral part of the preparation of nurse scholars. Students also are expected to demonstrate the ability to appreciate, relate to, and communicate with ethnically, racially, and linguistically diverse individuals who possess different personal, social, and cultural histories than their own.

### DEGREES OFFERED

Nursing Education- Professorial Role (NURS)

Doctor of Education (Ed.D.)\*

This program is currently not accepting applications for admission. For information about the program please call the Office of Admission at (212) 678-3710.

### CONTACT INFORMATION

*Phone:* (212) 678-3120

*Fax:* (212) 678-8259

*Email:* ko199@columbia.edu

*Coordinator:* Professor Kathleen A. O'Connell

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## NURSING EDUCATION

### DEGREE INFORMATION/REQUIREMENTS

- [Doctor of Education \(Ed.D.\)](#)

#### Doctor of Education (Ed.D.)

The Doctor of Education program in Nursing Education requires a minimum of 90 points beyond the baccalaureate degree. Up to 38 graduate-level points taken at another institution may be transferred toward doctoral requirements. For all students, the program includes coursework in four areas: nursing, health behavior, research, and education. In addition, students choose a functional emphasis area in research, education, or another area consistent with the program and with advisor approval. Nine points in addition to those points required of all students must be taken in the functional area. Points will be allotted as follows:

- Nursing 42 points
- Health and Behavior 12 points
- Research 18 points
- Education 6 points
- Emphasis area 9 points
- Elective 3 points

#### Total 90 points

#### *Nursing Courses*

- HBS 5551 Bioethics (3)
- HBSS 6500 Research grant writing for health and behavior studies (3)
- HBSN 6501 Seminar in professional nursing (1)
- HBSN 6503 Advanced topics in theories of nursing (3)
- HBSN 6600 Colloquium in nursing theory (3)
- HBSN 6908 Independent study in professional nursing (1-3)
- HBSN 6909 Independent study in nursing theory (1-3)
- HBSN 6940 Independent study in nursing research (1-3)

#### *Health and Behavior Studies Courses*

- HBSS 4102 Principles of epidemiology in health promotion (3)
- HBSS 4114 Health promotion for multicultural populations (3)
- HBSS 4115 Health promotion for aging adults (3)
- HBSS 4118 Relapse prevention for problem behaviors (3)
- HBSS 5110 Determinants of health behavior (3)
- HBSS 5112 Social marketing and health communications (3)
- HBSS 5113 Community health analysis and intervention (3)
- HBSS 5115 Assessment and counseling for health promotion (3)

#### DEGREES OFFERED

Nursing Education- Professorial Role (NURS)

Doctor of Education (Ed.D.)\*

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- HBSS 6145 Health psychology (3)
- HBSV 4011 Women and weight, eating problems and body image (2)
- HBSV 5013 Strategies for nutrition education and health behavior change (3)
- HBSV 5015 Nutritional epidemiology (3)

#### *Nursing Education*

(Courses may also be selected from the courses focused on adult education in the Department of Organization and Leadership and appropriate education courses in other departments)

- HBSN 6530 Seminar on curriculum in nursing education (3)
- HBSN 6635 Colloquium in nursing education (3)
- HBSN 6930 Independent study in nursing education (1-3)

#### *Research*

- HBSS 5040 Research methods in health and behavior studies I (3)
- HBSN 5043 Research methods in health and behavior studies II (3)
- HBSN 6540 Seminar on dissertation design development (3)
- HBSN 6541 Advanced seminar on dissertation design development (3)
- HBSN 7500 Dissertation seminar in nursing (3)
- HBSN 8900 Dissertation advisement in nursing (0)

Additional statistics and research methods courses from Department of Human Development: HUDM 4122 and HUDM 5122 or equivalents required.

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## NURSING EDUCATION

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### APPLICATION INFORMATION

In addition to the requirements for admission to Teachers College, an applicant for the Doctor of Education degree in Nursing must be a registered nurse in any U.S. state or in Canada and hold a baccalaureate degree and a master's degree. Applicants are required to take the Graduate Record Examination (GRE) and provide a writing sample (a course paper, master's thesis, published paper, or other scholarly writing). The personal statement should include the research interest area of the applicant.

[Apply Now](#)

### DEGREES OFFERED

Nursing Education- Professorial Role  
(NURS)

Doctor of Education (Ed.D.)\*

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## NURSING EDUCATION

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### PROGRAM FACULTY

#### FACULTY

- [O'Connell, Kathleen](#)  
Isabel Maitland Stewart Professor of Nursing Education

#### ADJUNCT PROFESSORS

- [Camunas, Caroline](#)  
Adjunct Assistant Professor of Nursing Education

#### DEGREES OFFERED

Nursing Education- Professorial Role  
(NURS)

Doctor of Education (Ed.D.)\*

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## NURSING EDUCATION

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### PROGRAM COURSES

#### HBS 5551 BIOETHICS

Review of bioethical issues in society, health care, and health care delivery.

**Faculty:** [Camunas, Caroline](#)

#### HBSN 5005 INTERDISCIPLINARY THEORY IN NURSING

Prerequisites: HBSS 5110, HBSN 6503, HBSS 5040, or equivalents. Evaluation of utility of theories and models from nursing and related disciplines in posing research problems in nursing.

**Faculty:** [O'Connell, Kathleen](#)

#### HBSN 5040 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.

**Faculty:** [O'Connell, Kathleen](#)

#### HBSN 5043 RESEARCH METHODS IN HEALTH AND BEHAVIOR

##### STUDIES II

Prerequisites: HBSS 5040, HUDM 4122, or equivalents. Builds on introductory research methods course to enhance ability to design research, interpret findings and statistical analyses, and critique research reports.

**Faculty:** [O'Connell, Kathleen](#)

#### HBSN 6500 RESEARCH GRANT WRITING FOR HEALTH AND

##### BEHAVIOR STUDIES

Techniques of research grant preparation with emphasis on National Institutes of Health grants will be covered. Students will prepare an actual grant. In addition, funding agencies, the budgeting process, building research teams, the review process, responding to reviewers, and resubmitting grants will be covered.

**Faculty:** [O'Connell, Kathleen](#)

#### HBSN 6501 SEMINAR IN PROFESSIONAL NURSING

Examination of selected professional nursing problems or domains.

**Faculty:** [O'Connell, Kathleen](#)

#### HBSN 6503 ADVANCED TOPICS IN THEORIES OF NURSING

Examination of current issues, utility, and applications of nursing theories. Critical analyses of selected theories.

**Faculty:** [Camunas, Caroline](#)

#### HBSN 6530 SEMINAR ON CURRICULUM IN NURSING EDUCATION

Permission required. Open only to doctoral candidates. Intensive study of selected issues and/or designs in nursing curricula.

**Faculty:**

### DEGREES OFFERED

Nursing Education- Professorial Role (NURS)

Doctor of Education (Ed.D.)\*

This program is currently not accepting applications for admission. For information about the program please call the Office of Admission at (212) 678-3710.

### CONTACT INFORMATION

*Phone:* (212) 678-3120

*Fax:* (212) 678-8259

*Email:* [ko199@columbia.edu](mailto:ko199@columbia.edu)

*Coordinator:* Professor Kathleen A. O'Connell

### HBSN 6540 SEMINAR ON DISSERTATION DESIGN DEVELOPMENT

Permission required. Prerequisites: HBSN 5043, HBSN 6503, HBSN 5005, statistics, and certification. Required of all doctoral candidates. Group critique of dissertation proposals; focus on beginning- to intermediate- level aspects of analysis of theory and research design. This course may be repeated as often as necessary until the student is ready for the departmental examination. Once HBSN 6540 is taken, continuous fall/spring enrollment in the course is required until the semester during which the departmental examination is held.

**Faculty:** [Camunas, Caroline](#), [O'Connell, Kathleen](#)

### HBSN 6541 ADVANCED SEMINAR ON DISSERTATION DESIGN DEVELOPMENT

Prerequisite: HBSN 6540 and certification. Focus on advanced aspects of research design and method.

**Faculty:** [O'Connell, Kathleen](#)

### HBSN 6600 COLLOQUIUM IN NURSING THEORY

Prerequisites: two courses in nursing theory. Examination of a selected nursing theory or theory problem in depth. Course may be repeated for credit if different topics are covered.

**Faculty:**

### HBSN 6635 COLLOQUIUM IN NURSING EDUCATION

Prerequisite: Determined by instructor based on topic selected. Examination of selected problems in nursing education practice and administration. Course may be repeated for credit if different topic covered.

**Faculty:**

### HBSN 6908 INDEPENDENT STUDY IN PROFESSIONAL NURSING

Permission required. Individual guided learning experience at the doctoral level in a selected aspect of professional nursing. Topic agreed upon between student and faculty.

**Faculty:**

### HBSN 6909 INDEPENDENT STUDY IN NURSING THEORY

Permission required. Individual guided learning experience in a selected nursing theory or theory problem. Topic agreed upon between student and faculty.

**Faculty:**

### HBSN 6930 INDEPENDENT STUDY IN NURSING EDUCATION

Permission required. Individual guided learning experience at the doctoral level in a selected aspect of nursing education. Topic agreed upon between student and faculty.

**Faculty:**

### HBSN 6940 INDEPENDENT STUDY IN NURSING RESEARCH

Permission required. Allows student to contract with individual faculty member for research-related work in a defined area of study.

**Faculty:**

### HBSN 7500 DISSERTATION SEMINAR IN NURSING

Permission required. Prerequisite: HBSN 6540 and certification. The departmental examination, involving presentation of dissertation proposal for faculty approval. This course is required of all certified doctoral candidates and may be taken only once.

**Faculty:**

### HBSN 8900 DISSERTATION ADVISEMENT IN NURSING

Individual advisement on doctoral dissertation following completion of all course- work. Fee to equal 3 points at current tuition rate for each term. See catalog on continuous registration requirements for Ed.D. degree.

**Faculty:**

### HBSS 5040 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.

**Faculty:** [O'Connell, Kathleen](#)

[Health & Behavior Studies](#) »

## NUTRITION

There is an increased awareness that the quality of the diets that people habitually consume contributes to the quality of their lives. 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.

Current academic initiatives and research focus on analyzing and facilitating change in individuals and communities and on ways of modifying both personal choice and the food system within which such choices are made. In particular, faculty and students are engaged in a number of food and nutrition-related demonstrations and research projects including the cognitive and psychosocial factors influencing food choice in children, adolescents, and adults; characteristics of the dietary change process; nutritional epidemiology; issues in clinical nutrition, exercise, and nutrition; food and environment education in schools; food policy; and social, economic, and technological factors affecting the long-term sustainability of the food system. Building on its rich history, the Teachers College program aims to prepare graduates to take positions of leadership and service in nutrition counseling and education in health promotion and disease prevention programs, health agencies, hospitals, private practice, media organizations, and the workplace; to serve as teachers, faculty, or resource specialists in schools and universities; to fill a variety of planning, instructional, and administrative roles in community and public health agencies; to work in organizations that promote policy and systems change; or to serve as researchers in a variety of areas related to behavioral aspects of diet, nutrition education, nutritional epidemiology, public health nutrition, nutrition and exercise, and sustainability of the food system.

The program provides students a thorough grounding in nutrition science, nutrition education, and nutrition in clinical and public health settings. In addition, the program emphasizes the development of competencies in:

- Designing and implementing nutrition education with individuals, groups, and communities;
- Facilitating healthful and ecologically sustainable food choices;
- Conducting clinical assessments and nutrition counseling;
- Designing and implementing public health nutrition assessments and programs;
- Understanding and applying principles of nutritional epidemiology;
- Applying nutrition science and exercise science principles to recreational and competitive athletes;
- Thinking critically and independently;
- Acting collaboratively and effectively with others in organizations and communities on important issues related to food, nutrition, and sustainability of the food system;
- Conducting food and nutrition-related research.

Because of the breadth of its aims, the program has long admitted academically qualified students with undergraduate degrees in fields other than nutrition or the related sciences (so long as they can meet the science prerequisites), since such students often bring valuable skills and attitudes to the graduate study of nutrition.

The program puts a heavy emphasis on providing students with practical experiences in addition to traditional classroom lectures and discussions. Among the course-related educational experiences available to students are field experiences in community nutrition,

### DEGREES OFFERED

NUTRITION EDUCATION (NUTR)  
Master of Science (M.S.)  
Doctor of Education (Ed.D.)

NUTRITION AND PUBLIC HEALTH  
(NUTH)  
Master of Science (M.S.)  
Doctor of Education (Ed.D.)

COMMUNITY NUTRITION EDUCATION  
(NUTC)  
Master of Education (Ed.M.)

NUTRITION AND EXERCISE  
PHYSIOLOGY (NEP)  
Master of Science (M.S.)

BEHAVIORAL NUTRITION (NUBH)  
Doctor of Philosophy (Ph.D.)

### CONTACT INFORMATION

*Phone:* (212) 678-3950

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*Email:* [nutrition-tc@columbia.edu](mailto:nutrition-tc@columbia.edu)

*Coordinator:* Professor Isobel R. Contento

planning, and teaching of nutrition sessions to selected audiences in the community, food education and gardening projects in schools, dietary analyses, and online computer activities. Supervised practicum is included in the Applied Physiology and Nutrition degree. Students are welcome to participate in research and demonstration projects within the Program in Nutrition. These include food and environmental education programs designed for children, parents and teachers, childhood obesity prevention, and fruit and vegetable promotion in urban communities. In particular, the Center for Food and Environment ([www.tc.edu/cfe](http://www.tc.edu/cfe)) conducts activities within the research, education, and policy arenas. Because of Teachers College's location in New York City, there are also virtually unlimited opportunities for students to become involved in a variety of food/nutrition-related activities. The faculty and staff can arrange for students who have credit hours available to receive credit for such activities where appropriate.

#### *Dietetic Internship Program*

For students interested in professional certification as Registered Dietitians (R.D.), the Department sponsors a Dietetic Internship Program accredited by the Commission on Dietetic Registration. Students may begin the internship in September each year.

The Internship is designed to bridge a student's academic education and professional career and thus focuses on developing practitioner skills. The Internship sequence of courses (HBSV 5241-HBSV 5244) is offered on a near full-time basis requiring eleven months to complete. Students may complete the requirements for the Dietetic Internship Program concurrently while completing the requirements for the M.S. degree programs in Nutrition. Students must satisfy all academic requirements for the degree award and the Dietetic Internship. Our CADE didactic program advisor will work with students to develop an integrated plan of study and to facilitate the process. Students who successfully complete the Dietetic Internship are then eligible to take the registered dietitian certification examination.

Students may enroll for all degree programs on a full-time or part-time basis.



[Health & Behavior Studies](#) »

## NUTRITION

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### DEGREE INFORMATION/REQUIREMENTS

- [Master of Science: General Requirements](#)
- [Master of Science: Nutrition Education](#)
- [Master of Science: Nutrition and Public Health](#)
- [Master of Science: Nutrition and Exercise Physiology](#)
- [Master of Education: Community Nutrition Education](#)
- [Doctor of Education \(Ed.D.\)](#)
- [Doctor of Philosophy \(Ph.D.\)](#)

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#### Master of Science: General Requirements

The major program emphases are in the fields of Nutrition Education, Nutrition and Public Health, and Nutrition and Exercise Physiology. Students in all three M.S. programs may qualify for the Dietetic Internship through coursework for the M.S. degrees and the completion of additional academic prerequisites and requirements specifically for the Dietetic Internship. All three M.S. Nutrition degrees require the following core courses:

- HBSV 4010 Food, nutrition, and behavior
- HBSV 4013 Nutritional ecology
- HBSV 4014 Community nutrition
- HBSV 5010 Advanced nutrition I
- HBSV 5011 Advanced nutrition II
- HBSV 5013 Strategies for nutrition education and health behavior change
- HBSV 5014 Analysis of current literature and research in nutrition
- HBSV 5015 Nutritional epidemiology
- HBSV 5033-5034 Nutrition care process and medical nutrition therapy I and II
- HBSV 5036 Nutrition counseling
- HBSV 5231 or Extended fieldwork in nutrition and education, nutrition
- 5232 or 5233 and public health, or applied physiology and nutrition
- BBSR 5582 Research design in the movement sciences, or
- HBSS 5040 Research methods in health and behavior studies I, or
- HBSS 6100 Measurement and program evaluation

As noted above, all three Master of Science programs require a block of supervised fieldwork as well as a substantial integrative departmental project or thesis. Fieldwork can take place in the New York City area, in other parts of the United States, or in an international setting, depending on the interests of the student. The Dietetic Internship may satisfy the fieldwork experience requirement. Students must also submit a portfolio of their work.

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#### Master of Science: Nutrition Education

#### DEGREES OFFERED

NUTRITION EDUCATION (NUTR)  
Master of Science (M.S.)  
Doctor of Education (Ed.D.)

NUTRITION AND PUBLIC HEALTH  
(NUTH)  
Master of Science (M.S.)  
Doctor of Education (Ed.D.)

COMMUNITY NUTRITION EDUCATION  
(NUTC)  
Master of Education (Ed.M.)

NUTRITION AND EXERCISE  
PHYSIOLOGY (NEP)  
Master of Science (M.S.)

BEHAVIORAL NUTRITION (NUBH)  
Doctor of Philosophy (Ph.D.)

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*Email:* [nutrition-tc@columbia.edu](mailto:nutrition-tc@columbia.edu)

*Coordinator:* Professor Isobel R. Contento

Students working toward the 41- to 47-point Master of Science degree in Nutrition Education have the option of electing courses that will especially prepare them to conduct individual and group counseling and patient education or to provide food and nutrition education in community, school, work site, health care, or mass media settings.

In addition to the core curriculum in nutrition science, the behavioral aspects of diet, and nutrition education, students are required to take HBSV 5018, Nutrition and human development, and HBSV 5513, Seminar in nutrition education. They are also required to take at least two electives from a variety of other disciplines in keeping with their own goals and their area of specialization. The degree conforms to the guidelines for the training of Nutrition Education Specialists set forth by the Society for Nutrition Education.

#### **Master of Science: Nutrition and Public Health**

The Program in Nutrition and Public Health is an approved program of the Association of Faculties of Graduate Programs in Public Health Nutrition. Coursework for the 46 to 49-point Master of Science degree conforms to the recommendations of that association, so that the degree is equivalent to one offered by a school of public health.

In addition to the core in nutrition science and the behavioral sciences, coursework is required in epidemiology, program planning, and public health policy. Students are required to take HBSV 5018 unless previously taken. Other courses in public health are selected to complement the student's previous academic background and work experiences and to take into account the student's interests and career goals.

The Nutrition and Public Health major prepares graduates to take leadership roles in government, community, and public health agencies, carrying out a variety of planning, instructional, and administrative tasks related to health promotion and disease prevention. These include community and individual nutritional assessment and evaluation; program planning and management; coalition building; and participation in multidisciplinary teams to provide programs to meet public health needs or improve the sustainability of food systems.

#### **Master of Science: Nutrition and Exercise Physiology**

The Program in Nutrition and the Program in Applied Physiology offer a joint course of study leading to a 54- to 57-point Master of Science degree in Nutrition and Exercise Physiology (NEP). In addition to the core courses in nutrition, students are required to take a core of courses in applied physiology. The program prepares students to provide individual counseling and group education in nutrition and exercise and to design and implement exercise and nutrition programs in weight control centers, work sites, fitness centers and with Olympic, professional, collegiate, or high school athletic teams as well as health centers, community centers, and hospitals.

#### **Master of Education: Community Nutrition Education**

The program of study for the 60-point Master of Education degree in Community Nutrition Education includes additional 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.

#### **Doctor of Education (Ed.D.)**

The Doctor of Education is offered in two areas of specialization: Nutrition Education and Nutrition and Public Health.

With the increasing appreciation of 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 two doctoral specializations prepare graduates for a variety of leadership positions in policy-making, education, and administration in

schools and colleges/universities, in media organizations, hospitals, the workplace, and in government, community and public health, and other service agencies as well as serve as faculty members in colleges and universities. The program's goal is to turn out graduates capable of (a) initiating needed action and responding positively and creatively to the clearly inevitable changes of the coming decades in the physical, intellectual, and political environments in which the food, health, and educational systems operate and (b) conducting research and evaluation studies using appropriate designs and data collection and analysis methods.

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.

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.

#### *Admissions Requirements*

Admission to the Ed.D. program involves completing the application form available online and submitting all regular admission materials, such as transcripts from all institutions attended, three letters of recommendation, GRE scores, personal statement, and a writing sample, which can be a thesis or substantial paper.

#### *Program of Study*

The general requirements for the Doctor of Education include a minimum of 90 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 60 points 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: 50-60 points
2. Research and evaluation: 12-18 points
3. Broad and basic areas of professional scholarship: 15-24 points

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. (Visit the website for the Program in Nutrition for more detailed descriptions of the doctoral degree requirements.)

