

TEACHERS COLLEGE
COLUMBIA UNIVERSITY

ACADEMIC CATALOG 2013-2014

DEPARTMENT OF ARTS & HUMANITIES

Contact: Professor Ruth Vinz
Phone: (212) 678-3469
Fax: (212) 678-3746
Address: 334B Horace Mann
Box: 104

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DEPARTMENT OF ARTS & HUMANITIES

DEPARTMENT MISSION

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

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

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

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

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

CONTACT INFORMATION

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[Arts & Humanities »](#)

APPLIED LINGUISTICS

The Program in Applied Linguistics provides students with a solid foundation for defining and resolving questions related to the nature of language, how it is used in educational and naturalistic contexts, and how it is taught, learned, and evaluated.

The Program emphasizes study in the following:

- Acquisitional pragmatics
- Conversation analysis
- Cross-cultural pragmatics
- Discourse analysis
- Foreign language pedagogy
- Interlanguage analysis
- Language phonetics/phonology
- Language testing and assessment
- Second language acquisition
- Second language literacy
- Semantics
- Sociolinguistics
- Syntax
- Technology in applied linguistics

DEGREES OFFERED

Applied Linguistics (LING)

Master of Arts (M.A.)

Master of Education (Ed.M.)

Doctor of Education (Ed.D.)

CONTACT INFORMATION

Phone: (212) 678-3795

Fax: (212) 678-3428

Email: tesolal@tc.edu

Coordinator: Professor ZhaoHong Han

[Arts & Humanities »](#)

APPLIED LINGUISTICS

DEGREE INFORMATION/REQUIREMENTS

- [Master of Arts \(36 points\)](#)
- [Master of Education \(60 points\)](#)
- [Doctor of Education \(90 points\)](#)

Master of Arts (36 points)

The Applied Linguistics Program offers a 36-point Master of Arts degree. Students will take a wide range of courses offered in Applied Linguistics and related areas, such as TESOL, that will provide breadth to their program.

Courses in Applied Linguistics (or TESOL) (24 points):

- A&HL 4085 Pedagogical English grammar (3)
- A&HT 4077 TESOL classroom practices (3)
- A&HL 4087 Introduction to second language acquisition (3)
- A&HL 4088 Second language assessment (3)
- A&HL 4101 Phonetics and phonology (3)
- A&HT 5380 or 5383 Specialized practica for TESOL teachers (3)

One course from the following:

- A&HL 4104 Discourse analysis (3)
- A&HL 4105 Conversation analysis (3)
- A&HL 4106 Text and textuality (3)
- A&HL 4001 Sociolinguistics and education (3)

Elective courses in Applied Linguistics (or TESOL) (3-6 points):

Consult an advisor.

Required out-of-program breadth courses (Three TC courses of at least 2 points each, 6 points minimum):

Chosen with advisor's approval.

In addition to course requirements, students must complete a master's project written on a research topic arising from their course-related interests and subject to approval by their advisor. This project is normally completed during the last semester of study.

Master of Education (60 points)

The Applied Linguistics Program offers an Ed.M. that requires 60 points beyond the bachelor's degree, with a minimum of 30 points taken under the auspices of Teachers College. The program involves in-depth study in one or more of the language-related

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areas. The Ed.M. may serve as continued professional development or as groundwork for future doctoral studies in applied linguistics.

Students who did not receive their M.A. from Teachers College will be expected to have completed all the required courses from the M.A. in Applied Linguistics, below, or their equivalent. These "make-up" courses will not count towards the Ed.M.

Required courses in Applied Linguistics (or TESOL)

- A&HL 5085 Advanced syntax (3)
- A&HL 5575 Research literacy in applied linguistics and TESOL (3)

Electives in Applied Linguistics (or TESOL) (3 courses from the following):

- A&HL 4003 Schools of linguistic analysis
- A&HL 4005 Semantic systems and the lexicon
- A&HL 4014 Gender, language, and education
- A&HL 4105 Conversation analysis
- A&HL 4106 Text and textuality
- A&HL 5008 Interlanguage analysis
- A&HT 5199 Advanced topics in TESOL
- A&HT 5087 Second language acquisition in the classroom (3)
- A&HL 5512 History of language testing research
- A&HL 5199 Advanced topics in applied linguistics or language assessment
- A&HT 5519 Instructed second language acquisition and assessment (3)
- A&HL 5581 Psycholinguistics and SLA
- A&HL 5582 Sociolinguistics and SLA
- A&HL 5588 Trends in SLA research
- A&HL 6087 Advanced SLA