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### **Doctor of Philosophy (Ph.D.)**

The increasing prevalence of chronic disease and obesity worldwide has added urgency to the need for qualified researchers trained in understanding the complex interaction of biology, environment, and personal behavior, as well as skilled in the development of interventions to potentially attenuate the rapidly rising rates of obesity and chronic diseases, such as diabetes in both adults and children.

The program prepares scholars to conduct research on the critical issues related to:

- determinants of health behaviors related to nutrition and to physical activity;
- relationships among food- and nutrition-related behaviors and health outcomes using techniques of behavioral epidemiology;
- design and implementation 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

The graduates from this program will be leaders who will 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.

#### *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, three letters of recommendations, and writing sample, which can be a thesis, substantial paper, or published article.

The student should have a master's degree in nutrition or a closely related discipline from an accredited institution, along with the necessary prerequisite undergraduate courses in general, organic and biochemistry, nutrition and statistics, and human physiology. Admissions will be based on grades, GRE scores, letters of recommendation, personal statement, and an appropriate match between the applicant's interests, the research work of the Ph.D. faculty, and funding availability. The student should normally have scores of 600 or above on each of the quantitative and verbal components of the general GRE test and 5 or 6 on the analytical component. The student will generally be expected to be full-time and to work on ongoing research projects of the faculty.

#### *Program of Study*

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.

For the Ph.D., the total classroom course requirement is 45-51 credits, including prior master's degree work and 24-30 credits (advanced topical seminars, research seminar and dissertation advisement) devoted to research-related courses and activities. Students will also be expected to pass a certification examination and an advanced seminar and to write a dissertation.

Students will be expected to take courses in the following categories:

1. Core courses: 33 points
2. Courses to develop depth within each specialization: 15-21 points
3. Research preparation: 21-27 points

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.

#### *Research Training and Apprenticeship*

The primary modality for training for Ph.D. students is working with their sponsor in some ongoing research project: Students will work closely with one faculty member on an

ongoing 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. During their first year after completing basic core coursework, students will also participate in two semester-long part-time internships with other Columbia research labs to gain additional research perspectives. (Visit the website for the Program in Nutrition for more detailed descriptions of the Ph.D. requirements.)

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## NUTRITION

### APPLICATION INFORMATION

The Nutrition Program has ongoing admissions and will review applications throughout the year. Preference in scholarship awards will be for those applicants who meet the College early deadline of February 1st. The GRE General Test is required for all degrees. A writing sample is required for doctoral applicants, preferably a master's thesis, course paper, or published article.

For full admittance, applicants must also provide evidence of completion of prerequisite courses, including introductory nutrition, statistics, general and organic chemistry with labs, biochemistry (requiring organic chemistry as a prerequisite), and two semesters of human physiology with labs. Introductory nutrition, biochemistry, and human physiology must have been taken within five years with a grade of B or better. Courses in food science and in food management and a course in microbiology are also required for students wishing to become registered dietitians.

Students in Nutrition may also complete a Dietetic Internship option accredited by the Commission on Dietetic Registration. Applicants who wish to complete the Dietetic Internship (DI) option must submit an application through the centralized dietetic internship application system (DICAS). Applications are due February 15th each year for a September start date. The DI program participates in the computer matching system for dietetic internship through D & D Digital systems. (See Nutrition website for more information). Applicants to the DI must apply and be fully admitted to the M.S. program. For students who do not have a bachelor's degree that satisfies DPD, the needed coursework can be completed through a combination of undergraduate courses and master's courses. Our academic program advisor will work with students to develop an integrated plan of study and to facilitate the process.

Admission to the doctoral programs is based upon the applicant's academic and work record. Normally a student will be formally admitted to the doctoral program only after completion of coursework equivalent to the 40-50-point Master of Science degrees or the 60-point Master of Education degree.

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### DEGREES OFFERED

NUTRITION EDUCATION (NUTR)  
Master of Science (M.S.)  
Doctor of Education (Ed.D.)

NUTRITION AND PUBLIC HEALTH  
(NUTH)  
Master of Science (M.S.)  
Doctor of Education (Ed.D.)

COMMUNITY NUTRITION EDUCATION  
(NUTC)  
Master of Education (Ed.M.)

NUTRITION AND EXERCISE  
PHYSIOLOGY (NEP)  
Master of Science (M.S.)

BEHAVIORAL NUTRITION (NUBH)  
Doctor of Philosophy (Ph.D.)

### CONTACT INFORMATION

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*Coordinator:* Professor Isobel R. Contento

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## NUTRITION

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### PROGRAM FACULTY

#### FACULTY

- [Contento, Isobel](#)  
Mary Swartz Rose Professor of Nutrition and Education
- [Wolf, Randi](#)  
Assoc Prof of Human Nutrition- Ella McCollum Valteich Endow.

#### LECTURERS

- [Sporny, Lora](#)  
Lecturer

#### EMERITI

- [Gussow, Joan](#)  
Professor Emeritus

#### ADJUNCT PROFESSORS

- [Akabas, Sharon](#)  
Instructor
- [Berk, Evan](#)  
Adjunct Assistant Professor of Nutrition Education
- [Costa, Christina](#)  
Director
- [Dolins, Karen](#)  
Adjunct Associate Professor
- [Koch, Pamela](#)  
Project Coordinator
- [Pinto, John](#)  
Adjunct Professor of Nutrition Education

#### INSTRUCTORS

- [Bernstein, Bonnie](#)
- [Mesznik, Shelley](#)

#### DEGREES OFFERED

NUTRITION EDUCATION (NUTR)  
Master of Science (M.S.)  
Doctor of Education (Ed.D.)

NUTRITION AND PUBLIC HEALTH  
(NUTH)  
Master of Science (M.S.)  
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## NUTRITION

### PROGRAM COURSES

#### HBSV 4000 INTRODUCTION TO NUTRITION

Dr. Sporny. (Course is offered to non-majors and to those desiring admission to the Program in Nutrition and to the Dietetic Internship Program.) 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 macro- and micronutrients - 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, Food Guide Pyramid, and Dietary Guidelines for Americans.

**Faculty:** [Sporny, Lora](#)

#### HBSV 4010 FOOD, NUTRITION AND BEHAVIOR

For nonmajors 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, why we like sweet, salt, and fat; self-regulation of what and how much we eat; effect of early experiences with food; food and mood; interaction of food and culture through history; eating, cooking, and time use trends; meat meanings; psychosocial and cultural factors in food choice.

**Faculty:** [Contento, Isobel Koch, Pamela](#)

#### HBSV 4011 WOMEN AND WEIGHT, EATING PROBLEMS AND BODY IMAGE

An intense, two-week short course held in the summer. This course for students and practitioners examines the psychological, sociological, physiological, and nutritional issues related to weight, eating disorders, body image and cultural messages as they relate to women. Potential interventions are also examined. The issues will be discussed using case material, films, and the current research literature. Taught by a licensed psychologist and a nutritionist.

**Faculty:** [Akabas, Sharon Bernstein, Bonnie](#)

#### HBSV 4013 NUTRITIONAL ECOLOGY

A course for non-majors and majors. Nutrition and food as viewed from a global, ecological perspective. Topics include food/population problems and food aid, food product development and promotion here and abroad, energy and food relationships, food safety and the changing American diet, organic agriculture and natural food, biotechnology, and other topics as appropriate.

**Faculty:** [Gussow, Joan](#)

#### HBSV 4014 COMMUNITY NUTRITION

This course provides an understanding of where and how food and nutrition services are delivered to further the national goal of healthy people in healthy communities and of the roles of nutrition professionals in providing these services. Nutrition services, both private and government-sponsored, will be the primary focus. The course includes 40 hours of concurrent field experience. Nutrition students only.

**Faculty:**

### DEGREES OFFERED

NUTRITION EDUCATION (NUTR)  
Master of Science (M.S.)  
Doctor of Education (Ed.D.)

NUTRITION AND PUBLIC HEALTH  
(NUTH)  
Master of Science (M.S.)  
Doctor of Education (Ed.D.)

COMMUNITY NUTRITION EDUCATION  
(NUTC)  
Master of Education (Ed.M.)

NUTRITION AND EXERCISE  
PHYSIOLOGY (NEP)  
Master of Science (M.S.)

BEHAVIORAL NUTRITION (NUBH)  
Doctor of Philosophy (Ph.D.)

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*Coordinator:* Professor Isobel R. Contento



### HBSV 4150 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.

**Faculty:** [Dolins, Karen](#)

### HBSV 4902 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.

**Faculty:**

### HBSV 5000 TOPICS IN NUTRITION

Review and synthesis of current knowledge on a selected topic related to food and nutrition.

**Faculty:**

### HBSV 5010 ADVANCED NUTRITION I

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.

**Faculty:** [Berk, Evan](#)

### HBSV 5011 ADVANCED NUTRITION II

In-depth review of current knowledge and research on the biochemical and physiological aspects of vitamins, minerals, and phytonutrients; applications to diet.

**Faculty:** [Pinto, John](#)

### HBSV 5013 STRATEGIES FOR NUTRITION EDUCATION AND HEALTH 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. Includes both didactic and field practice components.

**Faculty:** [Contento, Isobel](#) [Koch, Pamela](#) [Pawelski, Christine](#)

### HBSV 5014 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 learn how to analyze the medical and layperson literature concerning such topics as dietary fat and disease, calcium and osteoporosis, fruit/vegetables and cancer, weight loss regimens, supplements and alternative therapies.

**Faculty:** [Wolf, Randi](#)

### HBSV 5015 NUTRITIONAL EPIDEMIOLOGY

Study of methods for assessing food and nutrient intake, energy expenditure, and body composition and for evaluating nutritional status of individuals and communities from clinical assessments, dietary intakes, and behavioral evaluation.

**Faculty:** [Wolf, Randi](#)

### HBSV 5018 NUTRITION AND HUMAN DEVELOPMENT

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, breast feeding 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.

**Faculty:** [Sporny, Lora](#)

### HBSV 5034 NUTRITION CARE PROCESS AND MEDICAL NUTRITION THERAPY II

Dr. Sporny. 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.

**Faculty:** [Sporny, Lora](#)

### HBSV 5036 NUTRITION COUNSELING

This course focuses on providing students an understanding of client-centered counseling models and practicing a variety of essential skills: nonverbal, active listening, goal assessment, motivational interviewing, and group counseling. Special fee: \$10.

**Faculty:** [Mesznik, Shelley](#)

### HBSV 5231 EXTENDED FIELDWORK IN NUTRITION AND EDUCATION, NUTRITION AND PUBLIC HEALTH, AND APPLIED PHYSIOLOGY AND NUTRITION

A block of supervised field experience required of all degrees. Fieldwork is taken near completion of coursework.

**Faculty:** [Sporny, Lora](#)

### HBSV 5232 EXTENDED FIELDWORK IN NUTRITION AND EDUCATION, NUTRITION AND PUBLIC HEALTH, AND APPLIED PHYSIOLOGY AND NUTRITION

A block of supervised field experience required of all degrees. Fieldwork is taken near completion of coursework.

**Faculty:** [Sporny, Lora](#)

### HBSV 5233 EXTENDED FIELDWORK IN NUTRITION AND EDUCATION, NUTRITION AND PUBLIC HEALTH, AND APPLIED PHYSIOLOGY AND NUTRITION

A block of supervised field experience required of all degrees. Fieldwork is taken near completion of coursework.

**Faculty:** [Sporny, Lora](#)

### HBSV 5241 DIETETIC INTERNSHIP IN NUTRITION: MODULE I

Internship in service settings in metropolitan New York, Rockland and Westchester counties, and Southern Connecticut. It includes experiences in clinical nutrition, community nutrition, food service management, and research in dietetics. Cumulative experience totals 1200 hours. Malpractice/personal liability insurance, health insurance, lab coat, and physical exam required. Special fee: \$150

**Faculty:** [Costa, Christina](#)

### HBSV 5242 DIETETIC INTERNSHIP IN NUTRITION: MODULE II

Internship in service settings in metropolitan New York, Rockland and Westchester counties, and Southern Connecticut. It includes experiences in clinical nutrition, community nutrition, food service management, and research in dietetics. Cumulative experience totals 1200 hours. Malpractice/personal liability insurance, health insurance, lab coat, and physical exam required. Special fee: \$150

**Faculty:** [Costa, Christina](#)

#### HBSV 5243 DIETETIC INTERNSHIP IN NUTRITION: RESEARCH AND INDEPENDENT PRACTICE

Internship in service settings in metropolitan New York, Rockland and Westchester counties, and Southern Connecticut. It includes experiences in research in dietetics, clinical nutrition, community nutrition, and food service management. Cumulative experience totals 1200 hours. Malpractice/personal liability insurance, health insurance, lab coat, and physical exam required. Special fee: \$20

**Faculty:** [Koch, Pamela](#)

#### HBSV 5244 DIETETIC INTERNSHIP IN NUTRITION: INTERNSHIP IN FOOD SERVICE

Internship in service settings in metropolitan New York, Rockland and Westchester counties, and Southern Connecticut. It includes experiences in food service management. Cumulative experience totals 200 hours. Malpractice/personal liability insurance, health insurance, lab coat, and physical exam required. Instructor: Toby Amidor

**Faculty:**

#### HBSV 5333 PRACTICUM IN COMMUNITY SERVICE

Practical experiences in community, food, and nutrition programs.

**Faculty:**

#### HBSV 5513 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. Course is designed to supplement topics covered in HBSV 5013. Required of nutrition education master's and doctoral students. Students may register for more than one semester.

**Faculty:** [Contento, Isobel](#) [Koch, Pamela](#)

#### HBSV 5593 SEMINAR IN NUTRITION IN EXERCISE AND SPORT

Discussions of interactions between exercise and nutrition as applied to health and fitness. Controversial topics emphasized. Majors in either applied physiology or nutrition are eligible to enroll during their second year of study. (See also section on the interdisciplinary Applied Physiology and Nutrition degree program in this catalog.)

**Faculty:** [Dolins, Karen](#)

#### HBSV 5902 GUIDED STUDY IN NUTRITION

Permission required. Opportunity for advanced students to investigate areas of special interest in nutrition.

**Faculty:**

#### HBSV 6500 SEMINAR IN NUTRITION

For doctoral and other advanced students. Evaluative discussion of current literature on specific nutrition and food-related topics.

**Faculty:** [Contento, Isobel](#)

#### HBSV 6501 SEMINAR IN NUTRITION

For doctoral and other advanced students. Evaluative discussion of current literature on specific nutrition and food-related topics.

**Faculty:**

#### HBSV 6550 RESEARCH SEMINAR IN NUTRITION

Required of all Ed.M. and Ed.D. candidates. Discussion of current research issues and student projects. Students may register for more than one semester.

**Faculty:** [Contento, Isobel](#)

#### HBSV 6551 RESEARCH SEMINAR IN NUTRITION

Required of all Ed.M. and Ed.D. candidates. Discussion of current research issues and

student projects. Students may register for more than one semester.

**Faculty:** [Wolf, Randi](#)

#### HBSV 6902 RESEARCH AND INDEPENDENT STUDY IN NUTRITION

Permission required. Open to matriculated doctoral students. Research and independent study under faculty direction.

**Faculty:** [Koch, Pamela](#)

#### HBSV 7502 DISSERTATION SEMINAR IN NUTRITION

Development of doctoral dissertations and presentation of plans for approval.

**Faculty:** [Wolf, Randi](#)

#### HBSV 8900 DISSERTATION ADVISEMENT IN NUTRITION

Advisement on doctoral dissertations. Fee to equal 3 points at current tuition rate for each term. For requirements, see catalog on continuous registration for Ed.D. degree.

**Faculty:** [Contento, Isobel](#) [Wolf, Randi](#)

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## APPLIED PHYSIOLOGY AND NUTRITION

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The Program in Nutrition and the Program in Applied Physiology (in the Department of Biobehavioral Sciences) offer a joint 53 to 57- point Master of Science degree program.

There are two main rationales for this program. First, both disciplines are concerned with the theory of energy intake, transformation, and liberation. Second, there are many practical problems that can be more satisfactorily addressed by attending to both nutrition and exercise than by attending to either one alone. Most prominent are health problems such as obesity, cardiovascular disease, diabetes, and osteoporosis.

Health professionals and educators need to know how these two aspects of lifestyle interact in children and adults to enhance health and prevent disease. Another application is to sports performance, physical fitness, and ergonomics. Coaches, athletes, teachers, and work physiologists can profit from an understanding of how nutrition and exercise interact to influence work capacity. To be effective in applying these concepts, professionals must be aware of appropriate educational and behavioral change theory and strategies.

The program prepares students to:

- Provide individual counseling and group instruction in nutrition and exercise.
- Design, implement, and evaluate exercise and nutrition programs in schools, weight control centers, work sites, recreational agencies, sports teams, health centers, and hospitals.
- Evaluate and apply research.

### DEGREES OFFERED

Applied Physiology and Nutrition  
(APPN)

Master of Science (M.S.)

### CONTACT INFORMATION

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*Coordinator:* Professor Carol Garber  
(Applied Physiology)

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## APPLIED PHYSIOLOGY AND NUTRITION

### DEGREE INFORMATION/REQUIREMENTS

- [Master of Science \(M.S.\)](#)

#### Master of Science (M.S.)

Students take a set of core courses in both nutrition and applied physiology. While the program provides a solid foundation in the scientific basis of nutrition and exercise, it also emphasizes practical applications in all courses. The applied physiology lab courses provide hands-on experience in physiological measurement techniques. The interviewing and assessment courses provide firsthand experience in the collection of nutritional data. Courses in behavioral or educational methods provide insight into how applications are made in clinical or educational settings.

Students participate in fieldwork in some setting that provides services/education in both exercise and sports nutrition, such as work site fitness programs, health promotion projects, sports teams, etc. Such fieldwork develops concrete application skills. Our location in New York City provides ready access to a wide range of field experiences and professional contacts that are helpful in securing employment after graduation.

The Program in Nutrition offers a Dietetic Internship. Students may work concurrently on the requirements for the M.S. degree and the Dietetic Internship. Students must satisfy all academic requirements for the degree award and the Dietetic Internship. Our ADA didactic program advisor will work with students to develop an integrated plan of study and to facilitate the process.

#### Core Requirements for all M.S. Applied Physiology and Nutrition Majors:

- BBSR 4095-4195 Applied physiology I and lab I
- BBS 5060 Neuromuscular responses and adaptation to exercise
- BBS 5068 Brain and behavior I
- BBSR 5095 Exercise and health
- BBSR 5194 Applied physiology lab II
- HBS 5040 Research methods in health and behavior studies I

or

- BBSR 5582 Research design in the movement sciences
- HBSV 4010 Food, nutrition, and behavior
- HBSV 4013 Nutritional ecology
- HBSV 4014 Community nutrition
- HBSV 5010-5011 Advanced nutrition I and II
- HBSV 5013 Strategies for nutrition education and health behavior change
- HBSV 5014 Analysis of current literature and research in nutrition
- HBSV 5015 Nutritional epidemiology

#### DEGREES OFFERED

Applied Physiology and Nutrition  
(APPN)

Master of Science (M.S.)

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*Coordinator:* Professor Carol Garber  
(Applied Physiology)

- HBSV 5033-5034 Nutrition care process and medical nutrition therapy I and II
  - HBSV 5036 Nutrition counseling
  - HBSV 5314 Practicum in sports nutrition
  - HBSV 5233 Extended fieldwork in applied physiology and nutrition
  - HBSV 5593 Nutrition for exercise and sport
-

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## APPLIED PHYSIOLOGY AND NUTRITION

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### APPLICATION INFORMATION

This program has ongoing admissions and will review applications throughout the year. Preference in scholarship awards will be for those applicants who meet the College early deadline.

The GRE General Test is required. Acceptable substitutes to the GRE are: GMAT, MCAT and DAT. Prerequisites for admission include a strong academic background, including at least one course each in statistics, general and organic chemistry, introduction to nutrition, human physiology, and biochemistry (the latter three taken within the last five years, in which grades of B or better were earned). The biochemistry course must have at least a one-semester course in organic chemistry as a prerequisite.

[Apply Now](#)

### DEGREES OFFERED

Applied Physiology and Nutrition  
(APPN)

Master of Science (M.S.)

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*Coordinator:* Professor Carol Garber  
(Applied Physiology)



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## APPLIED PHYSIOLOGY AND NUTRITION

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### PROGRAM FACULTY

#### FACULTY

- [Contento, Isabel](#)  
Mary Swartz Rose Professor of Nutrition and Education
- [Wolf, Randi](#)  
Assoc Prof of Human Nutrition- Ella McCollum Valteich Endow.

#### LECTURERS

- [Sporny, Lora](#)  
Lecturer

#### EMERITI

- [Gussow, Joan](#)  
Professor Emeritus

#### ADJUNCT PROFESSORS

- [Akabas, Sharon](#)  
Instructor
- [Berk, Evan](#)  
Adjunct Assistant Professor of Nutrition Education
- [Costa, Christina](#)  
Director
- [Dolins, Karen](#)  
Adjunct Associate Professor
- [Koch, Pamela](#)  
Project Coordinator
- [Pinto, John](#)  
Adjunct Professor of Nutrition Education

#### INSTRUCTORS

- [Bernstein, Bonnie](#)
- [Mesznik, Shelley](#)

#### DEGREES OFFERED

Applied Physiology and Nutrition  
(APPN)

Master of Science (M.S.)

#### CONTACT INFORMATION

*Phone:* (212) 678-3950

*Fax:*

*Email:* [irc6@columbia.edu](mailto:irc6@columbia.edu)

*Coordinator:* Professor Carol Garber  
(Applied Physiology)

[Health & Behavior Studies](#) »

## APPLIED PHYSIOLOGY AND NUTRITION

### PROGRAM COURSES

#### HBSV 4000 INTRODUCTION TO NUTRITION

Dr. Sporny. (Course is offered to non-majors and to those desiring admission to the Program in Nutrition and to the Dietetic Internship Program.) 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 macro- and micronutrients - 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, Food Guide Pyramid, and Dietary Guidelines for Americans.

**Faculty:** [Sporny, Lora](#)

#### HBSV 4010 FOOD, NUTRITION AND BEHAVIOR

For nonmajors 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, why we like sweet, salt, and fat; self-regulation of what and how much we eat; effect of early experiences with food; food and mood; interaction of food and culture through history; eating, cooking, and time use trends; meat meanings; psychosocial and cultural factors in food choice.

**Faculty:** [Contento, Isobel](#) [Koch, Pamela](#)

#### HBSV 4011 WOMEN AND WEIGHT, EATING PROBLEMS AND BODY IMAGE

An intense, two-week short course held in the summer. This course for students and practitioners examines the psychological, sociological, physiological, and nutritional issues related to weight, eating disorders, body image and cultural messages as they relate to women. Potential interventions are also examined. The issues will be discussed using case material, films, and the current research literature. Taught by a licensed psychologist and a nutritionist.

**Faculty:** [Akabas, Sharon](#) [Bernstein, Bonnie](#)

#### HBSV 4013 NUTRITIONAL ECOLOGY

A course for non-majors and majors. Nutrition and food as viewed from a global, ecological perspective. Topics include food/population problems and food aid, food product development and promotion here and abroad, energy and food relationships, food safety and the changing American diet, organic agriculture and natural food, biotechnology, and other topics as appropriate.

**Faculty:** [Gussow, Joan](#)

#### HBSV 4014 COMMUNITY NUTRITION

This course provides an understanding of where and how food and nutrition services are delivered to further the national goal of healthy people in healthy communities and of the roles of nutrition professionals in providing these services. Nutrition services, both private and government-sponsored, will be the primary focus. The course includes 40 hours of concurrent field experience. Nutrition students only.

**Faculty:**

### DEGREES OFFERED

Applied Physiology and Nutrition  
(APPN)

Master of Science (M.S.)

### CONTACT INFORMATION

*Phone:* (212) 678-3950

*Fax:*

*Email:* [irc6@columbia.edu](mailto:irc6@columbia.edu)

*Coordinator:* Professor Carol Garber  
(Applied Physiology)

### HBSV 4150 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.

**Faculty:** [Dolins, Karen](#)

### HBSV 4902 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.

**Faculty:**

### HBSV 5000 TOPICS IN NUTRITION

Review and synthesis of current knowledge on a selected topic related to food and nutrition.

**Faculty:**

### HBSV 5010 ADVANCED NUTRITION I

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.

**Faculty:** [Berk, Evan](#)

### HBSV 5011 ADVANCED NUTRITION II

In-depth review of current knowledge and research on the biochemical and physiological aspects of vitamins, minerals, and phytonutrients; applications to diet.

**Faculty:** [Pinto, John](#)

### HBSV 5013 STRATEGIES FOR NUTRITION EDUCATION AND HEALTH 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. Includes both didactic and field practice components.

**Faculty:** [Contento, Isobel](#) [Koch, Pamela](#) [Pawelski, Christine](#)

### HBSV 5014 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 learn how to analyze the medical and layperson literature concerning such topics as dietary fat and disease, calcium and osteoporosis, fruit/vegetables and cancer, weight loss regimens, supplements and alternative therapies.

**Faculty:** [Wolf, Randi](#)

### HBSV 5015 NUTRITIONAL EPIDEMIOLOGY

Study of methods for assessing food and nutrient intake, energy expenditure, and body composition and for evaluating nutritional status of individuals and communities from clinical assessments, dietary intakes, and behavioral evaluation.

**Faculty:** [Wolf, Randi](#)

### HBSV 5018 NUTRITION AND HUMAN DEVELOPMENT

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, breast feeding 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.

**Faculty:** [Sporny, Lora](#)

### HBSV 5034 NUTRITION CARE PROCESS AND MEDICAL NUTRITION THERAPY II

Dr. Sporny. 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.

**Faculty:** [Sporny, Lora](#)

### HBSV 5036 NUTRITION COUNSELING

This course focuses on providing students an understanding of client-centered counseling models and practicing a variety of essential skills: nonverbal, active listening, goal assessment, motivational interviewing, and group counseling. Special fee: \$10.

**Faculty:** [Mesznik, Shelley](#)

### HBSV 5231 EXTENDED FIELDWORK IN NUTRITION AND EDUCATION, NUTRITION AND PUBLIC HEALTH, AND APPLIED PHYSIOLOGY AND NUTRITION

A block of supervised field experience required of all degrees. Fieldwork is taken near completion of coursework.

**Faculty:** [Sporny, Lora](#)

### HBSV 5232 EXTENDED FIELDWORK IN NUTRITION AND EDUCATION, NUTRITION AND PUBLIC HEALTH, AND APPLIED PHYSIOLOGY AND NUTRITION

A block of supervised field experience required of all degrees. Fieldwork is taken near completion of coursework.

**Faculty:** [Sporny, Lora](#)

### HBSV 5233 EXTENDED FIELDWORK IN NUTRITION AND EDUCATION, NUTRITION AND PUBLIC HEALTH, AND APPLIED PHYSIOLOGY AND NUTRITION

A block of supervised field experience required of all degrees. Fieldwork is taken near completion of coursework.

**Faculty:** [Sporny, Lora](#)

### HBSV 5241 DIETETIC INTERNSHIP IN NUTRITION: MODULE I

Internship in service settings in metropolitan New York, Rockland and Westchester counties, and Southern Connecticut. It includes experiences in clinical nutrition, community nutrition, food service management, and research in dietetics. Cumulative experience totals 1200 hours. Malpractice/personal liability insurance, health insurance, lab coat, and physical exam required. Special fee: \$150

**Faculty:** [Costa, Christina](#)

### HBSV 5242 DIETETIC INTERNSHIP IN NUTRITION: MODULE II

Internship in service settings in metropolitan New York, Rockland and Westchester counties, and Southern Connecticut. It includes experiences in clinical nutrition, community nutrition, food service management, and research in dietetics. Cumulative experience totals 1200 hours. Malpractice/personal liability insurance, health insurance, lab coat, and physical exam required. Special fee: \$150

**Faculty:** [Costa, Christina](#)

#### HBSV 5243 DIETETIC INTERNSHIP IN NUTRITION: RESEARCH AND INDEPENDENT PRACTICE

Internship in service settings in metropolitan New York, Rockland and Westchester counties, and Southern Connecticut. It includes experiences in research in dietetics, clinical nutrition, community nutrition, and food service management. Cumulative experience totals 1200 hours. Malpractice/personal liability insurance, health insurance, lab coat, and physical exam required. Special fee: \$20

**Faculty:** [Koch, Pamela](#)

#### HBSV 5244 DIETETIC INTERNSHIP IN NUTRITION: INTERNSHIP IN FOOD SERVICE

Internship in service settings in metropolitan New York, Rockland and Westchester counties, and Southern Connecticut. It includes experiences in food service management. Cumulative experience totals 200 hours. Malpractice/personal liability insurance, health insurance, lab coat, and physical exam required. Instructor: Toby Amidor

**Faculty:**

#### HBSV 5333 PRACTICUM IN COMMUNITY SERVICE

Practical experiences in community, food, and nutrition programs.

**Faculty:**

#### HBSV 5513 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. Course is designed to supplement topics covered in HBSV 5013. Required of nutrition education master's and doctoral students. Students may register for more than one semester.

**Faculty:** [Contento, Isobel](#) [Koch, Pamela](#)

#### HBSV 5593 SEMINAR IN NUTRITION IN EXERCISE AND SPORT

Discussions of interactions between exercise and nutrition as applied to health and fitness. Controversial topics emphasized. Majors in either applied physiology or nutrition are eligible to enroll during their second year of study. (See also section on the interdisciplinary Applied Physiology and Nutrition degree program in this catalog.)

**Faculty:** [Dolins, Karen](#)

#### HBSV 5902 GUIDED STUDY IN NUTRITION

Permission required. Opportunity for advanced students to investigate areas of special interest in nutrition.

**Faculty:**

#### HBSV 6500 SEMINAR IN NUTRITION

For doctoral and other advanced students. Evaluative discussion of current literature on specific nutrition and food-related topics.

**Faculty:** [Contento, Isobel](#)

#### HBSV 6501 SEMINAR IN NUTRITION

For doctoral and other advanced students. Evaluative discussion of current literature on specific nutrition and food-related topics.

**Faculty:**

#### HBSV 6550 RESEARCH SEMINAR IN NUTRITION

Required of all Ed.M. and Ed.D. candidates. Discussion of current research issues and student projects. Students may register for more than one semester.

**Faculty:** [Contento, Isobel](#)

#### HBSV 6551 RESEARCH SEMINAR IN NUTRITION

Required of all Ed.M. and Ed.D. candidates. Discussion of current research issues and

student projects. Students may register for more than one semester.

**Faculty:** [Wolf, Randi](#)

#### HBSV 6902 RESEARCH AND INDEPENDENT STUDY IN NUTRITION

Permission required. Open to matriculated doctoral students. Research and independent study under faculty direction.

**Faculty:** [Koch, Pamela](#)

#### HBSV 7502 DISSERTATION SEMINAR IN NUTRITION

Development of doctoral dissertations and presentation of plans for approval.

**Faculty:** [Wolf, Randi](#)

#### HBSV 8900 DISSERTATION ADVISEMENT IN NUTRITION

Advisement on doctoral dissertations. Fee to equal 3 points at current tuition rate for each term. For requirements, see catalog on continuous registration for Ed.D. degree.

**Faculty:** [Contento, Isobel](#) [Wolf, Randi](#)

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## READING SPECIALIST

The Reading Specialist M.A. 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 child, adolescent, and adult learners.

Key program characteristics are:

- Preparation for two New York State certifications: Teacher of Literacy, Birth-6 and Teacher of Literacy, 5-12.
- Preparation to work with children, adolescents, and adults with reading and writing difficulties.
- Individualized and small group focus: Students are prepared to teach reading and writing to struggling readers both individually and in small groups. This prepares them to provide literacy instruction in pull-out programs, inclusion classrooms, and regular classrooms.
- Focus on reading and writing components: Integration of rigorous, evidence-based training in literacy components for use in authentic practices involving word recognition, reading comprehension, fluency, vocabulary development, spelling, and writing. Preparation incorporates understanding and application of core state literacy standards.
- Assessment and intervention focus: Students learn to administer a battery of classroom-based and standardized assessment measures to identify strengths and weaknesses of individual students and groups and then to develop a literacy intervention plan based on the assessment findings.
- Preparation to diagnose language-based reading and writing disabilities: Students learn to administer a battery of standardized tests and formulate a 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 particularly for struggling readers.
- Lifespan perspective: Students learn to deliver assessment and intervention to individuals from preschool emergent literacy through adolescence and adulthood. preparation includes development of content-area literacy interventions across the lifespan.
- Clinical experience: Reading Specialist students take practica in the Center for Educational and Psychological Services (CEPS) at Teachers College, where they provide literacy assessment and tutoring services to struggling readers of all ages.
- School experience: The advanced practicum may be taken at the student's own school or another selected school.
- Professional development and coaching focus: Preparation for professional development and coaching in reading instruction for classroom teachers.
- Full-time students (four courses in each academic semester and summer courses) can complete the program in one calendar year.

### DEGREES OFFERED

READING SPECIALIST- INITIAL  
CERTIFICATION (READ-INIT)

Master of Arts (M.A.)

### CONTACT INFORMATION

*Phone:* (212) 678-3942

*Fax:*

*Email:* perin@tc.edu

*Coordinator:* Professor Dolores Perin

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## READING SPECIALIST

### DEGREE INFORMATION/REQUIREMENTS

- [MA: READING SPECIALIST- INITIAL CERTIFICATION \(READ-INIT\)](#)

#### Master of Arts (34 points)

##### Master of Arts

The Master of Arts consists of 34 points (minimum 12 courses: 10 required, 2 elective) and can be pursued either part-time or full-time. Completion of a Master's Integrative Project is required for graduation.

*Required Courses (10 required courses, 28-30 points)*

- HBSK 4072 Theory and techniques of reading assessment and intervention (3)
- HBSK 5373 Practicum in literacy assessment and intervention I (3)
- HBSK 5376 Practicum in literacy assessment and intervention II (3)
- HBSK 5377 Practicum in literacy assessment and intervention III (3)
- HBSK 4074 Development of reading comprehension strategies and study skills (3)
- HBSK 5098 Diagnosis of reading and writing disabilities (3)
- HBSK 5580 Seminar in consultation and evaluation in reading (to be taken during the final spring of the program) (3)
- Choose one of the following:
  - HBSK 5099 Writing interventions theory and practice (3)
  - HBSK 4077 Adult Literacy and Developmental/ Remedial Education (3)
- Choose one of the following (2/3):
  - HBSE 4001 Teaching Students with Disabilities in the Regular Classroom – for students who do not have prior coursework in special education/ inclusion
  - A&HL 4000 Introduction to Linguistics – for students who have prior coursework in special education/ inclusion
- Choose one of the following (2/3):
  - HUDK 4022 Childhood Psychology
  - HUDK 4023 Adolescent Psychology
  - HUDK 4029 Cognition and Learning
  - HUDK 5090 Psychology of Language and Reading

*Elective Courses (2 or 3 courses, total 6 points):*

See FAQ available at [www.tc.edu/hbs/Reading-Specialist](http://www.tc.edu/hbs/Reading-Specialist)

#### Course grades

Courses must be taken for a letter grade, not pass/fail.

*Completion of M.A. Project*

#### DEGREES OFFERED

READING SPECIALIST- INITIAL  
CERTIFICATION (READ-INIT)

Master of Arts (M.A.)

#### CONTACT INFORMATION

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*Email:* [perin@tc.edu](mailto:perin@tc.edu)

*Coordinator:* Professor Dolores Perin



The Master's Integrative Project addresses areas related to literacy and related learning difficulties among children, adolescents, and adults. This culminating project is conducted under the supervision of an advisor.

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## READING SPECIALIST

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### APPLICATION INFORMATION

Students who apply to the Program must possess an undergraduate degree in a field relevant to literacy. Applicants are reviewed based on their undergraduate and any other academic performance, a personal statement, and at least two references. Students who wish to be recommended by TC for New York State Literacy Teacher certification upon completion of the M.A. requirements must enter the program with prior certification in a regular education area. Applicants who do not have this certification are asked to contact Professor Dolores Perin ([perin@tc.edu](mailto:perin@tc.edu)). Information about New York State certification is also available from the Office of Teacher Education ([ote@tc.edu](mailto:ote@tc.edu)).

[Apply Now](#)

### DEGREES OFFERED

READING SPECIALIST- INITIAL  
CERTIFICATION (READ-INIT)

Master of Arts (M.A.)

### CONTACT INFORMATION

*Phone:* (212) 678-3942

*Fax:*

*Email:* [perin@tc.edu](mailto:perin@tc.edu)

*Coordinator:* Professor Dolores Perin

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## READING SPECIALIST

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### PROGRAM FACULTY

#### FACULTY

- [Perin, Dolores](#)  
Professor of Psychology and Education

#### LECTURERS

- [Masullo, Susan](#)  
Director of Literacy Practica

#### ADJUNCT PROFESSORS

- [Farakish, Negar](#)  
Adjunct Assistant Professor of Psychology and Education
- [Urciuoli, Rebecca](#)  
Adjunct Assistant Professor of Psychology and Education

#### INSTRUCTORS

- [Dernikos, Bessie](#)
- [Gropp, Ann-Maria](#)
- [Mosher, Samantha](#)
- [Wisemiller, Kristin](#)

#### DEGREES OFFERED

READING SPECIALIST- INITIAL  
CERTIFICATION (READ-INIT)

Master of Arts (M.A.)

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*Email:* [perin@tc.edu](mailto:perin@tc.edu)

*Coordinator:* Professor Dolores Perin

[Health & Behavior Studies](#) »

## READING SPECIALIST

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### PROGRAM COURSES

#### HBSK 4072 THEORY AND TECHNIQUES OF READING ASSESSMENT AND INTERVENTION

Overview of theories, assessment, and intervention techniques for reading and writing across the lifespan. Both typical development and literacy difficulty are addressed. Materials fee: \$50.

**Faculty:** [Masullo, Susan](#) [Perin, Dolores](#)

#### HBSK 4074 DEVELOPMENT OF READING COMPREHENSION STRATEGIES AND STUDY SKILLS

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.

**Faculty:** [Peeverly, Stephen](#)

#### HBSK 4074 DEVELOPMENT OF READING COMPREHENSION STRATEGIES AND STUDY SKILLS

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.

**Faculty:** [Peeverly, Stephen](#)

#### HBSK 4077 ADULT BASIC LITERACY

An examination of the learning of reading and writing by adults who have not achieved full literacy. Populations discussed include adults with learning disabilities, adult basic education students, community college continuing education and developmental education students, immigrants and others who have limited English language proficiency, students in correctional settings, and participants in adult literacy programs outside of the U.S.

**Faculty:**

#### HBSK 4077 ADULT BASIC LITERACY

An examination of the learning of reading and writing by adults who have not achieved full literacy. Populations discussed include adults with learning disabilities, adult basic education students, community college continuing education and developmental education students, immigrants and others who have limited English language proficiency, students in correctional settings, and participants in adult literacy programs outside of the U.S.

**Faculty:**

#### HBSK 4085 BEHAVIORAL MANAGEMENT IN THE CLASSROOM

Behavioral analysis and management techniques applied to the classroom. Observation and recording of behaviors, behavior change, reinforcement schedules, shaping token economies, contingency management, and evaluation of behavior modification. Focuses on applications but includes familiarization with research.

**Faculty:** [Saigh, Philip](#)

#### HBSK 5098 DIAGNOSIS OF READING AND WRITING DISABILITIES

Prerequisites: HBSK 4072. Presents theories and practices of diagnosing dyslexia and

### DEGREES OFFERED

READING SPECIALIST- INITIAL CERTIFICATION (READ-INIT)

Master of Arts (M.A.)

### CONTACT INFORMATION

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*Fax:*

*Email:* [perin@tc.edu](mailto:perin@tc.edu)

*Coordinator:* Professor Dolores Perin

other disorders of literacy. Students learn to administer, score, and interpret a test battery and to formulate a diagnosis. Materials fee: \$50.

**Faculty:**

### HBSK 5099 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 a larger context of reading comprehension and subject-matter knowledge. Students learn to evaluate and design content area writing interventions for both typically developing and special-needs populations of differing ages in various educational settings.

**Faculty:** [Perin, Dolores](#)

### HBSK 5373 PRACTICUM IN LITERACY ASSESSMENT AND INTERVENTION I

Prerequisite or corequisite: HBSK 4072, grade of B or better. This is the first of three practica that provide experience in the assessment and instruction of literacy skill including phonemic awareness, decoding, word recognition, vocabulary, fluency, spelling, expressive writing, and reading comprehension. Students receive clinical practice in administering, scoring, and interpreting a classroom test-based battery and providing an instructional intervention to a client with literacy difficulty. At this level, students work with children in early childhood and elementary education. All work is conducted in a clinical setting under the guidance of a supervisor and the course instructor. Besides assessment and intervention, students learn to conduct intake interviews and client conferences, conceptualize individuals' learning patterns, interact with parents and other family members, follow ethical guidelines appropriate for the profession, prepare regular documentation, and write case

**Faculty:**

### HBSK 5376 PRACTICUM IN LITERACY ASSESSMENT AND INTERVENTION II

Prerequisite or corequisite: HBSK 4072, HBSK 5373, grade of B+ or better. Students work in a clinical setting to provide assessment and interventions within the context of a diagnostic teaching model for an individual with literacy difficulties. Clinical work is conducted under the guidance of a supervisor and the course instructor. Professional guidelines, practices, and writing continue to be emphasized. Materials fee: \$100.