Required out-of-program breadth courses

(Three Teachers College courses of at least 2 points each, 6 points minimum):

In consultation with an advisor, choose one from the following courses in statistics, measurement, or research design:

- C&T 5502 Introduction to qualitative research in curriculum and teaching (2-3)
- HUDM 4050 Introduction to measurement (2-3)
- HUDM 4122 Probability and statistical inference (3)
- HUDM 5123 Linear models and experimental design (3)
- ITSF 4092 Qualitative research and evaluation in international education (3)
- ITSF 5000 Methods of inquiry: Ethnography and participant observation (or ITSF 5001 or 5002) (3)
- ORLJ 4009 Understanding behavioral research (3)

Choose the other two required courses in consultation with an advisor.

In addition, students must complete an Ed.M. project written on a research topic arising from their course-related interests and subject to approval by their advisor.

Doctor of Education (90 points)

The Applied Linguistics Program offers an Ed.D. requiring 90 points beyond the baccalaureate for students wishing to pursue empirical research in linguistic analysis, discourse analysis, sociolinguistics, cross-cultural and acquisitional pragmatics, second

language acquisition, language pedagogy, and language assessment.

Students who did not receive their M.A. or Ed.M. from Teachers College will be expected to have completed all the required courses, or their equivalent, from these degree programs.

Doctoral students have three types of requirements: concentration requirements, research methods requirements, and doctoral preparation requirements.

Concentration Requirements:

Students are required to take content courses in their concentration. The exact courses should be decided in consultation with their advisor.

Research Methods Requirements (15 points):

To ensure that students have the skills to do scholarly research in an area of concentration, they are required to take a minimum of 15 points in research methods, statistics, and measurement. Depending on the type of dissertation, they may be asked to take additional courses in linguistic analysis, qualitative methods, or quantitative methods.

Three courses from the following:

- C&T 5502 Introduction to qualitative research in curriculum and teaching (2-3)
- HUDM 4050 Introduction to measurement (2-3)
- ORLJ 4009 Understanding behavioral research (3)
- HUDM 4122 Probability and statistical inference (3)
- ITSF 4092 Qualitative research and evaluation in international education (3)
- ITSF 5000 Methods of inquiry: Ethnography and participant observation (or ITSF 5001 or 5002) (3)
- HUDM 5122 Applied regression analysis (3)
- HUDM 5123 Linear models and experimental design (3)
- HUDM 6051-2 Psychometric theory I and II (3)
- HUDM 6055 Latent structure analysis (3)
- HUDM 6122 Multivariate analysis I (3)
- One of the qualitative research methods courses offered at the college (To be chosen with faculty advisor's approval).
- Electives in TESOL or Applied Linguistics (9): To be chosen with an advisor's approval.

Doctoral Preparation Requirements:

When doctoral students reach approximately 45 points in the program and have been at Teachers College for at least one year, they are required to register for and attend a doctoral seminar every semester.

Doctoral preparation involves three successive stages:

1. Exposure to basic research methods
2. Identification of a dissertation topic
3. Presentation of a prospectus

In order to progress through these stages, doctoral students are required to take a sequence of doctoral seminars at the 5500, 6500, 7500, and 8900 levels. Students begin to take these courses when they have reached approximately 45-50 points in the program and after they have been taking courses at Teachers College for a minimum of one year. After that, doctoral students are required to register for and attend doctoral seminars every semester.

Doctoral students are required to demonstrate research preparedness in a substantive area by passing the research paper at the 5500 level, the certification exam at the 6500 level, and the certification paper at the 6500 level. Then, as evidence that they are able to carry out original research under the guidance of a doctoral committee, language acquisition, and language pedagogy.

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APPLIED LINGUISTICS

APPLICATION INFORMATION

All non-native speakers of English, including those who have an undergraduate degree from a university in the United States, must submit one of the following:

- A total minimum score of 102 on the TOEFL IBT exam. Also a minimum score of 26 on the speaking and writing sections and a minimum of 25 on the reading and listening sections; or
- A score of B or better on the Cambridge Certificate of Proficiency in English (CEP);
- A score of 7.0 or better on the Cambridge International English Language Testing System (IELTS).

Students are expected to write and speak in a way that is appropriate to their professional responsibilities. Students having difficulty in achieving these standards will be required to take additional coursework. All non-native speakers of English, including those who have an undergraduate degree from an English-medium university, must submit language proficiency scores. Expired scores will not be accepted.

Ed.M./Ed.D. applicants must have an M.A. in Applied Linguistics, TESOL, or related field; a writing sample is also required.

Ed.M. applicants may request to transfer up to 30 points into the Applied Linguistics Program from previous graduate study at an accredited institution. Applicants who have already earned an M.A. from Teachers College may request to transfer a maximum of 15 points in related areas from an outside institution. Ed.D. students may request to transfer up to 45 points from previous graduate study at an accredited institution. All transfer of points must be relevant to the degree program enrolled in and must meet the approval of a faculty advisor.

[Apply Now](#)

DEGREES OFFERED

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Master of Arts (M.A.)

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Email: tesolal@tc.edu

Coordinator: Professor ZhaoHong Han

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APPLIED LINGUISTICS

PROGRAM FACULTY

FACULTY

- [Han, ZhaoHong](#)
Professor of Language and Education
- [Kieffer, Michael](#)
Assistant Professor of Language and Education
- [Purpura, James](#)
Associate Professor of Language and Education
- [Waring, Hansun](#)
Assistant Professor of Applied Linguistics and TESOL

LECTURERS

- [Fuchs, Carolin](#)
Lecturer
- [Grabowski, Kirby](#)
Lecturer
- [Hruska, Barbara](#)
Lecturer
- [Lindhardsen, Vivian](#)
Lecturer
- [Snyder, William](#)
Lecturer
- [Williams, Howard](#)
Lecturer

EMERITI

- [Horowitz, Franklin](#)
Adjunct Associate Professor of Linguistics & Education

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APPLIED LINGUISTICS

PROGRAM COURSES

A&HL 4000 INTRODUCTION TO LINGUISTICS

Survey of cognitive and social approaches to the study of language, language acquisition, language systems, 20th century movements in linguistics, language varieties and attitudes, forms and functions of language in the classroom. For non-majors only. Special fee: \$15.

Faculty: TBD

A&HL 4001 SOCIOLINGUISTICS AND EDUCATION

This course looks at language variation based on social class, race, ethnicity, age, and gender; cross-cultural pragmatics, interactional sociolinguistics, code-switching, language planning, and World Englishes. Pedagogical implications. Special fee: \$15.

Faculty: [Waring, Hansun](#)

A&HL 4003 SCHOOLS OF LINGUISTIC ANALYSIS

This course offers a comparative examination of major approaches to linguistics analysis, specifically systemic and transformational, with particular reference to pedagogical applications. Special fee: \$15.

Faculty: [Williams, Howard](#)

A&HL 4005 SEMANTIC SYSTEMS AND THE LEXICON

A comparative examination of lexical semantic systems of English and other languages, with particular reference to the teaching and learning of vocabulary. Special fee: \$15.

Faculty: [Horowitz, Franklin](#)

A&HL 4085 PEDAGOGICAL ENGLISH GRAMMAR

A systematic, in-depth examination of English grammar with particular reference to the teaching and learning of grammar. Special fee: \$15.

Faculty: [Fuchs, Carolin](#) [Grabowski, Kirby](#) [Lindhardsen, Vivian](#) [Williams, Howard](#)

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](#)

A&HL 4088 SECOND LANGUAGE ASSESSMENT

Prerequisite: A&HL 4087 or permission of instructor. Priority given to M.A. Applied Linguistics/TESOL students in their last semester. Introduction to language assessment practices including test design, construction, scoring, analysis and reporting; introduction to measurement concepts and basic statistics; and use of SPSS. Special fee: \$15.

Faculty: [Grabowski, Kirby](#) [Purpura, James](#)

A&HL 4101 PHONETICS AND PHONOLOGY

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

Faculty: [Williams, Howard](#)

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A&HL 4104 DISCOURSE ANALYSIS

Prerequisite: A&HL 4085. Introduction to spoken and written discourse analysis with an overview of various approaches. Development of transcription skills with application of teaching and research. Special fee: \$15.

Faculty: [Waring, Hansun](#)

A&HL 4106 TEXT AND TEXTUALITY

Permission of instructor. Explores various viewpoints on the production and comprehension of connected discourse, both written and oral, with reference to cohesive devices, rhetorical structures, and the general pragmatics of communication, with attention to pedagogical applications. Offered spring semester only. Special fee: \$15.