**Faculty:**

### HBSK 5377 PRACTICUM IN LITERACY ASSESSMENT AND INTERVENTION III

Prerequisite: HBSK 5376, grade of B+ or better. Students gain literacy assessment and intervention experience working with small groups of learners in a school-based setting. The practicum focuses on the full developmental range from early childhood through adolescent and adult literacy, including content-area reading and writing. Students have opportunities to work with classroom teachers, literacy teachers, and other school personnel while continuing to adhere to professional ethical guidelines and standards in their assessment, teaching, and preparation of reports. Materials fee: \$100.

**Faculty:** [Masullo, Susan](#)

### HBSK 5580 SEMINAR IN CONSULTATION AND EVALUATION IN READING

Current topics in literacy and schooling; professional issues; evaluation of intervention programs and research; preparation for integrative project requirement.

**Faculty:** [Masullo, Susan](#) [Perin, Dolores](#)

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## SCHOOL PSYCHOLOGY

Both our master's and doctoral programs are fully approved by the National Association of School Psychologists (NASP). Our Ph.D. program is also fully approved by the American Psychological Association (APA). These programs focus on the application of cognitive and developmental psychology to the promotion of competence in learning and mental health in schools and other educational contexts. Course work provides students with a strong foundation in the theory and research of cognitive and developmental psychology and its application to (a) the instruction and learning of school-related subjects, particularly reading and (b) the understanding and treatment of mental health problems. Practica 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 our collaborating schools (we provide school psychological services to children and youth in several schools that serve children from racially, ethnically, and linguistically diverse low- and middle-income environments). Faculty research, all of which is cognitively and/or developmentally oriented, provides yet another vehicle for students (doctoral primarily) to develop and apply their knowledge.

The overall goal of the program is to educate school psychologists who can promote the cognitive, behavioral, and social growth and development of children and families from diverse linguistic, cultural, or racial backgrounds.

*\*In addition to the Ph.D., the program in School Psychology also has a New York State Department of Education registered Ed.D. option. However, that degree is not accredited by the American Psychological Association (APA), and the program has not accepted applications or admitted students to the Ed.D. program in many years.*

*Program Goals:*

**The goals of the School Psychology program are as follows:**

*Goal 1:* To have a sound theoretical foundation in cognitive and developmental psychology; access and diagnose learning, behavior, and social-emotional problems and strengths; and plan, implement, and evaluate effectiveness of psychological and educational prevention and intervention programs that promote cognitive, behavioral, and social-emotional growth of children and families.

*Goal 2:* To effectively participate in their community by promoting cognitive, behavioral, and social-emotional, and educational growth of children and families.

*Goal 3:* To understand and respect individual differences and differences in culture, race/ethnicity, gender, socioeconomic status, and sexual orientation and work effectively in multicultural and pluralistic social contexts.

*Goal 4:* To have a breadth of knowledge and variety of skills to plan and conduct psychological and educational research and evaluation programs.

*Goal 5:* To be actively involved in the profession and committed to professional ethics and standards and to life-long learning.

### DEGREES OFFERED

APPLIED DEVELOPMENTAL AND  
LEARNING PSYCHOLOGY- SCHOOL  
PSYCHOLOGY (SPSM)

Master of Education (Ed.M.)

SCHOOL PSYCHOLOGY (SPSD)

Doctor of Philosophy (Ph.D.)\*

### CONTACT INFORMATION

*Phone:* (212) 678-3942

*Fax:* (212) 678-4034

*Email:* Brassard@tc.edu,

Saigh@tc.edu

*Coordinator:* Professor Marla Brassard  
(Ph.D.), Professor Philip Saigh (Ed.M.)

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## SCHOOL PSYCHOLOGY

### DEGREE INFORMATION/REQUIREMENTS

- [Ed.M: APPLIED DEVELOPMENTAL AND LEARNING PSYCHOLOGY- SCHOOL PSYCHOLOGY \(SPSM\)](#)
- [Ph.D: SCHOOL PSYCHOLOGY \(SPSD\)](#)

#### Master of Education (Ed.M., 69 points)

Master of Education (Ed.M.)

Our National Association of School Psychologists (NASP)-approved 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. Although part-time attendance is possible, full-time attendance leads to a richer educational experience. 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 are full-time.

Suggested sequence of courses by year and semester:

*First Year:*

Fall

- HBSK 4025 Professional and ethical functions of school psychologists
- HBSK 4072 Theory and techniques of reading assessment and intervention
- HBSK 4073 Childhood disorders, or
- HBSK 5031 Family as a context for child development
- HBSK 5320 Individual psychological testing I
- HBSK 5378 Practicum in psycho-educational assessment of school subject difficulties

Spring

- HBSK 4073 Childhood disorders, or
- HBSK 5031 Family as a context for child development
- HBSK 5321 Individual psychological testing II
- HBSK 6380 Practicum in psycho-educational assessment with culturally diverse students
- HBSS 6100 Measurement and program evaluation
- Course on multicultural school psychology

Summer

#### DEGREES OFFERED

APPLIED DEVELOPMENTAL AND LEARNING PSYCHOLOGY- SCHOOL PSYCHOLOGY (SPSM)

Master of Education (Ed.M.)

SCHOOL PSYCHOLOGY (SPSD)

Doctor of Philosophy (Ph.D.)\*

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*Coordinator:* Professor Marla Brassard (Ph.D.), Professor Philip Saigh (Ed.M.)

- ORL 5362 Group dynamics: A systems perspective
- HBSK 6584 Seminar: School psychology consultation

*Second Year:*

Fall

- HBSK 5085\* Observing and assessing preschool children
- HBSK 5050 Therapeutic interventions for school psychologists
- HBSK 5070 Neural bases for language and cognitive development
- HBSK 5280 Fieldwork in school psychological services
- HBSK 6382 Advanced practicum in psycho-educational interventions in schools

Spring

- CCPJ 6362 Group practicum
- HBSK 4074\* Development of reading comprehension strategies and study skills
- HBSK 5051 Child-adolescent PTSD and related disorders
- HBSK 5280 Fieldwork in school psychological services
- HBSK 6383 Neuropsychological assessment of children and adults

Summer

- HBSK 5096 The psychology of memory
- HUDM 4122 Probability and statistical inference

*Third Year:*

- HBSK 5480 School psychologist internship (full-time placement)

\*Take HBSK 5085 if you are interested in working with young children; take HBSK 4074 if you are interested in late elementary/middle school and high school populations.

**Doctor of Philosophy (Ph.D., 90 points)**

Our American Psychological Association (APA)- and National Association of School Psychologists (NASP)- approved 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. 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.

Suggested sequence of courses by year and semester:

*First Year:*

Fall

- HBSK 4025 Professional and ethical functions of school psychologists
- HBSK 4072 Theory and techniques of reading assessment and intervention
- HBSK 5320 Individual psychological testing I\*
- HBSK 5378 Practicum in psycho-educational assessment of school subject difficulties\*
- HBSK 6570 HBSK 6578 Research in applied educational psychology
- HUDM 4122 Probability and statistical inference



## Spring

- HBSK 4073 Childhood disorders\*
- HBSK 5321 Individual psychological testing II\*
- HBSK 6380 Practicum in psycho-educational assessment with culturally diverse students
- HBSK 6570-HBSK 6578 Research in applied educational psychology\*
- HUDM 5122 Applied regression analysis
- ORL 5362 Group dynamics: A systems perspective

## Summer

- HUDM 5123 Linear models and experimental design
- HBSK 6584 Seminar: School psychology consultation.

*Second Year:*

## Fall

- HBSK 5050 Therapeutic interventions for school psychologists
- HBSK 5070 Neural bases for language and cognitive development
- HBSK 5280 Fieldwork in school psychological services
- HBSK 6382 Advanced practicum in psycho-educational interventions in schools
- HBSK 6570- HBSK 6578 Research in applied educational psychology
- ORLJ 5040 Research methods in social psychology

## Spring

- CCPJ 6362 Group practicum
- HBSK 5031 Family as a context for child development
- HBSK 5280 Fieldwork in school psychological services
- HBSK 6383 Neuropsychological assessment of children and adults\*
- HBSK 6570- HBSK 6578 Research in applied educational psychology
- Course on multicultural school psychology

## Summer

- CCPX 6020 History and systems of psychology, or
- HBSK 5096 The psychology of memory
- HUDM 5059 Psychological measurement

*Third Year:*

## Fall

- HBSK 5085 Observing and assessing preschool children
- HBSK 5271 Supervised externship in psycho-educational practice
- HBSK 6570 Research in applied educational psychology
- HBSK 6578
- ORLJ 5540 Proseminar in social and organizational psychology

## Spring

- HBSK 4074 Development of reading comprehension strategies and study skills
- HBSK 5051 Child-adolescent PTSD and related disorders

- HBSK 5271 Supervised externship in psychoeducational practice
- HBSK 5273 Supervised experience in supervision
- HBSK 6570- HBSK 6578 Research in applied educational psychology\*

Summer

- CCPX 6020 History and systems of psychology, or
- HBSK 5096 The psychology of memory

*Fourth Year:*

Fall

- HBSK 7503 Dissertation seminar: Schooling and reading\*\*
- HBSK 5271 Supervised externship in psychoeducational practice

Spring

- HBSK 8902 Dissertation advisement: Schooling and reading
- HBSK 5271 Supervised externship in psychoeducational practice

*Fifth Year:*

- HBSK 6480 School psychologist internship
- HBSK 8902 Dissertation advisement: Schooling and reading

\* Includes a lab that is not part of the scheduled time for the course. Lab times are usually decided on a group-by-group basis once lab supervisors are assigned (HBSK 5321 is an exception with a scheduled lab).

\*\* If the student has a proposal hearing after one semester of HBSK 7503, s/he must enroll in HBSK 8902. HBSK 7503 cannot be taken more than twice.

There are many opportunities for fieldwork and internship experiences in the New York City area including public schools, residential schools, and hospitals.

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## SCHOOL PSYCHOLOGY

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### APPLICATION INFORMATION

The GRE General Test and an academic writing sample (a paper from an undergraduate or prior graduate class) are required for applicants to the Ed.M. and Ph.D. degrees.

[Apply Now](#)

### DEGREES OFFERED

APPLIED DEVELOPMENTAL AND  
LEARNING PSYCHOLOGY- SCHOOL  
PSYCHOLOGY (SPSM)

Master of Education (Ed.M.)

SCHOOL PSYCHOLOGY (SPSD)

Doctor of Philosophy (Ph.D.)\*

### CONTACT INFORMATION

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(Ph.D.), Professor Philip Saigh (Ed.M.)

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## SCHOOL PSYCHOLOGY

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### PROGRAM FACULTY

#### FACULTY

- [Brassard, Marla](#)  
Professor of Psychology and Education
- [Perin, Dolores](#)  
Professor of Psychology and Education
- [Peeverly, Stephen](#)  
Professor of Psychology and Education
- [Saigh, Philip](#)  
Professor of Psychology and Education

#### LECTURERS

- [Marcelin, Gardith-Eileen](#)  
Lecturer
- [Mascolo, Jennifer](#)  
Lecturer

#### ADJUNCT PROFESSORS

- [Chen, Suhong](#)  
Adjunct Assistant Professor of Psychology and Education
- [Greenwald, Michelle](#)  
Adjunct Assistant Professor of Psychology and Education
- [Hall, Susan](#)  
Adjunct Assistant Professor of Psychology and Education
- [Hope, Jennifer](#)  
Adjunct Assistant Professor of Psychology and Education
- [Koski, Michael](#)  
Adjunct Associate Professor of Social Studies
- [Rivelis, Erin](#)  
Adjunct Assistant Professor of Psychology and Education
- [Sumowski, James](#)  
Adjunct Assistant Professor of Psychology and Education
- [Whelley, Mary](#)  
Adjunct Assistant Professor of Psychology and Education

#### INSTRUCTORS

- [Leonard, Noelle](#)

#### DEGREES OFFERED

APPLIED DEVELOPMENTAL AND  
LEARNING PSYCHOLOGY- SCHOOL  
PSYCHOLOGY (SPSM)

Master of Education (Ed.M.)

SCHOOL PSYCHOLOGY (SPSD)

Doctor of Philosophy (Ph.D.)\*

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## SCHOOL PSYCHOLOGY

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### PROGRAM COURSES

#### HBSK 4025 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.

**Faculty:** [Peeverly, Stephen](#)

#### HBSK 4072 THEORY AND TECHNIQUES OF READING ASSESSMENT AND INTERVENTION

Overview of theories, assessment, and intervention techniques for reading and writing across the lifespan. Both typical development and literacy difficulty are addressed. Materials fee: \$50.

**Faculty:** [Masullo, Susan](#) [Perin, Dolores](#)

#### HBSK 4073 CHILDHOOD DISORDERS

Permission required. 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. Materials fee: \$75.

**Faculty:** [Saigh, Philip](#)

#### HBSK 4074 DEVELOPMENT OF READING COMPREHENSION STRATEGIES AND STUDY SKILLS

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.

**Faculty:** [Peeverly, Stephen](#)

#### HBSK 4074 DEVELOPMENT OF READING COMPREHENSION STRATEGIES AND STUDY SKILLS

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.

**Faculty:** [Peeverly, Stephen](#)

#### HBSK 5031 FAMILY AS A CONTEXT FOR CHILD DEVELOPMENT

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. Materials fee: \$10.

**Faculty:** [Brassard, Marla](#)

#### HBSK 5050 THERAPEUTIC INTERVENTIONS FOR SCHOOL

### DEGREES OFFERED

APPLIED DEVELOPMENTAL AND LEARNING PSYCHOLOGY- SCHOOL PSYCHOLOGY (SPSM)

Master of Education (Ed.M.)

SCHOOL PSYCHOLOGY (SPSD)

Doctor of Philosophy (Ph.D.)\*

### CONTACT INFORMATION

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*Coordinator:* Professor Marla Brassard (Ph.D.), Professor Philip Saigh (Ed.M.)

### PSYCHOLOGISTS

Permission required. This course is intended to provide school psychology students with information about applied behavior analysis, behavior therapy, and cognitive-behavior therapy. Information pertaining to behavioral assessment, single-case research designs and behavioral and cognitive-behavioral approaches to the treatment of childhood disorders and problems is considered. Information involving treatment efficacy is a major focus of the course. Materials fee: \$100

**Faculty:** [Saigh, Philip](#)

### HBSK 5051 CHILD-ADOLESCENT PTSD AND RELATED DISORDERS

Permission required. This course presents information about the history, epidemiology, etiology, assessment, prevention, and cognitive-behavioral treatment of child-adolescent post-traumatic stress disorder (PTSD) and related internalizing disorders. Analogue diagnostic and treatment training is provided. Materials fee: \$100.

**Faculty:** [Saigh, Philip](#)

### HBSK 5070 NEURAL BASES FOR LANGUAGE AND COGNITIVE DEVELOPMENT

Permission required. Examination of neural mechanisms involved in language, reading, and the acquisition of academic skills. Particular attention is paid to language disorders, variations in cerebral organization, and hemisphere specialization.

**Faculty:**

### HBSK 5070 NEURAL BASES FOR LANGUAGE AND COGNITIVE DEVELOPMENT

Permission required. Examination of neural mechanisms involved in language, reading, and the acquisition of academic skills. Particular attention is paid to language disorders, variations in cerebral organization, and hemisphere specialization.

**Faculty:**

### HBSK 5085 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.

**Faculty:**

### HBSK 5096 THE PSYCHOLOGY OF MEMORY

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.

**Faculty:** [Peeverly, Stephen](#)

### HBSK 5096 THE PSYCHOLOGY OF MEMORY

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.

**Faculty:** [Peeverly, Stephen](#)

### HBSK 5273 SUPERVISED FIELDWORK IN REMEDIAL READING AND SCHOOL DIFFICULTIES: SUPERVISED EXPERIENCE IN SUPERVISION

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.

**Faculty:** [Brassard, Marla](#)

### HBSK 5280 FIELDWORK IN SCHOOL PSYCHOLOGICAL SERVICES

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. Supervisory fee: \$100 per semester.

**Faculty:**

### HBSK 5320 INDIVIDUAL PSYCHOLOGICAL TESTING I

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: \$100; materials fee: \$50 per term.

**Faculty:** [Greenwald, Michelle](#)

### HBSK 5321 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: \$100; materials fee: \$50 per term.

**Faculty:** [Brassard, Marla](#) [Greenwald, Michelle](#)

### HBSK 6380 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. Supervisory fee: \$100. Materials fee: \$50.

**Faculty:**

### HBSK 6382 ADVANCED PRACTICUM IN PSYCHO-EDUCATIONAL INTERVENTIONS IN SCHOOLS

Permission required. Concurrent registration in HBSK 5280 required for all School Psychology students. Cognitive-behavioral interventions with children, adolescents, and their families. Special fee: \$150.

**Faculty:** [Leonard, Noelle](#)

### HBSK 6383 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: \$150.

**Faculty:**

### HBSK 6383 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: \$150.

**Faculty:**

### HBSK 6570 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.

**Faculty:**

### HBSK 6571 RESEARCH IN APPLIED EDUCATIONAL PSYCHOLOGY:

#### COGNITIVE PROCESSES AND STRATEGIES IN YOUNG CHILDREN

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.

**Faculty:**

#### HBSK 6572 RESEARCH IN APPLIED EDUCATIONAL PSYCHOLOGY: : POST-TRAUMATIC STRESS DISORDER

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.

**Faculty:** [Saigh, Philip](#)

#### HBSK 6574 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.

**Faculty:** [Peverly, Stephen](#)

#### HBSK 6576 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.

**Faculty:** [Perin, Dolores](#)

#### HBSK 6577 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.

**Faculty:** [Kretschmer, Robert](#)

#### HBSK 6578 RESEARCH IN APPLIED EDUCATIONAL PSYCHOLOGY: FAMILY AND SCHOOL VIOLENCE

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.

**Faculty:** [Brassard, Marla](#)

#### HBSK 6584 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.

**Faculty:**

#### HBSK 7503 DISSERTATION SEMINAR: SCHOOLING AND READING

Permission required.

**Faculty:**

#### HBSK 8902 DISSERTATION ADVISEMENT: SCHOOLING AND READING

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.



**Faculty:**

[Health & Behavior Studies](#) »

## SPECIAL EDUCATION

### Applied Sciences of Learning and Special Education

The new title of our cluster (changed from Special Education in 2012) more accurately reflects our epistemological perspective and expertise in teaching children with native disabilities as well as our strong presence in the development of inclusive general education classrooms and teacher expertise. Faculty in our fellow clusters and we in the Department of Health and Behavior Studies are committed to science-based approaches. Our approach to education of all children via the applied sciences of learning is consistent with the applied science approach of our department. We see the department as consisting of much of the expertise that is needed if children are to receive what is needed to provide effective educational outcomes: health and well being, emotional stability, adequate nutrition, addiction prevention, and optimal teaching. Thus, each cluster contributes to what is needed to provide optimum outcomes. Our particular contribution is the teaching, learning, and behavior change expertise.

We provide master's-level teacher preparation and doctoral-level teacher educator programs designed to provide all children and adolescents with scientifically based, differentiated, and measurably effective instruction. We are committed to, and particularly expert at, preparing teachers and teacher educators with expertise in the applied sciences of differentiated instruction. The specialized expertise of our faculty has been sought and disseminated throughout the USA and the world (Bosnia, Brazil, Canada, China, Denmark, England, Italy, Japan, Nigeria, Norway, Republic of Ireland, Saudi Arabia, South Korea, Spain, Sweden, and Taiwan) to serve a range of children and adolescents. These include students who are academically or socially delayed, hearing and language impaired, literacy challenged, economically disenfranchised, as well as children or adolescents who perform at or above the level of their peers. We are also committed to providing data-based differentiated instruction to culturally diverse children and adolescents, especially those from high-need urban and suburban schools in instructional settings that provide the best outcomes for all children and adolescents, based on continuous data-driven instruction using tested pedagogical and curricular practices.

Towards that end we seek to identify, support, and educate individuals who share our vision that teaching, and the provision of optimum learning conditions, is a scholarly, scientifically based, learner-driven, and empirically based enterprise. We are committed to preparing teachers and researchers to develop and provide data-based differentiated instruction that entails continuous data-driven instruction, using tested pedagogical and curricular practices.

The special education programs at Teachers College build upon a more than 97-year tradition of leading the field of special education in policy, practice, and research for individuals with disabilities across the age span. Students who earn M.A., Ed.M., Ed.D., and Ph.D. degrees in special education from Teachers College assume leadership and scholarly positions at all levels of professional activity including public and private schools, community and national service agencies, hospital and rehabilitation programs, colleges and universities, research centers, and local, state, and federal education agencies.

The graduate coursework, independent studies, research projects, and dissertations draw from the following five areas:

Special education foundations: Includes coursework on theories of process and models of practice, cognitive structure and process, behavioral selectionism and complex behavior, disability constructs, equity and excellence in public policy, psycholinguistics and verbal behavior, and family studies and child development.

### DEGREES OFFERED

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*Email:* [ksd2116@tc.columbia.edu](mailto:ksd2116@tc.columbia.edu)

*Coordinator:*

Service delivery systems: Includes pedagogy, enrichment and acceleration, interdisciplinary programming, community-based systems change, infancy/early childhood intervention, elementary education, transition and rehabilitation, urban education, and technology.

Exceptionality areas: Provides coursework in behavioral disorders (e.g., autism, emotional disturbance), deafness and hearing impairment, intellectual disability/autism, physical disabilities, and multiple handicapping conditions including intellectual disability/autism coupled with sensory and/or physical disabilities.

Assessment and intervention strategies: Includes management of social and unsocial behavior, communication and language, mobility, mathematics, reading, problem solving, visual skills and visual perceptual processing, and self-regulation.

Research and evaluation: Includes applied behavior analysis, experimental research with individuals, group experimental design, program evaluation, ethnography, and post-positivistic inquiry.

In addition to lectures and seminars in the preceding five areas of study, students participate in special projects and complete practicum assignments in a variety of settings, which include the following:

The Dean Hope Center provides learner-centered demonstrations of assessments and evaluations, instructional practices, and follow-up evaluations that promote student-directed learning and performance across settings and time. Special education students work in collaboration with students from school psychology, speech pathology, health, and nutrition, as well as clinical and counseling psychology programs. The Center provides opportunities for practicum experience and research-based demonstrations of effective practice. The Center has an extensive remediation and testing library, testing rooms, observation rooms, and audio and video recording capabilities available for graduate student use.

The Center for Opportunities and Outcomes for People with Disabilities provides support for research, evaluation, and demonstration efforts aimed at increasing opportunities for individuals with special needs to become fully included members of society. The Center provides opportunities for students to participate in research and evaluation projects in such areas as ethnic and cultural differences; language and communication; motivation and verbal behavior; systems of schooling and models of service delivery; inclusion and its social impact; families and siblings; cognition, personality, problem solving, and self-regulated thinking; reading, literacy, and the arts; decision-making and abuse prevention; personnel preparation; social justice and social policy; and self-determination and independence.

The Department maintains close working relationships with a wide network of public and private schools, agencies, and clinical facilities. Students may participate in field-based activities ranging from the Very Special Arts Festival hosted by the New York City Department of Education and Teachers College to school-based practica in a variety of settings.

Students enrolled in the Program in Applied Behavior Analysis complete their M.A. and Ph.D. internships in schools that meet the research-based and professional accreditation standards for the designation of CABAS® Professional Teaching Schools. These schools include The Fred S. Keller School, for typically developing children and children with autism spectrum disorders 16 months to age 5, with campuses located Westchester and Rockland County, NY; Hillcrest School (grades K-2) and Alexander Hamilton School (grades 3-5) in Morristown, NJ; and Rockland County district-based elementary classes. See [www.cabasschools.org](http://www.cabasschools.org) for more information.

[Health & Behavior Studies](#) »

## SPECIAL EDUCATION

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### DEGREE INFORMATION/REQUIREMENTS

- [General Information](#)
- [Masters Degree Options](#)
- [Doctor of Education](#)
- [Doctor of Philosophy](#)

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#### General Information

##### Master's Degree General Information

The M.A. and Ed.M. programs are designed to prepare students for positions as teachers and clinicians who serve individuals with a full range of abilities and disabilities in a wide array of settings based in schools, communities, and agencies. They specialize in serving individuals with the above-mentioned disabilities and those without disabilities at specific age levels.

Candidates for the degrees must complete supervised practica requirements (see specific program description for more information). They also must complete an integrative project or, in the case of the Intellectual Disability/Autism Programs, complete a comprehensive examination in addition to the integrative project prior to award of the degree. In designated dual certification programs, Master's degree coursework also fulfills the requirements for New York State Certification as a Teacher of Students with Disabilities, Teacher of the Deaf and Hard of Hearing, and or General Education Teacher at a specific age level.

##### Masters Degree's Specialization Areas:

- Applied Behavior Analysis
- Deaf and Hard of Hearing
- Guidance and Rehabilitation
- Instructional Practice in Special Education
- Intellectual Disability/Autism
- Severe or Multiple Disabilities

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#### Masters Degrees

##### Master of Arts in the Program in Teaching as Applied Behavior Analysis

The objective of our M.A. and Ph.D. programs is to prepare teachers and teacher trainers 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, which appears to be the root problem faced by English language learners, minority children from economically disenfranchised families, and children with autism spectrum diagnoses. Recent research findings provide exciting new ways to do this. Moreover, accelerated instruction is needed for children from well-to-

#### DEGREES OFFERED

#### CONTACT INFORMATION

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Coordinator:

do-families, if we are to assume international leadership in education. In order to meet these objectives, we provide instructional experiences to teach our graduate-student teacher trainees 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 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 and developmental research, 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 teacher training in which all instruction used by 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. The program prepares graduates to be dually certified from birth to grade 6 in New York State and reciprocal states. Students accepted in the program are placed in paid teacher assistant positions (M.A. students) or paid teacher positions (Ph.D. students) in schools and classrooms that practice teaching as applied behavior analysis. The training of teachers is also based on scientifically tested procedures (i.e., we teach our graduate students until they demonstrate mastery of using scientific practices). Teacher trainees are taught until they master the science and its application with all children from 2-years to grade 6.

All of the training is done in classrooms that practice the CABAS® Accelerated Independent Learner Model (AIL). Students are trained in paid internship positions, under the supervision of experienced scientist practitioners in the school placements and attend classes in the evening. What is done with the children in the classrooms is the content of the nine core graduate courses--scientific findings and teaching procedures. What is taught in the core courses and the related courses is placed into practice daily. The effectiveness of the numerous procedures is well documented in the literature. Recent evidence concerning the outcomes for the children in the classes in which our trainees are taught show that the children perform from two to four levels above their current grade level on standardized tests across reading, language, and mathematics. These children include those who receive free or reduced-price lunch, minority children, English language learners, children with learning delay diagnoses, and upper middle class children. Teachers and teacher assistants collect direct measures of all the children's responses to instruction and the achievement of state standards. The model classrooms where our M.A. and Ph.D. graduate students are trained include the Fred S. Keller Preschool (children with and without diagnoses from 18 months to age 5), the Morristown AIL classes K-5, and Rockland BOCES elementary district-based classes. Our full-time and adjunct faculty are onsite in the schools on a regular basis and are accountable for outcomes for our teacher trainees and the children they teach.

All of the work in the classroom and school settings is tied to the ten core courses in Teaching as Applied Behavior Analysis 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. M.A. students rotate placements across different types of students and ages until they achieve minimal mastery of the relevant scientifically based teaching repertoires. The M.A. program is two years long, and the Ph.D. requires three to four years of additional training.

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 highly demanding. Graduates of the program are highly sought after by public schools and graduate programs. Between 15 and 25 applicants are accepted annually.

There are other approaches to teaching and the training of teachers and some who wish to become teachers will find those approaches more in keeping with their goals. But for those who are interested in a measurably effective and scientific approach and who are committed to bridging the educational gap and high quality education for all children, we invite you to join us in what we find to be exceptionally exciting and rewarding work.

#### **Specialization Requirements, Applied Behavior Analysis:**

- HBSE 4015 Applied behavior analysis I
- HBSE 4016 Applied behavior analysis II
- HBSE 4017 Applied behavior analysis III: School-wide systems applications
- HBSE 4044 Curricular and pedagogical foundations for teaching pre-listening through early academic literacy
- HBSE 4045 Curricular and pedagogical operations for teaching the foundations of functional academic literacy
- HBSE 4046 Curricular and pedagogical operations for teaching advanced functional academic literacy (4th grade through early middle school)
- HBSE 4704 Observation and student teaching in special education: Applied behavioral analysis and behavioral disorders (4 terms)

#### **Breadth Requirement:**

(For the list of required courses, contact the program coordinator or the special education secretary.) In order to broaden the student's background in education, three Teachers College courses outside the Teachers College major program (in this case, a course is defined as one for which at least two points are earned), must be completed.

#### **Master of Arts options in the Program in the Education of the Deaf and Hard of Hearing (M.A./Ed.M.)**

In order to meet New York State Certification requirements, which are reciprocal with numerous states throughout the country, the preservice preparation in the Education of the Deaf and Hard of Hearing is a two-year, minimum 60-point program that leads to dual certification in the education of individuals who are deaf or hard of hearing and regular education either at the preschool, elementary, or secondary level in the areas of mathematics, physics, chemistry, biology, environmental sciences, social studies, or English education. They will earn a Master of Education (Ed.M.) degree upon completion of the program and may be eligible for an M.A. degree. These individuals will be expected to have student teaching experiences with both individuals who are deaf or hard of hearing and with individuals with hearing.

Two additional options are available: one that certifies students to teach individuals who are deaf or hard of hearing K-12 primarily in the capacity of an itinerant teacher not responsible for subject matter and another as a reading specialist. Both programs are a minimum of 60 points in length. The first option leads to certification as a teacher of the deaf and hard of hearing, K-12, whereas the second option leads to certification as a teacher of the deaf and hard of hearing and as a reading specialist. Admission to the

second option, i.e., the teacher of the deaf and hard of hearing and as a reading specialist, requires prior certification in regular education.

The actual number of credits required may vary slightly depending upon the individual's background and the particular area of dual certification the person is interested in obtaining. Individuals who matriculate into the program and are already certified in regular education will be expected to complete the 32-point core program in the Education of the Deaf and Hard of Hearing, which leads to an M.A. degree. They also have the option to take additional coursework in another area of special education, in the reading specialist program, or in another area in order to obtain additional certification and to obtain an Ed.M. degree. These individuals will be expected to complete two full-time student teaching experiences with deaf or hard of hearing individuals and to fulfill additional student teaching or practicum requirements that are needed to obtain the additional certification.

All programs noted above also lead to Council on the Education of the Deaf (CED) certification.

The Master of Education (Ed.M.) program in Education of the Deaf and Hard of Hearing, which includes an en passant M.A., is designed to meet the needs of individuals seeking initial certification in the education of individuals who are Deaf or hard of hearing. The program has two options: 1) a course of study that leads to pre-K-12 certification as an educator of individuals who are Deaf or hard of hearing and 2) a course of study that leads to certification as an educator of individuals who are Deaf or hard of hearing and focuses on a specific age group and or content domain. The first option prepares students to become certified teachers of individuals who are Deaf or hard of hearing throughout the entire school age span from preschool to high school (K-12) or within a specific age range or content domain, for students who already hold a regular education certificate. Students who pursue this option typically function as teachers within resource rooms, itinerant teachers, or classroom consultant teachers. This option also permits those individuals who are already certified as regular education preschool or elementary school teachers or teachers of content material at the middle and secondary levels to teach students who are Deaf and hard of hearing at a specific age level or content domain. If an applicant is interested in teaching in an inclusion class, a self-contained classroom, a school for the Deaf or hard of hearing, or a specific content domain but is not yet certified in regular education, that applicant will need to pursue the second program option. The second option leads to dual certification, in early childhood regular education, regular elementary education, or a subject domain (i.e., English, mathematics, social studies, or an area of science) in addition to certification as a teacher of the Deaf or hard of hearing.

All program options require a minimum of 60 credits and take approximately two years to complete. Individualized programs can be developed for individuals with a previous academic background in regular education or in the education of individuals who are Deaf or hard of hearing and may lead to additional certification. With advisor's approval, coursework taken at the undergraduate level or elsewhere that fulfills any of the certification requirements may result in a waiver of such coursework at Teachers College. However, even with a waiver, the program would still require completion of 60 credits.

#### **Specialization Requirements, Deaf and Hard of Hearing:**

- HBSE 4070 Psychosocial and cultural aspects of people who are Deaf or hard of hearing (2 terms)
- HBSE 4071 Special methods: Methods of teaching reading and writing to individuals who are Deaf or hard of hearing; and language, reading, and writing instruction in the content areas for individuals who are Deaf or hard of hearing
- HBSE 4072 Development of language of individuals who are Deaf or hard of hearing
- HBSE 4073 Audiological principles and the teaching of speech and listening skills to individuals who are Deaf and hard of hearing
- HBSE 4074 Linguistics of American Sign Language
- HBSE 4077 Seminar in teacher-as-researcher
- HBSE 4079 Language development and rehabilitation: The foundations

- HBSE 4300 Practicum in assessment and evaluation of individuals with exceptionalities
- HBSE 4707 Observation and student teaching in special education - Deaf and hard of hearing (two terms)
- HBSE 4871 American Sign Language I
- HBSE 4872 American Sign Language II
- Area specialization courses in deaf and hard of hearing (15+ points)

For those individuals who matriculate into the Program in the Education of the Deaf and Hard of Hearing and are not yet certified in a common branch area in regular education, the students will complete a 60-point program leading to dual certification and an Ed.M. in education at the preschool, elementary, or secondary level in mathematics, physics, chemistry, biology, environmental sciences, social studies, or English education.

#### **Breadth Requirements:**

In order to broaden the student's background in education, three Teachers College courses outside the Teachers College major department must be completed (in this case, a course is defined as one for which at least two points are earned). These courses should be selected from the following areas:

- Age-appropriate developmental psychology course
- Educational foundations course
- Health requirement
- Technology requirement
- Reading course

#### **Master of Arts: Guidance and Rehabilitation**

The M.A. in Guidance and Rehabilitation, which does not lead to New York State teacher certification, is available to interested students with a broad range of career goals.

#### **Required Department Courses:**

- 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 4060 Psychosocial implications of vision loss on people with blindness and visual impairment and their families
- HBSE 4070 Psychosocial and cultural aspects of people who are deaf and hard of hearing
- HBSE 4071 Special methods: Methods of teaching reading and writing to individuals who are Deaf or hard of hearing
- HBSE 4082 Assessment and evaluation of infants, children, and youth with exceptionalities
- HBSE 4880 Opportunities and outcomes for people with disabilities - Annual conference
- HBSE 5309 Advanced practicum in special education - Rehabilitation of persons with developmental disabilities
- HBSE 5909 Problems in special education - Guidance, rehabilitation, and career education

#### **Master of Arts options in Intellectual Disability/Autism (M.A. and Ed.M.)**

For individuals with an interest in the Intellectual Disability/Autism program area, four master's-level program options leading to initial New York State teacher certification are available: (1) Master of Arts (M.A.) Degree Program in the Teaching of Students with Intellectual Disability/Autism at the Adolescence Level — for individuals who are seeking initial certification as a teacher of students with disabilities at the adolescence/ generalist



(grades 7-12) level. This 38-point full-time program typically requires a year and a half to complete. (2) Master of Arts (M.A.), Degree Program in the Teaching of Students with Intellectual Disability/Autism and Students without Disabilities at the Childhood Level — for individuals who are seeking initial dual certification as a teacher of students with and without disabilities at the childhood/ elementary (grades 1-6) level. This integrated 43-point full-time program typically requires a year and a half to complete; (3) Master of Education (Ed.M.), degree program in the Teaching of Students with Intellectual Disability/Autism and Elementary/Childhood — for individuals who are seeking initial dual certification as a teacher of students with and without disabilities at the childhood (elementary) level (grades 1-6). This 60-point full-time program typically requires two years to complete; (4) Master of Education (Ed.M.), Degree Program in the Teaching of Students with Intellectual Disability/Autism and Early Childhood Education — for individuals who are seeking initial dual certification as a teacher of students with and without disabilities at the early childhood level (birth through grade 2). This 60-point full-time program typically requires two years to complete. All four programs prepare preservice 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 and without Intellectual Disability/Autism at specific age levels.

One additional master's-level programs in the Intellectual Disability/Autism program area leads to New York State Transitional B certification: Master of Arts (M.A.) degree program in the Teaching of Students with Intellectual Disability/Autism at the Childhood level (grades 1-6). This 36-point degree program is restricted to students who have been admitted to the Peace Corps Fellows Program, and it requires participation in the pre-service summer component and in other activities associated with the Peace Corps Fellows Program. An additional track of the M.A. Program in Intellectual Disability/ Autism is available through the Teaching Residents at Teachers College program ([www.tc.edu/teachingresidents](http://www.tc.edu/teachingresidents)). To qualify for this option, applicants must be admitted to both the M.A. Program at the adolescence level (ITDA-IN) and to the Teaching Residents at Teachers College program. The program requires participation in intensive summer components and an ongoing integrating seminar, as well as a full school year residency in a high-need New York City school. In addition, students who complete this program are required to teach in a high-need New York City school for three additional years. Please refer to "Teaching Residents at Teachers College."

#### **Specialization Requirements, Intellectual Disability/Autism:**

- HBSE 4000 Introduction to special education
- HBSE 4001 Teaching students with disabilities in the general education classroom
- HBSE 4005 Applications of technology in special education
- 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 4700 Field observation in special education: Pre-student teaching
- HBSE 4701 Observation and student teaching in special education - Intellectual disability/autism (two terms)
- HBSE 4880 Opportunities and outcomes for people with disabilities - Annual conference

#### **Breadth Requirements:**

In order to broaden the student's background in education, three Teachers College courses outside the Teachers College major department must be completed (in this case, a course is defined as one for which at least two points are earned). These courses should be selected from the following areas:

- Age-appropriate developmental psychology course
- Educational foundations course

- Health requirement
- Technology requirement
- Reading course

### **Master of Arts: Severe or Multiple Disabilities**

A Master of Arts (M.A.) Program in the Teaching of Students with Severe or Multiple Disabilities is available for individuals who already hold New York State initial certification in the teaching of students with disabilities at the early childhood, childhood, or adolescence age levels; in teaching of students who have intellectual disability/autism, behavior disorders, or who are deaf or hard of hearing, or who have speech and language disabilities. This 32-point M.A. program in the Teaching of Students with Severe or Multiple Disabilities leads to a recommendation for an annotation to the New York State certification, which recognizes additional pedagogical knowledge, skills, and experiences in the teaching of students with severe or multiple disabilities.

#### **Required Department Courses:**

- HBSE 4001 Teaching students with disabilities in the general education classroom
- HBSE 4002 Instruction and curriculum for students with and without disabilities
- HBSE 4005 Applications of technology in special education
- 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 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 - Annual conference

### **Master of Education: Instructional Practice in Special Education**

Students interested in advanced study in selected areas of special education may seek the Ed.M., which represents a broadening and refinement of knowledge and skills in areas such as those listed above. Award of the Ed.M. requires satisfactory completion of a special project reflecting the attainment of advanced professional competencies.

#### **Instructional Practice in Special Education**

##### **Core Requirements:**

- HBSE 5010 Study of the philosophic foundations of special education
- HBSE 6010 Advanced study of problems and issues in special education

##### **Specialization Requirements:**

Students work in collaboration with a faculty advisor to select coursework that builds upon their previous professional experiences and increases their current repertoire of skills and knowledge.

##### **Non-Department Courses Required:**

- HUDM 4122 Probability and statistical inference
- HUDM 5122 Applied regression analysis

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### **Doctor of Education**

Doctor of Education Exceptionality Focus Areas:

- Deaf and Hard of Hearing
- Intellectual Disability/Autism

Professional Specialization Areas:

- Academic Cognate
- Instructional Leadership
- Research and Evaluation

Students of exceptional ability who are interested in and committed to contributing to special education through leadership and scholarly work may apply for the Ed.D. degree, which represents the highest level of achievement in the profession. The doctoral program prepares graduates to assume leadership roles in teacher education programs in colleges and universities in this country and in other countries, to administer special education programs in schools and agencies, and to conduct research in special education and related services.

Students may focus their work and course of study by exceptionality focus and by professional specialization.

## Doctor of Philosophy

### Doctor of Philosophy Exceptionality Focus Areas:

- Applied Behavior Analysis
- Intellectual Disability/Autism
- Physical Disabilities (including Deaf and Hard of Hearing)

### 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. Program in Teaching as Applied Behavior Analysis

The *Teaching as Applied Behavior Analysis* M.A. and Ph.D. programs incorporate an approach to teacher training in which all instruction used by 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. The M.A. program prepares graduates to be dually certified from birth to grade 6 in New York State and reciprocal states. Students accepted in 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 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 5.

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. The focus of the M.A. program is in the application of scientific procedures in classrooms, while Ph.D. students engage in research throughout their program, building on their research training in the M.A. and culminating in a dissertation that identifies and investigates a topic related to our mission. Dissertations must make *contributions to both the 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.

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 6. The teaching placement is a critical part of the program, because it provides opportunities to learn the science and its application to teaching children. 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. candidate teachers play a significant role in our record of providing measurably superior instruction and bridging the educational gap. For more information please see the Teaching as Applied Behavior Analysis M.A. program description.