Faculty: [Williams, Howard](#)

A&HL 4901 RESEARCH AND INDEPENDENT STUDY: APPLIED LINGUISTICS

Permission of instructor required. Research under the direction of a faculty member. Students work individually or with others. Course may be taken more than once. Special fee: \$15.

Faculty: TBD

A&HL 5008 INTERLANGUAGE ANALYSIS

This course investigates processes underlying second language development/non-development. Guided by the instructor, students will examine empirical SLA studies and be introduced to ways of conducting interlanguage analysis. Special fee: \$15.

Faculty: [Han, ZhaoHong](#)

A&HL 5085 ADVANCED SYNTAX

Prerequisite: A&HL 4085. Survey of generative syntax. Special fee: \$15.

Faculty: [Williams, Howard](#)

A&HL 5201 FIELDWORK IN APPLIED LINGUISTICS

Permission of instructor required. Opportunity for qualified students, individually or in small groups, to develop and pursue projects, in consultation with an advisor, in schools, communities, and other field settings. Course may be taken more than once. Special fee: \$15.

Faculty: TBD

A&HL 5207 FIELDWORK IN APPLIED LINGUISTICS AND TESOL

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

Faculty: [Han, ZhaoHong](#) [Kieffer, Michael](#) [Purpura, James](#) [Waring, Hansun](#)

A&HL 5501 RESEARCH PAPER: APPLIED LINGUISTICS

Special fee: \$15.

Faculty: [Purpura, James](#)

A&HL 5507 RESEARCH PAPER: TESOL/APPLIED LINGUISTICS

Research paper in TESOL/Applied linguistics. Special fee: \$15.

Faculty: [Waring, Hansun](#)

A&HL 5512 HISTORICAL PERSPECTIVES ON LANGUAGE TESTING RESEARCH

This course examines the major issues and debates in language testing research since the 1960s. It explores controversies related to the nature of language ability, test authenticity, test score generalizability, performance assessment, and test validation. It also involves discussion of problems and future directions of language testing. Special fee \$15.

Faculty: [Purpura, James](#)

A&HL 5575 RESEARCH LITERACY IN APPLIED LINGUISTICS AND

TESOL

Introduction to quantitative and qualitative research methods with discussion of major research paradigms (experimental, ethnographic, introspective, questionnaire, etc.) and critical review of professional literature in applied linguistics and TESOL. Special fee: \$15.

Faculty: [Han, ZhaoHong](#) [Purpura, James](#)

A&HL 5581 TOPICS IN SECOND LANGUAGE ACQUISITION:

PSYCHOLINGUISTICS AND SLA

Prerequisites: A&HL 4087 or A&HL 4104 or permission of instructor. An in-depth examination of various perspectives on second language acquisition. Materials fee: \$20 each course

Faculty: [Han, ZhaoHong](#)

A&HL 5582 TOPICS IN SECOND LANGUAGE ACQUISITION:

SOCIOLINGUISTICS AND SLA

Prerequisites: A&HL 4087 or A&HL 4104 or permission of instructor. An in-depth examination of various perspectives on second language acquisition. Materials fee: \$20 each course

Faculty: TBD

A&HL 5586 TOPICS IN SECOND LANGUAGE ACQUISITION:

INTERLANGUAGE PHONOLOGY

Prerequisites: A&HL 4087 or A&HL 4104 or permission of instructor. An in-depth examination of various perspectives on second language acquisition. Materials fee: \$20 each course

Faculty: TBD

A&HL 5588 TRENDS IN SLA RESEARCH

Prerequisites: A&HL 4087 or A&HL 4104 or permission of instructor. An in-depth examination of various perspectives on second language acquisition. Materials fee: \$20. Special fee: \$15.

Faculty: TBD

A&HL 6031 ADVANCED CONVERSATION ANALYSIS

This course is designed to help students pursue further interests in CA as a methodology as well as its vast body of findings on language and social interaction. Aside from considering the various methodological issues related to CA, three main themes will be explored: (1) turn-taking and sequencing beyond the basics; (2) tacit practices in interaction (gesture, prosody, and discourse markers in interaction; cf. contextualization cues); (3) membership categorization device (MCD). The class will be conducted in a format that combines lectures, critical readings analyses, and data sessions. Special fee: \$15.

Faculty: [Waring, Hansun](#)

A&HL 6087 ADVANCED SECOND LANGUAGE ACQUISITION

Prerequisite: A&HL 4087. Examines theoretical and empirical issues in SLA research. Reading and discussion of selected state-of-the-art articles that address, critically and substantively, topics that are of fundamental interest to SLA researchers. Special fee: \$15.