#### **Department Courses Required for All Student Majors in Degree Program**

##### **Core Requirements for all Ph.D. Special Education Majors**

- HBSE 5010 Study of the philosophic foundations of special education
- HBSE 6001 Research in special education: Research/experimental design
- HBSE 6003 Research in special education: Qualitative approaches
- HBSE 6005 Research in special education: Single-case design
- HBSE 6010 Advanced study of problems and issues in special education
- HBSE 7500 Dissertation seminar in special education
- HBSE 8900- Dissertation advisement in special

##### **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 5904 Problems in special education: Behavioral disorders
- HBSE 5915 Supervision and administration of special education and human resources agencies through organizational behavior analysis
- HBSE 6015 The verbal behavior model: Individual educational programming
- HBSE 6031 Single case experimental design in education, medicine, and therapy
- HBSE 6504 Advanced seminar in special education: Applied behavior analysis and behavioral disorders

#### **Ph.D. Program in the Education of the Deaf/Hard of Hearing**

There are two possible doctoral degrees available: the Ed.D. and the Ph.D. The Ed.D. and Ph.D. doctoral programs are 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 d/Deaf and hard of hearing, including advanced study in linguistics, psycholinguistics, and developmental psycholinguistics; and 5) a professional specialization.

Although the program requirements for the Ed.D. and the Ph.D. are very similar there are differences. The Ed.D. is in the Education of the d/Deaf and Hard of Hearing and is administered and awarded through Teachers College itself as an affiliate of Columbia University. The Ph.D. is in Physical Disabilities, which includes a specialization in the d/Deaf and Hard of Hearing. The Ph.D. in Physical Disabilities with an emphasis on the

d/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. Both degrees require a minimum of 70 credits beyond the master's degree and both presume a background in and/or direct professional experience in working with individuals who are d/Deaf or hard of hearing. The major difference between the two degrees, aside from the administrative issues noted above, has to do with the nature of the dissertation itself. Typically, the Ed.D. dissertation is more applied and field-based, whereas the Ph.D. requires the work to be theoretical in nature. Another difference has to do with the composition of the dissertation committees and the title of the degree: I.e., The Ed.D. will be in Deaf and Hard of Hearing, and the Ph.D. be in Physical Disabilities. The program requirements for both degrees are essentially the same and entail the following:

### **Core and Research Sequence (34 credits)**

#### **Core Requirements for all Ed.D. and Ph.D. Special Education majors (15):**

- HBSE 5010 Study of the philosophic foundations of special education (3)
- HBSE 6001, Research in special education (6 total)
- HBSE 6010 Advanced study of problems and issues in special education (3)
- HBSE 7500 Dissertation seminar in special education (3)
- HBSE 8907 Dissertation advisement in special education - Deaf and hard of hearing(0)

#### **Research Requirement (6)**

- HUDM 4122 Probability and statistical inference (3)
- HUDM 5122 Applied regression analysis (3)

Group Design

Single-Subject Design

Qualitative Research

Policy Study

#### **Area of Concentration: Deaf and Hard of Hearing (23):**

##### **Deaf and Hard of Hearing (8)**

- HBSE 5307 Advanced practicum in special education - Deaf and hard of hearing (1-6)
- HBSE 5907 Problems in special education - Deaf and hard of hearing (1-4)
- HBSE 6070 Psychology of deafness (2)
- HBSE 6407 Advanced internship in special education - Deaf and hard of hearing (1-6)
- HBSE 6507 Advanced seminar in special education: Deaf and hard of hearing (2)

##### **Linguistics (15)**

Depending upon the student's background, the student is expected to choose 15 credit hours of study in any of the following areas either through Teachers College or the Interuniversity Doctoral Consortium

- Phonology
- Syntax
- Semantics
- Pragmatics
- Discourse

- Child Language
- Linguistics of American Sign Language
- English as a Second Language
- Verbal Behavior

### **Specialization - Individualized Course Selections (13-15)**

- Possible areas of concentration include but are not restricted to
- Cognitive Science
- Developmental Psychology
- Policy Studies
- Reading
- Curriculum Development
- Second Language Learning

### **Ph.D. Program in Intellectual Disability/Autism**

Intellectual Disability/Autism is one of the exceptionality focus areas that may be selected by applicants to either the Ed.D. or the Ph.D. Program in Special Education. Individuals who are interested in and committed to contributing to special education through leadership and applied research may apply for the Ed.D. degree program (90 credits), which represents the highest level of achievement in the profession. Individuals who are interested in scholarly careers as researchers and theoreticians in special education, inclusive education, and related social sciences may apply for the Ph.D. degree program (90 credits), which represents the highest level of achievement in the Arts and Sciences. Interested students should read the admission requirements and general information about the Ed.D. and Ph.D. Programs in Special Education in the Teachers College catalog (available online at the Teachers College website) before reading this supplementary statement.

The program of study in the intellectual disability/autism exceptionality focus area has been designed to prepare graduates for a variety of leadership roles in the education of individuals with intellectual disabilities, autism, and other developmental disabilities. Doctoral students may orient their preparation towards careers as college and university professors, researchers and evaluators, program directors, or curriculum and instructional specialists in a variety of school and community programs. Students may also choose to emphasize a particular age or ability level through supervised internships, independent study, and research. 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 committee and begin work on their doctoral dissertation research.

Procedures for admission to the Ed. D. and Ph.D. programs in Special Education in the Department of Health and Behavior Studies 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. Two to three years of successful teaching experience in special education,
3. Scholarly and professional promise,
4. Appropriate career objectives,
5. English proficiency (TOEFL score of at least 600), if applicable,
6. Non-academic attributes which demonstrate ability to meet the challenge of working with people with developmental disabilities,
7. Academic or professional writing sample.

Course requirements in each of the following categories must be satisfied in order to complete the 90-credit Ed.D. or Ph.D. program:

**Major/Exceptionality Focus (51 credits)**

Masters-level courses in intellectual disability/autism (32 total)

- HBSE 5010 Study of the philosophic foundations of special education (3)
- HBSE 6010 Advanced study of problems and issues in special education (3)
- HBSE 6501 Advanced seminar in special education - Intellectual disability/autism (2 semesters; 3 credits each semester)
- HBSE 5901 Problems in special education – Intellectual disability/autism (3)
- HBSE 6401 Advanced internship in special education – Intellectual disability/autism (2)
- HBSE 4880 Opportunities and outcomes for people with disabilities - Annual conference (2)

**Research Core (15 Credits)**

- HUDM 4122 Probability & statistical inference (3)
- HUDM 5122 Applied regression analysis (3)
- HBSE 6001 Research in special education: Research/experimental design (3)
- HBSE 6003 Research in special education: Qualitative approaches (2)
- HBSE 6005 Research in special education: Single-case design (2)
- HBSE 7500 Dissertation seminar in special education (3)

**Professional Specialization (12 credits)**

Students in the Ed.D. Program may select, in consultation with their advisor, a 12-credit block of courses in instructional leadership, administration/supervision, research and evaluation, or an academic cognate to constitute their area of professional specialization.

Students in the Ph.D. Program must complete a 12-credit block of courses in advanced statistics and research/evaluation/measurement in lieu of a selected area of professional specialization.

**Electives (12 credits)**

Students in both the Ed.D. and Ph.D. programs may select both general elective courses (6 credits) and elective courses in special education (6 credits).

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## SPECIAL EDUCATION

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### APPLICATION INFORMATION

All applicants: Interviews are required for applicants to the Deaf and Hard of Hearing and Intellectual Disability/Autism programs. Other program coordinators may arrange for applicants to have an admissions interview.

M.A. applicants: Experience in special education is not a prerequisite for acceptance.

Doctoral applicants: Submit an academic or professional writing sample.

[Apply Now](#)

### DEGREES OFFERED

### CONTACT INFORMATION

*Phone:* (212) 678-3880

*Fax:* (212) 678-8259

*Email:* [ksd2116@tc.columbia.edu](mailto:ksd2116@tc.columbia.edu)

*Coordinator:*



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## SPECIAL EDUCATION

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### PROGRAM FACULTY

#### FACULTY

- [Chiang, Hsu-Min](#)  
Assistant Professor
- [Dudek, Jessica](#)  
Assistant Professor of Psychology and Education
- [Goodwin, Anne Lin](#)  
Vice Dean and Professor of Education
- [Greer, R](#)  
Professor of Psychology and Education
- [Hickson, Linda](#)  
Professor of Education
- [Kretschmer, Robert](#)  
Associate Professor of Education and Psychology

#### LECTURERS

- [Rosen, Russell](#)  
Lecturer
- [Shamash, Emily](#)  
Lecturer

#### ADJUNCT PROFESSORS

- [Bahadourian, Ara](#)  
Adjunct Associate Professor of Social Studies
- [Cox, Maria](#)  
Adjunct Associate Professor of Education
- [Delgado, Jo Ann](#)  
Adjunct Associate Professor of Social Studies
- [Helou-Care, Yasmin](#)  
Adjunct Assistant Professor
- [Lipkowitz, Susan](#)  
Adjunct Associate Professor of Social Studies
- [Longano, Jennifer](#)  
Adjunct Assistant Professor
- [Pawelski, Christine](#)  
Adjunct Associate Professor
- [Pistoljevic, Nirvana](#)  
Adjunct Assistant Professor of Education
- [Speckman-Kilroe, JeanneMarie](#)  
Adjunct Assistant Professor

#### INSTRUCTORS

- [Corwin, Alison](#)
- [Hartman, Maria](#)
- [Mallory, Sarah](#)

#### DEGREES OFFERED

#### CONTACT INFORMATION

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*Coordinator:*

- [Montgomery, Jennifer](#)
- [Rooney, Mary Ellen](#)
- [Veyvoda, Michelle](#)

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## SPECIAL EDUCATION

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### PROGRAM COURSES

#### A&HH 4076 HISTORY OF URBAN EDUCATION

Professor Weneck. Understanding the development of urban education as it relates to social, economic, and spatial changes in the metropolitan environment.

**Faculty:** [Weneck, Bette](#)

#### A&HW 5030 DIVERSITY AND THE SOCIAL STUDIES CURRICULUM

Professors Schmidt, Taylor. Curriculum theory and instructional methods related to teaching secondary school social studies in the diverse classroom. Particular attention paid to multicultural issues in urban settings.

**Faculty:** [Gaudelli, William](#)

#### C&T 4001 DIFFERENTIATING INSTRUCTION IN INCLUSIVE CLASSROOMS

For students preparing to be both general and special-education teachers. This course is designed to foster collaborative, problem-solving relationships among general and special education teachers, including co-teaching and co-planning and student families in designing and modeling inclusive pedagogies and practices for diverse learners. It also overviews the classroom uses of assistive instructional technologies and other accommodations in a laboratory format.

**Faculty:**

#### C&T 4052 DESIGNING CURRICULUM AND INSTRUCTION

Application of models for designing curriculum and instruction. Students design curriculum in collaborative groups.

**Faculty:**

#### C&T 4080 RISK AND RESILIENCE IN EARLY DEVELOPMENT

A first course in child development, pre-birth through age 8, within a family context. Primary focus is on the impact of risk and disability on developmental outcomes, and those factors that promote resilience in young children, with and without disabilities, and their families.

**Faculty:** [Recchia, Susan](#)

#### C&T 4112 INTEGRATED CURRICULUM IN EARLY CHILDHOOD EDUCATIONS (FULL-YEAR COURSE)

A two-semester course focused on integrated theories and methods in ECE/ ECSE. Will incorporate historical and sociocultural contexts, emphasis on physical and interpersonal environments in early childhood settings, centrality of play, social studies and science, adapting curricula for full range of abilities from infancy through grade 2.

**Faculty:** [Recchia, Susan](#)

#### C&T 4114 MULTICULTURAL APPROACHES TO TEACHING YOUNG CHILDREN

Professor Souto-Manning. Exploration of aspects of professional preparation needed for teaching from a multicultural perspective: first, the disposition toward inquiry needed for ongoing self-development; second, the knowledge and skills needed to infuse multicultural

### DEGREES OFFERED

### CONTACT INFORMATION

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*Coordinator:*

curriculum content, program designs, and teaching strategies; and third, the creation of a context through which participants can examine issues of social justice.

**Faculty:** [Souto-Manning, Mariana](#)

### C&T 4123 CURRICULUM AND INSTRUCTION IN ELEMENTARY EDUCATION

Permission required. An introduction to teaching, learning, and curriculum in elementary classrooms, including learning processes; instructional planning; student observation and assessment; classroom management; working in urban, diverse, and inclusive settings; and culture and community. The course emphasizes the relationship between theory and practice and supports students in the development of self-analytic, reflective, problem solving skills and instructional planning. Special fee: \$100.

**Faculty:** [Hamre, Britt Oyler, Celia Quinn, Mary](#)

### C&T 4131 LANGUAGE AND LITERACY IN THE EARLY CHILDHOOD CURRICULUM

Professors Genishi and Souto-Manning. Introduction to research and practices related to early communication and literacy in early childhood settings (birth through prekindergarten). Focus will be on children whose first language is English, as well as English language learners, and on curricula and adaptations for full range of learners. (3 credits toward State literacy requirements)

**Faculty:** [Souto-Manning, Mariana](#)

### C&T 4132 LANGUAGE AND TEACHING IN THE PRIMARY READING/WRITING CLASSROOM

Professors Calkins, Siegel, and Souto-Manning. Permission required. Examines principles of literacy learning in young children and introduces theories, practices, and materials for teaching reading/writing in primary grades in diverse settings.

**Faculty:** [Calkins, Lucy](#)

### C&T 4133 LEARNING AND TEACHING IN THE INTERMEDIATE READING/WRITING CLASSROOM

Permission required. Examines strategies for teaching, organizing, and assessing reading, writing, and speaking in intermediate grades.

**Faculty:**

### C&T 4136 METHODS AND MATERIALS FOR READING INSTRUCTION

A survey of approaches to reading instruction from kindergarten through middle school with a critical examination of modern methods, materials, trends, and issues.

**Faculty:**

### C&T 4708 STUDENT TEACHING-INFANCY AND EARLY CHILDHOOD

Observation and student teaching. Permission required. This two-course sequence requires 3-5 days a week for participation in community, school, and agency programs and a weekly seminar on campus.

**Faculty:**

### C&T 4726 PROFESSIONAL LABORATORY EXPERIENCES/STUDENT TEACHING IN ELEMENTARY EDUCATION

Permission required. Students must begin in the fall term. Students engage in an intensive field placement under the sponsorship of a classroom teacher with supervision shared by the cooperating teacher and Teachers College staff members. The experience begins with a three-week practicum period, followed by a ten-week student teaching experience; students spend a minimum of 3 1/2 days in the classroom each week. Classrooms provide experience with both younger and older children in a range of urban settings. Offered in conjunction with C&T 4123 and C&T 4124. Students applying to student teach must file a Declaration of Intention to Student Teach by mid-April, prior to the fall term.

**Faculty:** [Hamre, Britt Quinn, Mary](#)

### HBSE 4000 INTRODUCTION TO SPECIAL EDUCATION

Offered all terms. Enrollment limited to 25 students. 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. Totally online versions of this course are available for non- HBSE majors in spring and summer A and B terms. Special fee: \$25.

**Faculty:** [Bae, Young Seh](#) [Chiang, Hsu-Min](#) [Cummins, Peg](#) [Lipkowitz, Susan](#) [Pistoljevic, Nirvana](#) [Wang, Ye](#)

#### HBSE 4001 TEACHING STUDENTS WITH DISABILITIES IN THE GENERAL EDUCATION CLASSROOM

Problems of educational assessment, curriculum and teaching, organization, and guidance of students with physical, cognitive, affective, and sensory disabilities. Materials fee: \$15

**Faculty:** [Lipkowitz, Susan](#) [Pistoljevic, Nirvana](#) [Speckman-Kilroe, JeanneMarie](#) [Wang, Ye](#)

#### HBSE 4001 TEACHING STUDENTS WITH DISABILITIES IN THE GENERAL EDUCATION CLASSROOM

Problems of educational assessment, curriculum and teaching, organization, and guidance of students with physical, cognitive, affective, and sensory disabilities. Materials fee: \$15

**Faculty:** [Lipkowitz, Susan](#) [Pistoljevic, Nirvana](#) [Speckman-Kilroe, JeanneMarie](#) [Wang, Ye](#)

#### HBSE 4002 INSTRUCTION AND CURRICULUM FOR STUDENTS WITH AND WITHOUT DISABILITIES

Curriculum development and research-validated methods of instructing students with and without disabilities from early childhood through adolescence, including methods of teaching reading and mathematics and methods of enrichment and remediation. Materials fee: \$10.

**Faculty:** [Chiang, Hsu-Min](#) [Hickson, Linda](#)

#### HBSE 4005 APPLICATIONS OF TECHNOLOGY IN SPECIAL EDUCATION

This course is intended to provide preservice and in-service special education teachers with basic information on assistive and instructional technology appropriate for use with infants, children and youths who require special education and related services. Materials fee: \$25.

**Faculty:**

#### HBSE 4006 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. Students are trained in conflict resolution and must perform a minimum of 15 hours of respite to a family with a child with an exceptionality. Special fee: \$15.

**Faculty:**

#### HBSE 4010 NATURE AND NEEDS OF PERSONS WITH INTELLECTUAL DISABILITY/AUTISM

Characteristics of persons manifesting different degrees of intellectual disability/autism and other developmental disabilities from early childhood through adolescence. The course emphasizes implications for educational programming, curriculum, and instruction. Materials fee: \$10.

**Faculty:** [Hickson, Linda](#)

#### HBSE 4011 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. Materials fee: \$20.

**Faculty:** [Chiang, Hsu-Min](#)

### HBSE 4015 APPLIED BEHAVIOR ANALYSIS I

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.

**Faculty:** [Greer, R](#) [Pistoljevic, Nirvana](#)

### HBSE 4016 APPLIED BEHAVIOR ANALYSIS II

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. Special fee: \$15.

**Faculty:** [Greer, R](#)

### HBSE 4017 APPLIED BEHAVIOR ANALYSIS III: SCHOOL-WIDE

#### SYSTEMS APPLICATIONS

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.

**Faculty:** [Greer, R](#)

### HBSE 4031 EDUCATION OF STUDENTS WITH PHYSICAL DISABILITIES

Curriculum development and research-validated methods of instructing students with physical disabilities from early childhood through adolescence in regular classes, special classes, hospitals, and home instruction.

**Faculty:** [Pawelski, Christine](#)

### HBSE 4044 CURRICULAR AND PEDAGOGICAL FOUNDATIONS FOR TEACHING PRE-LISTENING THROUGH EARLY ACADEMIC LITERACY

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).

Permission required for non-majors.

**Faculty:**

### HBSE 4045 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).

Materials fee: \$10. Permission required for non-majors.

**Faculty:**

### HBSE 4046 CURRICULAR AND PEDAGOGICAL OPERATIONS FOR TEACHING ADVANCED FUNCTIONAL ACADEMIC LITERACY (4TH GRADE THROUGH EARLY MIDDLE SCHOOL)

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). Permission required for non-majors.

**Faculty:**

### HBSE 4060 PSYCHOSOCIAL IMPLICATIONS OF VISION LOSS ON PEOPLE WITH BLINDNESS AND VISUAL IMPAIRMENT AND THEIR FAMILIES

Professor Cummins. Blindness and Visual Impairment (majors must enroll for 3 points). Introduction to the education of children, youths, and adults with blindness and visual impairment and their families; historical aspects; development of professional agencies and services; psychosocial aspects of blindness; problems and issues of the field. Special fee: \$40.

**Faculty:**

#### HBSE 4070 PSYCHOSOCIAL AND CULTURAL ASPECTS OF PEOPLE WHO ARE D/DEAF OR HARD OF HEARING

Introduction to the education of children, youth, and adults who are deaf or hard of hearing; historical development; psychosocial and cultural aspects; problems and issues of the field.

**Faculty:** [Rosen, Russel](#)

#### HBSE 4071 SPECIAL METHODS: METHODS OF TEACHING READING AND WRITING TO INDIVIDUALS WHO ARE D/DEAF OR HARD OF HEARING

Study of special methods of teaching in programs for children and youth who are deaf or hard of hearing at nursery, elementary, and secondary levels, with particular attention to the development of language within the language arts subject areas. Materials fee: \$10.

**Faculty:** [Hartman, Maria Wang, Ye](#)

#### HBSE 4072 DEVELOPMENT OF LANGUAGE FOR INDIVIDUALS WHO ARE D/DEAF OR HARD OF HEARING

Language development of deaf or hard of hearing individuals at different maturational levels. Prerequisite: HBSE 4079 or equivalent.

**Faculty:** [Kretschmer, Robert](#)

#### HBSE 4073 AUDIOLOGICAL PRINCIPLES AND THE TEACHING OF SPEECH AND LISTENING SKILLS TO INDIVIDUALS WHO ARE D/DEAF OR HARD OF HEARING

Development of speech in children who are deaf or hard of hearing, methods of teaching speech to children who are deaf or hard of hearing, development of educational programs for the maximum utilization of residual hearing. Lab required. Materials fee: \$10.

**Faculty:** [Kretschmer, Robert Veyvoda, Michelle](#)

#### HBSE 4074 LINGUISTICS OF AMERICAN SIGN LANGUAGE

An in-depth study of the phonology, morphology, syntax, and pragmatics of American Sign Language. Aspects of the psycho- and socio-linguistics of this language are covered.

**Faculty:** [Kretschmer, Robert](#)

#### HBSE 4077 SEMINAR IN TEACHER-AS-RESEARCHER

Students are oriented to the role of teacher-as-researcher, in terms of classroom-based inquiry, and they begin designing their master's projects. Additionally, students are expected to translate basic research in the area of language acquisition, reading, syntax, semantics, discourse processes, and/or pragmatics into classroom pedagogy and research.

**Faculty:** [Wang, Ye](#)

#### HBSE 4079 LANGUAGE DEVELOPMENT AND REHABILITATION: THE FOUNDATIONS

Course designed to establish a firm foundation in generative syntax, semantics, and pragmatics as it relates to language development and rehabilitation. Materials fee: \$10.

**Faculty:** [Kretschmer, Robert](#)

#### HBSE 4082 ASSESSMENT AND EVALUATION OF INFANTS, CHILDREN, AND YOUTH WITH EXCEPTIONALITIES

Enrollment limited to 20 per term. 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. Students complete approximately 50 hours of assessments and evaluations of infants, children, youths, and young adults with disabilities, as part of the course, through work in the Dean Hope Center and the Harlem Tutoring Program. Special fee: \$150. Students participate in an additional, weekly lab session.

**Faculty:**

#### HBSE 4092 INTRODUCTION TO FOUNDATIONS OF SPECIAL

##### EDUCATION OPPORTUNITY

Theory and practice in the rehabilitation and redress of human relationships affecting people with disabilities across the lifespan. Materials fee: \$10.

**Faculty:**

#### HBSE 4300 PRACTICUM IN ASSESSMENT AND EVALUATION OF INDIVIDUALS WITH EXCEPTIONALITIES

Supervisors affiliated with the Dean Hope Center. Permission required. Prerequisite: HBSE 4082. Participation in interdisciplinary, psychoeducational assessment of exceptional children. Analysis of observational and test data; formulation of educational programs for exceptional learners. Conducted in the Dean Hope Center or in appropriate community facilities. Course meets the equivalent of one full day a week. Supervisory fee: \$100 and lab fee: \$150. (Plus additional lab time).

**Faculty:** [Wang, Ye](#)

#### HBSE 4700 OBSERVATION AND STUDENT TEACHING IN SPECIAL EDUCATION: PRE-STUDENT TEACHING

Permission required. Course requires 3-5 days a week for participation in community, school, and agency programs and a weekly seminar on campus.

**Faculty:**

#### HBSE 4701 OBSERVATION AND STUDENT TEACHING IN SPECIAL EDUCATION: INTELLECTUAL DISABILITY/AUTISM

Permission required. Course requires 3-5 days a week for participation in community, school, and agency programs and a weekly seminar on campus.

**Faculty:** [Rooney, Mary Ellen](#)

#### HBSE 4704 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.

**Faculty:**

#### HBSE 4707 II: OBSERVATION AND STUDENT TEACHING IN SPECIAL EDUCATION: DEAF AND HARD OF HEARING

Permission required. Course requires 3-5 days a week for participation in community, school, and agency programs and a weekly seminar on campus.

**Faculty:** [Hartman, Maria Rosen, Russell](#)

#### HBSE 4871 AMERICAN SIGN LANGUAGE I

A course designed to develop beginning receptive and expressive skills in American Sign Language.

**Faculty:**

#### HBSE 4880 OPPORTUNITIES AND OUTCOMES FOR PEOPLE WITH DISABILITIES-ANNUAL CONFERENCE

Research conference sponsored by the Center for Opportunities and Outcomes for People with Disabilities provides a forum for the presentation and discussion of research findings by Center researchers and their colleagues from the field.

**Faculty:** [Hickson, Linda](#)



### HBSE 4901 RESEARCH AND INDEPENDENT STUDY: SPECIAL EDUCATION

Permission required.

**Faculty:**

### HBSE 5010 STUDY OF THE PHILOSOPHIC FOUNDATIONS OF SPECIAL EDUCATION

Permission required. For post-master's and advanced master's students in the Department of Health and Behavior Studies in special education. Overview of major philosophic orientation within social sciences and special education. Special fee: \$10.

**Faculty:** [Kretschmer, Robert](#)

### HBSE 5301 ADVANCED PRACTICA IN SPECIAL EDUCATION: INTELLECTUAL DISABILITY/AUTISM

Guided experiences in selected special education programs for advanced students. Weekly seminar meetings. Supervised group field visits. Preservice internships arranged. Students submit reports analyzing experiences.

**Faculty:** [Hickson, Linda](#)

### HBSE 5304 ADVANCED PRACTICA IN SPECIAL EDUCATION: BEHAVIORAL DISORDERS

Guided experiences in selected special education programs for advanced students. Weekly seminar meetings. Supervised group field visits. Preservice internships arranged. Students submit reports analyzing experiences.

**Faculty:**

### HBSE 5307 ADVANCED PRACTICA IN SPECIAL EDUCATION: DEAF AND HARD OF HEARING

Guided experiences in selected special education programs for advanced students. Weekly seminar meetings. Supervised group field visits. Preservice internships arranged. Students submit reports analyzing experiences.

**Faculty:** [Kretschmer, Robert](#)

### HBSE 5309 ADVANCED PRACTICA IN SPECIAL EDUCATION: REHABILITATION OF PERSONS WITH DEVELOPMENTAL DISABILITIES

Guided experiences in selected special education programs for advanced students. Weekly seminar meetings. Supervised group field visits. Preservice internships arranged. Students submit reports analyzing experiences.

**Faculty:** [Hickson, Linda](#)

### HBSE 5901 PROBLEMS IN SPECIAL EDUCATION: INTELLECTUAL DISABILITY/AUTISM

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.

**Faculty:** [Pawelski, Christine](#)

### HBSE 5904 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.

**Faculty:** [Greer, R](#)

### HBSE 5907 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.

**Faculty:** [Kretschmer, Robert](#)

### HBSE 5909 PROBLEMS IN SPECIAL EDUCATION: GUIDANCE, REHABILITATION, AND CAREER EDUCATION

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.

**Faculty:**

### HBSE 5914 PROBLEMS IN SPECIAL EDUCATION: BEHAVIOR ANALYSIS

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.

**Faculty:** [Greer, R](#)

### HBSE 6001 RESEARCH IN SPECIAL EDUCATION

Permission required. Prerequisites: HUDM 4122 and HUDM 4123. Instruction in the development, conduct, and reporting of research. Student research studies. All doctoral students in Special Education in Health and Behavior Studies must take all courses in this sequence which are as follows: HBSE 6001(2) - Research and experimental design, HBSE 6003(2) Qualitative approaches, and HBSE 6005(2) Single case experimental designs. Special fee: \$30 per course.

**Faculty:** [Marks, Ray](#)

### HBSE 6003 TEACHER EDUCATION IN SPECIAL EDUCATION

Permission required. Prerequisites: HUDM 4122 and HUDM 4123. Instruction in the development, conduct, and reporting of research. Student research studies. All doctoral students in Special Education in Health and Behavior Studies must take all courses in this sequence which are as follows: HBSE 6001(2) - Research and experimental design, HBSE 6003(2) Qualitative approaches, and HBSE 6005(2) Single case experimental designs. Special fee: \$30 per course.

**Faculty:**

### HBSE 6004 PUBLIC POLICY AND ADMINISTRATION IN SPECIAL EDUCATION

Provides analytic perspective to assess special education policies and practices within the social and economic contexts that affect immediate and long-term expectations, opportunities, and outcomes for persons with disabilities.

**Faculty:**

### HBSE 6005 RESEARCH IN SPECIAL EDUCATION

Permission required. Prerequisites: HUDM 4122 and HUDM 4123. Instruction in the development, conduct, and reporting of research. Student research studies. All doctoral students in Special Education in Health and Behavior Studies must take all courses in this sequence which are as follows: HBSE 6001(2) - Research and experimental design, HBSE 6003(2) Qualitative approaches, and HBSE 6005(2) Single case experimental designs. Special fee: \$30 per course.

**Faculty:**

### HBSE 6008 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.

**Faculty:** [Greer, R](#)

### HBSE 6010 ADVANCED STUDY OF PROBLEMS AND ISSUES IN SPECIAL

## EDUCATION

Permission required. Required of doctoral students in Special Education in the Department of Health and Behavior Studies. Design and appraisal of current practices and policies in the education of exceptional children and adults.

**Faculty:**

### HBSE 6015 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.

**Faculty:** [Greer, R](#)

### HBSE 6031 SINGLE-CASE EXPERIMENTAL DESIGN IN EDUCATION, MEDICINE, AND THERAPY

Permission required. Course covers inter-subject and intrasubject designs, repeated measurement, generality, relevant statistical techniques, direct and systematic replication, and selection of group or single case designs. Offered once every three years.

**Faculty:** [Greer, R](#)

### HBSE 6070 PSYCHOLOGY OF DEAFNESS

Permission required. Effects of deafness on intellectual and personality development. Social psychology of deafness. Implications for education.

**Faculty:** [Kretschmer, Robert](#)

### HBSE 6401 ADVANCED INTERNSHIPS IN SPECIAL EDUCATION: INTELLECTUAL DISABILITY/AUTISM

Permission required. Post-master's level. Intensive in-service internship at agency chosen to meet individual student's needs. Students submit reports analyzing experiences.

**Faculty:** [Pawelski, Christine](#)

### HBSE 6501 ADVANCED SEMINARS IN SPECIAL EDUCATION: INTELLECTUAL DISABILITY/AUTISM

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.

**Faculty:** [Hickson, Linda](#)

### HBSE 6504 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.

**Faculty:** [Greer, R](#)

### HBSE 7500 DISSERTATION SEMINAR IN SPECIAL EDUCATION

Permission required. Only advanced doctoral students in special education programs are eligible. Prerequisites: HBSE 5010, HBSE 6001, and HBSE 6010. Development of doctoral dissertations and presentation of plans for approval. Special fee: \$10.

**Faculty:** [Hickson, Linda](#) [Wang, Ye](#)

### HBSE 8901 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 Ed.D./Ph.D. degrees.

**Faculty:** [Hickson, Linda](#)

**HBSE 8903 DISSERTATION ADVISEMENT IN SPECIAL EDUCATION:****PHYSICAL DISABILITIES**

Advisement on doctoral dissertations. Fee to equal 3 points at current tuition rate for each term. For requirements, see catalog on continuous registration for Ed.D./Ph.D. degrees.

**Faculty:**

**HBSE 8904 DISSERTATION ADVISEMENT IN SPECIAL EDUCATION:****BEHAVIORAL DISORDERS**

Advisement on doctoral dissertations. Fee to equal 3 points at current tuition rate for each term. For requirements, see catalog on continuous registration for Ed.D./Ph.D. degrees.

**Faculty:** [Greer, R](#)

**HBSE 8906 DISSERTATION ADVISEMENT IN SPECIAL EDUCATION:****BLINDNESS AND VISUAL IMPAIRMENT**

Advisement on doctoral dissertations. Fee to equal 3 points at current tuition rate for each term. For requirements, see catalog on continuous registration for Ed.D./Ph.D. degrees.

**Faculty:**

**HBSE 8907 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 Ed.D./Ph.D. degrees.

**Faculty:** [Kretschmer, Robert](#)

**HBSK 4072 THEORY AND TECHNIQUES OF READING ASSESSMENT AND INTERVENTION**

Overview of theories, assessment, and intervention techniques for reading and writing across the lifespan. Both typical development and literacy difficulty are addressed.

Materials fee: \$50.

**Faculty:** [Masullo, Susan Perin, Dolores](#)

**HUDK 4022 DEVELOPMENTAL PSYCHOLOGY: CHILDHOOD**

Children's cognition, perception, representation, language, affect, personality, and sexuality. Family structure and school as they influence these aspects of childhood.

**Faculty:** [Miller, Judith](#)

**HUDK 4023 DEVELOPMENTAL PSYCHOLOGY: ADOLESCENCE**

Theoretical and empirical studies of personality and social development processes in adolescence. An ecological systems approach is emphasized.

**Faculty:** [Locker, Sari](#)

**HUDK 4027 DEVELOPMENT OF MATHEMATICAL THINKING**

The development of informal and formal mathematical thinking from infancy through childhood with implications for education.

**Faculty:** [Ginsburg, Herbert](#)

**HUDM 4122 PROBABILITY AND STATISTICAL INFERENCE**

Prerequisite: HUDM 4120 or undergraduate statistics course. Elementary probability theory; random variables and probability distributions; sampling distributions; estimation theory and hypothesis testing using binomial, normal, T, chi square, and F distributions. Lab fee \$50.00

**Faculty:** [Corter, James Lee, Young-Sun](#)

**HUDM 5122 APPLIED REGRESSION ANALYSIS**

Prerequisite: HUDM 4122 or permission of instructor. Least squares estimation theory. Traditional simple and multiple regression models and polynomial regression models, with grouping variables including one-way ANOVA, two-way ANOVA, and analysis of covariance. Lab devoted to applications of SPSS regression program. Lab fee: \$50.

**Faculty:** [Corter, James Lee, Young-Sun Monroe, Jane Tipton, Laura](#)

### HUDM 5122 APPLIED REGRESSION ANALYSIS

Prerequisite: HUDM 4122 or permission of instructor. Least squares estimation theory. Traditional simple and multiple regression models and polynomial regression models, with grouping variables including one-way ANOVA, two-way ANOVA, and analysis of covariance. Lab devoted to applications of SPSS regression program. Lab fee: \$50.

**Faculty:** [Corter, James Lee](#), [Young-Sun Monroe](#), [Jane Tipton](#), [Laura](#)

### HUDM 5123 LINEAR MODELS AND EXPERIMENTAL DESIGN

Prerequisite: HUDM 5122. Analysis of variance models including within subject designs, mixed models, blocking, Latin Square, path analysis, and models with categorical dependent variables. Lab devoted to computer applications. Lab fee: \$50.

**Faculty:** [Corter, James Johnson](#), [Matthew](#)

### MSTC 4040 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.

**Faculty:** [Catlin, Janell Gunning](#), [Amanda Mensah](#), [Felicia](#)

### MSTM 5010 MATHEMATICS IN THE ELEMENTARY SCHOOL

Problems, issues, and methods in the teaching and supervision of elementary school mathematics.

**Faculty:** [Garrity, Joseph Walker](#), [Erica](#)

### MSTM 5011 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.

**Faculty:** [Weinberg, Stuart](#)

[Health & Behavior Studies](#) »

## TEACHING OF AMERICAN SIGN LANGUAGE (ASL)

The Program in the Teaching of American Sign Language (ASL) as a Foreign Language prepares individuals to obtain a Master of Arts degree and New York State Education Department Teacher Certification as teachers of ASL as a second language to secondary students from grades 7 to 12 under the Languages Other Than English (LOTE) regulations of the New York State Education Department.

The Program seeks to address critical issues in several areas: (a) the lack of teachers certified to teach ASL to elementary and secondary students for credit, (b) the paucity of teacher training programs in ASL teaching in colleges and universities, (c) deficiencies in theory- and research-based studies on effective ASL teaching practices, (d) insufficient knowledge of current research-based teaching practices among ASL teachers, and (e) a general lack of understanding of and sensitivity to Deaf and hard of hearing individuals.

The purposes of the Master of Arts Program in the Teaching of American Sign Language (ASL) as a Foreign Language are to prepare students so as to (a) study, develop and disseminate theories, methods, materials, and pedagogues needed in the teaching of ASL; (b) prepare professionals to become certified teachers of ASL for elementary and secondary school-aged students in New York State who are skilled to teach American Sign Language and are knowledgeable of Deaf culture; (c) provide an opportunity for native speakers of American Sign Language to share their knowledge, skills, and experiences directly with the normally hearing population; and (d) enhance cross-cultural skills and understanding by increasing public awareness of the society, culture, diversity, talents, and aspirations of members of the Deaf community and to reduce negative attitudes, stigmatization, and misconceptions about the deaf by the general public.

### Objectives

The objectives of the program are to prepare students to become professionals as teacher-researchers who approach the profession of ASL teaching in a highly scholarly manner and as a contextualized, investigatory, cultural, and problem-solving event. The students in preparation will obtain a firm foundation in anthropology, linguistics, applied linguistics, pragmatics, social psychology, cognitive psychology and information processing, schema theory, academic assessment, instructional systems design (curriculum development), subject area content, the effective schools movement, research methodology as appropriate to the notion of teacher-as-researcher/learner, among other skills and knowledge. As a result, these individuals will be prepared to instruct students demonstrating a wide range of cognitive, social, and academic abilities, especially in schools with high-need classification. To this end the program provides coursework, practica experiences, and related projects for students in the program. Notions associated with pedagogy, school reform, and teacher-as-researchers/learners are infused and the direct instruction in the notion of teacher-as-researcher/learner. Both aspects involve course infusion and direct instruction in teacher-as-researcher/learner notions and methodologies.

### Goals

The program has two goals. One of the two goals is to prepare students to serve as teachers of ASL to elementary and secondary students and develop the elementary and secondary students' functional communication abilities so as to interact with Deaf people, to develop greater understanding and appreciation of Deaf culture, as well as their own cultures, and to expand their definition and understanding of inter- and intra-group

### DEGREES OFFERED

Teaching of American Sign Language (ASL) as a Foreign Language- Initial certification (ASLN-INIT)

Master of Arts (M.A.)

### CONTACT INFORMATION

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*Email:* rrosen@tc.edu

*Coordinator:* Professor Russell S. Rosen

cultural diversity. Another goal is for the students to satisfactorily complete the basic M.A. program and receive a New York State certification as a teacher of ASL as a foreign language and a national certification from the American Sign Language Teachers Association (ASLTA).

The following is a description of the philosophy, knowledge base, goals, and objectives of the program.

### **ORIENTATION OF THE PROGRAM**

The ASL Teacher Training Program at Teachers College holds certain philosophical viewpoints towards the linguistic status of ASL as a language, the American Deaf community and culture, the preparation of students as teachers of ASL, the teaching of ASL in elementary and secondary schools, and the general principles of education, teaching, and learning.

ASL is recognized as a naturally developing language of Deaf and many hard of hearing people in the United States. It possesses a linguistic system with its own phonological, morphological, syntactic, and discourse structures that are in many ways distinct from spoken English language and from signed languages in other parts of the world. In addition, ASL users have developed a literary, albeit oral, tradition in oratory, folklore, and performance art, all recorded either in print or in permanent media like film and video. The richness and complexity of the language is such that it has been afforded the status of a foreign language, and sufficient information is known about the language that pedagogically it can be approached in manner similar to other foreign languages such as French, Spanish, German, and Latin.

An appreciation of ASL entails an awareness that within American society and the population of Deaf and hard of hearing individuals at-large there is the American Deaf community. The American Deaf community of persons, groups, and organizations provides the basis for cultural identity and group cohesion for about two million Deaf, hard-of-hearing and hearing individuals who share a set of characteristics that bind them together, such as knowledge of ASL and traditions for social behavior.

The successful teaching of ASL requires both communicative and linguistic approaches to the subject matter that is grounded in sound pedagogy and understanding of the characteristics of the learner. Students in the program will be practiced in curriculum design and instructional strategies based on the pedagogical principles found in Guidelines for Languages Other Than English, which was prepared by the New York State Education Department.

With regard to the acquisition of ASL itself, the teachers in preparation and the students with whom they eventually will teach will be instructed in a manner that does not use voice or spoken English, in order to maximize the utilization of eyes, hands, and body postures for transmitting and receiving grammatical information in the development of receptive, expressive, and interactive language skills, while pointing out and realizing that in the actual day-to-day interactions with Deaf individuals the use of voice and spoken English will vary according to the conversational demands. Likewise, it is believed that ASL teachers ought not to teach vocabulary or grammatical structures strictly in isolation. They need to approach ASL as a modern living language and as a tool for effective communication with ASL users that will serve specific communicative purposes (functions) in particular settings (situations) about particular subjects (topics), using specific linguistic forms.

In addition, ASL teachers ought to provide insights into the nature of language, sensitivity to Deaf culture, its values, customs, and traditions, and foster a sense of humanity and friendship, while placing this culture within the proper context of the hearing impaired population at large and society in general. The primary goals of the teaching of ASL to elementary and secondary students are to develop functional communication abilities so as to interact with Deaf people, to develop greater understanding and appreciation of Deaf culture, as well as their own cultures, and to expand one's definition and understanding of inter- and intra-group cultural diversity.

We also subscribe to the belief that the purpose of elementary and secondary education is

to foster the development of independence, critical thinking, problem-solving, discovery and creativity within students, who may possess different talents, aspirations, developmental and learning differences, abilities, interests, emotions, and personal history. It is our belief that learning and teaching are purposeful, intentional, and socially constructed.

The program will strongly emphasize an analytic-diagnostic approach to instruction. Such an approach is highly student-centered, is process-oriented, and emphasizes a social-cognitive information processing approach to learning. Furthermore, the program will emphasize an applied linguistic and psycholinguistic approach to the teaching of ASL and an anthropological orientation when considering the organization of Deaf culture and its values. Students in the program will be "schooled," trained, and oriented to the area of "teacher-as-learner/researcher," a notion that entails a student-centered, cooperative learning, constructivist approach to pedagogy, operating ostensibly out of a framework that employs both qualitative as well as quantitative approaches in an attempt to understand the knowledge base and learning processes of students. In doing so, teachers ought to actively investigate questions and problems that arise out of the classroom, the educational environment and the students whom he or she teaches. In addition, the teacher should be able to consume and apply intelligently "basic research" to the instructional process as presented formally within journals and texts on the teaching of ASL and other second languages, communication skills, Deaf studies, curriculum design, and the cognitive, social, and affective development of the learner.

## **DESCRIPTION OF THE PROGRAM**

### **Knowledge and Skills**

We view ASL teacher training as analogous to foreign language teacher training programs. The program draws resources from other programs at Teachers College. Resources in deafness, ASL, and linguistics are drawn from the Program in the Education of the Deaf and the Hard of Hearing. Anthropological approaches to communication and culture come from the Program in Anthropology. Theories, methods and practices in bilingual and bicultural education come from the Program in Bilingual and Bicultural Education. Theories, methods, and approaches in second language acquisition and foreign language teaching are drawn from the TESOL Program.

The Master of Arts Program in the Teaching of ASL consists of a minimum of 45 credit points distributed in the following manner: 15 points of course work on professional foundations, 28 points of course work and practica experiences in the area of ASL and Deaf studies, and 2 credits of electives. Such distributions are modeled after the New York State Education Department's requirements for certification in the teaching of a foreign (second) language, which typically presumes that the incoming student has at least some proficiency with the foreign (or second) language that they are preparing to teach. The basic program consists primarily of 4000-level courses and will take about five semesters to complete, for two and one-half years, depending on the level of ASL proficiency of prospective students. For students not proficient in ASL, they will be expected to take additional course work to develop the necessary level of proficiency expected.

Below are descriptions of how candidates of the program are prepared with the knowledge base that meets the New York State Education Department requirements for certification in the teaching of a foreign (second) language the candidates seek.

Students will learn about principles of learning processes in *HUDK 4029, Theories of human cognition and learning*; adolescence education in *HUDK 4023, Developmental psychology: adolescence*; and principles of teaching and diversity in student learning abilities and motivation in *C&T 4005, Principles of teaching and learning*.

Courses that provide knowledge on the history, society, and culture of American education, in which students will also familiarize themselves with the rights and responsibilities of teachers and other professional staff are *ITSF 4010, Cultural and social bases of education*; *ITSF 4011, Social context of education*; and *A&HH 4070, History of education in the United States*.

Students will learn about the community and culture of persons who are Deaf and hard of



hearing in *HBSE 4070, Psychosocial and cultural aspects of persons who are Deaf and hard of hearing* and in *HBSE 4078, Deaf and American Sign language arts and literature*.

In order to teach ASL as a second language, teachers would need to know its linguistic basis. In addition, students who take ASL as a second language presumably speak English as their first language. The teachers would also need to be knowledgeable in the linguistics of English. To these ends students will take the following courses: *HBSE 4074, Linguistics of ASL* and *HBSE 4072, Language development and habilitation: The foundations*.

Since teachers of ASL will be teaching it as a second/foreign language, it is imperative that they familiarize themselves with theories of learning a second language. To this end, they may take *A&HL 4087, Introduction to second language acquisition* as well as *HBSE 4078, Second language acquisition of American Sign Language*.

With regard to the theoretical principles of curriculum design, students will take *C&T 4052, Designing curriculum and instruction*. With regard to the teaching of ASL itself, students will take the following course in curriculum development and instructional design: *HBSE 4076, Methods and materials in teaching ASL and Deaf community and culture*. Grounded in teaching and learning is assessment of progress in teachers' teaching and students' learning, so the teachers will assess the success of their teaching and the achievement of students' learning. To this end, the students in the program will take *HBSE 4307, Assessment in ASL and Deaf community and culture*.

### **Field experiences, student teaching and internships**

The M.A. practicum is an integral part of the M.A. degree. The program requires two semesters of student teaching. Each semester has field experience and student teaching components. The students in the program need to do field experiences and student teaching either in one secondary school or at two different schools. They may opt to do grades 7 through 9 classrooms in the first semester and then do grades 10 through 12 classrooms in the second semester or vice versa. The students will spend a minimum of 200 hours each semester, with 100 hours for observations and 100 hours of student teaching. During each semester of student teaching, students will register for *HBSE 4711, Observation and student teaching*.

In field experiences and student teaching courses, students will be provided with direct supervision and exchange of ideas and strategies for curriculum and instruction. In the field placements, it is expected that students will observe, evaluate, and tutor-teach to the degree appropriate to his/her level(s) of competence. Student teachers will develop and provide opportunities or interactions between Deaf and hearing students through social and cultural activities such as ASL Club and theatrical productions. Supervision will be provided regularly by the Program Director and/or a supervisor, as well as by master cooperating teachers who are carefully chosen on the basis of the quality of instruction they provide, their awareness and sensitivity to the competencies to be acquired by our students, and of their commitment to teacher preparation. The supervisor of student teaching will observe students in their student teaching for a minimum of three times per semester and discuss with the student teacher and the cooperating teacher on teaching techniques, assessment procedures, and development of materials and resources. The cooperating teacher will also provide daily feedbacks and support of the student teacher in their teaching.

These experiences in adopting the role of teacher-as-researcher/learner and completing their culminating research projects will be discussed in weekly on-campus seminars designed for student exchanges, program review, and problem solving related to actual instructional experiences. Students doing field experiences and student teaching will incorporate knowledge and skills in ASL and Deaf community and culture and pedagogy obtained from courses in the program. The notions associated with teacher-as-researcher/learner notions and methodologies are infused into the curriculum of field experiences and student teaching.

Proficiency in ASL at the Advanced Level is required before commencing student teaching practica and graduation; students need to bring documentation such as *Sign Language Proficiency Interview (SLPI)* and *American Sign Language Proficiency Interview (ASLPI)*.

Students who are not proficient in ASL at this level as measured by nationally-recognized assessments may need to take additional conversational ASL courses.

### **Child and substance abuse seminars**

Students of the program will be prepared to instruct secondary students demonstrating a wide range of cognitive, social, and academic abilities. This involves respect for the secondary students, attuned to their health and well-being, away from violence and substance abuse. The students will take the seminars on child abuse, violence, and substance abuse. The Office of Teacher Education offers seminars in every semester on child abuse, violence, and substance abuse. Students are advised to contact the Office of Teacher Education for information on registering for the seminars.

### **M.A. Thesis**

In addition, the students will need to identify pertinent issues of ASL teaching and/or Deaf studies, embark on a review of literature, formulate research questions and hypotheses, conduct data collection and analysis, and prepare an M.A. Thesis. The topics will be decided upon jointly by the student, the Program Director, and the Program Coordinator, with input from the master cooperating teacher, and should arise out of some classroom concern. Student instructional experiences in adopting the role of teacher-as-researcher/learner and completing their culminating research projects will be discussed in weekly on-campus seminars designed for student exchanges, program review and problem solving. Students will learn about the notion of "teacher-as-learner/researcher" in *HBSE 4077 Teacher-as-researcher*. The Master's research project will be completed during the final student teaching placement. It is intended that the quality of the paper will be such that efforts will be made to submit it for publication in such journals as *Sign Language Studies* and *Sign Language and Linguistics*.

In addition to course work and the research project, students will be expected to have direct experience with and an understanding of the cultural and ethnic diversity of the Deaf population within the local community. Experiences in Deaf community are available for the students to acquire ASL skills as well as cultural knowledge about Deaf people, their community and culture. Internships, field projects, and courses in conversational ASL are some of the opportunities that add to the flexibility of ASL language study at Teachers College. Activities such as weekend workshops, visiting lectures, and special mini-courses of two to eight weeks duration will be listed in semester bulletins; they provide a variety of special topics and skills for ASL language majors and teachers in the field. The following ASL literary societies hold their meetings, readings, and special events at Teachers College, enriching the cultural experience of ASL majors: ASLTA, NYDT, New York City Civic Association of the Deaf, Black Deaf Advocates, and various social clubs such as Brooklyn Society for the Deaf and Queens Club for the Deaf.

In summary, students will obtain a firm foundation in linguistics and applied linguistics; anthropology; social and cognitive psychology; second language acquisition, instructional design, curriculum development, and assessment; and research methodology as appropriate to the notion of teacher-as-researcher/learner, among other skills and knowledge as they pertain to the language, community, and culture of persons who are Deaf and hard of hearing. They will become professionals who approach the profession of ASL teaching in a highly scholarly manner and the teaching of ASL as a contextualized, investigatory, cultural, and problem-solving event with learners who have a wide range of cognitive, social, and academic abilities. They will be able to function in the educational agencies within the immediate locality as well as throughout New York State and the nation.

### **CERTIFICATION AFTER COMPLETING THE PROGRAM**

Students who successfully complete the Master's Program and who meet all requirements for state certification will be recommended to the New York State Education Department for initial certification as a Teacher of American Sign Language. They will also be able to obtain a national certificate from the American Sign Language Teachers Association. For more information, please visit the Office of Teacher Education web site:

<http://www.tc.columbia.edu/ote>.

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## TEACHING OF AMERICAN SIGN LANGUAGE (ASL)

### DEGREE INFORMATION/REQUIREMENTS

- [MA: Teaching of American Sign Language \(ASL\) as a Foreign Language- Initial certification \(ASLN-INIT\)](#)

#### Master of Arts (45 points)

The Master of Arts program in the Teaching of ASL consists of a minimum of 45 points distributed in the following manner: 13 points of coursework on professional foundations, 30 points of coursework and practica experiences in the area of ASL and Deaf studies, and 2 points of electives. Students not proficient in ASL will be expected to take additional coursework to develop the necessary level of proficiency expected.

The students will enroll in two semesters of student teaching and practicum experience associated with coursework. Students will participate in introductory field observations and student teaching for five days weekly with 400 hours of practicum experiences, divisible into two semesters, with about 100 hours of observation and 100 hours of student teaching each semester. Before student teaching, students need to take a sign competency assessment test and attain an advanced rating.

In addition, the students would need to identify pertinent issues of ASL teaching and/or deaf studies, embark on a review of literature, formulate research questions and hypotheses, conduct data collection and analysis, and prepare an M.A. Project. As for the final master's research paper, it will be completed during the final student teaching placement. The topics will be decided upon jointly by the student and the program coordinators, with input from the master cooperating teacher, and should arise out of some classroom concern. Students who successfully complete the master's program and meet all of the requirements for state certification will be recommended to the New York State Education Department for certification as a Teacher of American Sign Language. They will also be able to obtain a national certificate from the American Sign Language Teachers Association.

#### COURSE OF STUDY

##### FOUNDATIONS (CREDITS)

Anthropological Foundations (3)

- ITSF 4010--*Cultural and Social Bases of Education*, or
- ITSF 4011--*Social Context of Education*, or
- A&HH 4070--*History of Education in the United States*

##### Learning Processes

- HUDK 4029--*Theories of Human Cognition and Learning* (3)

##### Learner Characteristics

#### DEGREES OFFERED

Teaching of American Sign Language (ASL) as a Foreign Language- Initial certification (ASLN-INIT)

Master of Arts (M.A.)

#### CONTACT INFORMATION

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*Coordinator:* Professor Russell S. Rosen

- HUDK 4023--*Developmental Psychology: Adolescence* (3)

#### **Pedagogy**

- C&T 4005--*Principles of Teaching and Learning* (2)

#### **Curriculum Design**

- C&T 4052--*Designing Curriculum and Instruction* (2)

#### **SPECIALIZATION**

##### **Deaf Community and Culture**

- HBSE 4070, I and II--*Psychosocial and Cultural Aspects of Persons Who are Deaf and Hard of Hearing* (4)
- HBSE 4075--*Deaf and American Sign Language Arts and Literature* (2)
- HBSE 4078--*Second Language Acquisition of American Sign Language* (2)

##### **Language and Communication**

- HBSE 4079--*Language Development and Habilitation: The Foundations* (2)
- A&HL 4087--*Introduction to Second Language Acquisition* (3)
- HBSE 4074--*Linguistics of American Sign Language* (3)

##### **Curriculum and Instruction**

- HBSE 4076--*Methods and Materials in Teaching American Sign Language* (3)
- HBSE 4077--*Teachers-as-Researchers* (2)

##### **Assessment**

- HBSE 4307--*Assessment in American Sign Language and Deaf Studies* (3)

#### **STUDENT PRACTICUM EXPERIENCE**

##### **Student Observation and Teaching**

- HBSE 4711-01--*Student Observation and Teaching, I* (3)
- HBSE 4711-02--*Student Observation and Teaching, II* (3)

#### **ELECTIVES**

- *Any one two-credit or two one-credit courses outside of the program.* (2)

#### **SEMINARS**

- C&TY 4504--*Child and Substance Abuse Detection and Reporting, I* (0)
- C&TY 4504--*Child and Substance Abuse Detection and Reporting, II* (0)

**TOTAL CREDITS      45**

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## TEACHING OF AMERICAN SIGN LANGUAGE (ASL)

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### APPLICATION INFORMATION

The M.A. program in the Teaching of American Sign Language has ongoing admissions, and applications are received and reviewed throughout the year. Preference in scholarship awards will be for those applicants who meet the College early deadline.

In addition to general College admission requirements, the program has two additional requirements: demonstrated proficiency in American Sign Language and an interview with the Program Coordinators. Proficiency in ASL at the Advanced Level is required for graduation; students need to bring documentation such as SCPI and ASLPI. Students who are not proficient in ASL at this level as measured by nationally recognized assessments may need to take additional conversational ASL courses. An interview may be scheduled by contacting the Program Coordinator.

[Apply Now](#)

### DEGREES OFFERED

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*Coordinator:* Professor Russell S.  
Rosen

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## TEACHING OF AMERICAN SIGN LANGUAGE (ASL)

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### PROGRAM FACULTY

#### FACULTY

- [Kretschmer, Robert](#)  
Associate Professor of Education and Psychology

#### LECTURERS

- [Rosen, Russell](#)  
Lecturer

#### INSTRUCTORS

- [Aabel, Bianca](#)
- [Lynch, Kristy](#)

#### DEGREES OFFERED

Teaching of American Sign Language  
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## TEACHING OF AMERICAN SIGN LANGUAGE (ASL)

### PROGRAM COURSES

#### A&HH 4070 HISTORY OF EDUCATION IN THE UNITED STATES

Professors Waite or Weneck. Considers the development of American education in the context of American social and intellectual history.

**Faculty:** [Erickson](#), [Ansley Waite](#), [Cally Weneck](#), [Bette](#)

#### A&HL 4087 INTRODUCTION TO SECOND LANGUAGE ACQUISITION

Prerequisite: A&HL 4085; A&HL 4101. Survey of models and basic principles of second language acquisition and examination of how language acquisition research can inform language teaching, learning, and policy. Offered in fall and spring only. Special fee: \$15.

**Faculty:** [Han](#), [ZhaoHong](#)

#### C&T 4005 PRINCIPLES OF TEACHING AND LEARNING

Examination of the relationships among teaching, learning, and assessment; teaching as a profession; and schools as complex social organizations.

**Faculty:** [Monson](#), [Robert](#)

#### C&T 4052 DESIGNING CURRICULUM AND INSTRUCTION

Application of models for designing curriculum and instruction. Students design curriculum in collaborative groups.

**Faculty:**

#### HBSE 4070 PSYCHOSOCIAL AND CULTURAL ASPECTS OF PEOPLE WHO ARE D/DEAF OR HARD OF HEARING

Introduction to the education of children, youth, and adults who are deaf or hard of hearing; historical development; psychosocial and cultural aspects; problems and issues of the field.

**Faculty:** [Rosen](#), [Russell](#)

#### HBSE 4072 DEVELOPMENT OF LANGUAGE FOR INDIVIDUALS WHO ARE D/DEAF OR HARD OF HEARING

Language development of deaf or hard of hearing individuals at different maturational levels. Prerequisite: HBSE 4079 or equivalent.

**Faculty:** [Kretschmer](#), [Robert](#)

#### HBSE 4074 LINGUISTICS OF AMERICAN SIGN LANGUAGE

An in-depth study of the phonology, morphology, syntax, and pragmatics of American Sign Language. Aspects of the psycho- and socio-linguistics of this language are covered.

**Faculty:** [Kretschmer](#), [Robert](#)

#### HBSE 4075 SELECTED TOPICS: DEAF AND ASL ARTS AND LITERATURE

This course is a study of the deaf experience as presented in artistic and literary works by deaf and hard of hearing individuals. Principles of literary analysis and criticism will be presented. Students will analyze the works using principles of literary theory and criticism.

### DEGREES OFFERED

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Master of Arts (M.A.)

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*Coordinator:* Professor Russell S. Rosen

Offered on alternate years.

**Faculty:**

### HBSE 4076 METHODS AND MATERIALS IN TEACHING ASL AND DEAF COMMUNITY AND CULTURE

Current theories and approaches in curriculum design and instructional methods in second language acquisition and the teaching and learning of American Sign Language and Deaf community and culture will be discussed. Materials on American Sign Language and American Deaf community and culture will be introduced. Students will develop curriculum and instructional methods to apply current approaches to classroom practice.

**Faculty:**

### HBSE 4077 SEMINAR IN TEACHER-AS-RESEARCHER

Students are oriented to the role of teacher-as-researcher, in terms of classroom-based inquiry, and they begin designing their master's projects. Additionally, students are expected to translate basic research in the area of language acquisition, reading, syntax, semantics, discourse processes, and/or pragmatics into classroom pedagogy and research.

**Faculty:** [Wang, Ye](#)

### HBSE 4078 SELECTED TOPICS: SECOND LANGUAGE ACQUISITION OF ASL

This course deals with the acquisition of ASL by second language learners. Theories and methods in second language acquisition will be given. Studies in the second language acquisition of ASL will be discussed. Students will conduct research on the SLA of ASL. Offered on alternate years.

**Faculty:**

### HBSE 4079 LANGUAGE DEVELOPMENT AND REHABILITATION: THE FOUNDATIONS

Course designed to establish a firm foundation in generative syntax, semantics, and pragmatics as it relates to language development and rehabilitation. Materials fee: \$10.

**Faculty:** [Kretschmer, Robert](#)

### HBSE 4307 ASSESSMENT IN AMERICAN SIGN LANGUAGE AND DEAF COMMUNITY AND CULTURE

Models of assessment in American Sign Language and Deaf community and culture will be discussed and evaluated. Students will select appropriate assessment procedures based on reasons for assessment and will construct a complete plan for assessment.

**Faculty:**

### HBSE 4711 OBSERVATION AND STUDENT TEACHING IN SPECIAL EDUCATION: ASL AND DEAF COMMUNITY AND CULTURE

Permission required. Course requires observation and student teaching and a weekly seminar on campus.

**Faculty:**

### HBSE 4871 AMERICAN SIGN LANGUAGE I

A course designed to develop beginning receptive and expressive skills in American Sign Language.

**Faculty:**

### HBSE 4872 AMERICAN SIGN LANGUAGE II

A course designed to develop intermediate receptive and expressive skills in American Sign Language.

**Faculty:** [Rosen, Russell](#)

### HBSE 4901 RESEARCH AND INDEPENDENT STUDY: SPECIAL EDUCATION

Permission required.



**Faculty:****HUDK 4029 HUMAN COGNITION AND LEARNING**

Cognitive and information-processing approaches to attention, learning, language, memory, and reasoning. Fee: \$20.

**Faculty:** [Black, John](#) [Tversky, Barbara](#)

**ITSF 4010 CULTURAL AND SOCIAL BASES OF EDUCATION**

Analyses of basic anthropological concepts, with particular reference to the sociocultural context of education and the role of educational institutions in community, national, and regional development. Four-point enrollment requires attendance at film showings before or after class and at discussion sessions held at hours to be arranged.

**Faculty:** [Comitas, Lambros](#)

**ITSF 4011 SOCIAL CONTEXT OF EDUCATION**

The exploration of anthropological and social science concepts for the analysis of educational, cultural, and social institutions, organizations, and processes of different peoples of the world. Four-point enrollment requires attendance at film showings before or after class and additional discussion sessions held at hours to be arranged.

**Faculty:** [Bond, George](#)