Faculty: [Han, ZhaoHong](#)

A&HL 6201 ADVANCED FIELDWORK IN APPLIED LINGUISTICS

Permission of instructor required. Opportunity for qualified students, individually or in small groups, to develop and pursue projects, in consultation with an advisor, in schools, communities, and other field settings. Course may be taken more than once. Special fee: \$15.

Faculty: TBD

A&HL 6501 DOCTORAL SEMINAR: APPLIED LINGUISTICS

Doctoral seminar in applied linguistics. Special fee: \$15.

Faculty: [Purpura, James](#)

A&HL 6507 DOCTORAL SEMINAR IN APPLIED LINGUISTICS AND
TESOL

Special fee: \$15.

Faculty: TBD

A&HL 7501 DISSERTATION SEMINAR IN APPLIED LINGUISTICS

Dissertation seminar in applied linguistics. Special fee: \$15.

Faculty: [Purpura, James](#)

A&HL 7507 DISSERTATION SEMINAR IN APPLIED LINGUISTICS AND
TESOL

Special fee: \$15.

Faculty: [Waring, Hansun](#)

A&HL 8901 DISSERTATION ADVISEMENT IN APPLIED LINGUISTICS

Dissertation advisement in applied linguistics. Special fee: \$15.

Faculty: [Han, ZhaoHong](#) [Kieffer, Michael](#) [Purpura, James](#) [Waring, Hansun](#)

[Arts & Humanities](#) »

ART AND ART EDUCATION

Our program acknowledges teaching and learning in broad terms spanning infancy to the elderly, in sites that include schools, art colleges, museums, community, and international settings. We embrace a diversity of students representing cultures within and outside the United States who bring unique insights and richness to our community. The education of our teachers draws upon deep knowledge in the practice and history of art, design and popular culture, familiarity with contemporary movements and cutting-edge debates, well-grounded insights about the span of artistic development and the worlds that contextualize individual lives. We expect our students will be able to translate their knowledge into curricular and instructional practices that nurture development and challenge learning across a diversity of life spans.

The work of the program seeks to cross-pollinate theory and studio practice in new and innovative ways. Working with a broad spectrum of traditional and digital tools and materials, we hope to broaden horizons and foster the informed personal development of our students as artists, researchers, reflective thinkers, and imaginative educational practitioners. To these ends we reach out to other programs in the College for the contributions of their distinctive disciplines, as well as through our own specially designed conferences and symposia that bring individuals and groups representing contemporary issues, cultures, and practices to our study. We maintain a lively schedule of Macy Art Gallery exhibitions and in-service offerings each year that allow us to confront themes, ideas, and practices that represent the professional world of art.

Research holds a critical and central place in our program as faculty and students address problems of today that impinge upon our discipline. Working collaboratively through a series of seminars, our doctoral candidates have the mandate to "make new knowledge" as this engages critical reflection and informs new directions for the future. Our master's students and student teachers are encouraged to engage in classroom and other forms of grounded research and participate in producing the kind of insights needed to move the field of art education forward. Above all we recognize that as artists and art educators, we need to exercise our experimental and exploratory voices and investigate ourselves as we work within the myriad tensions that shape modern-day culture.

The faculty of the program are seasoned practitioners who work closely with students to design individual programs that meet and support particular needs and goals. The vast cultural resources of New York City also offer students opportunities to enrich and expand their programs of study in important and imaginative ways.

Please enjoy getting to know us and explore the various facets of our work and the successes of our graduates through this web site. We look forward to you joining us.

DEGREES OFFERED

ART AND ART EDUCATION (ARTE)

Master of Arts (M.A.)
Master of Education (Ed.M.)
Doctor of Education (Ed.D.)
Doctor of Education in the
College Teaching of Art (Ed.D.C.T.)

ART AND ART EDUCATION- INITIAL CERTIFICATION (ARTE-INIT)

Master of Arts (M.A.)

ART AND ART EDUCATION- PROFESSIONAL CERTIFICATION (ARTE-PROF)

Master of Arts (M.A.) (Summer
Intensive Program)

CONTACT INFORMATION

Phone: (212) 678-3360

Fax:

Email: arted@tc.edu

Coordinator: Professor Judith M.
Burton

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ART AND ART EDUCATION

DEGREE INFORMATION/REQUIREMENTS

- [Master of Arts in Art and Art Education \(ARTE\)](#)
- [Masters of Arts \(Summer Intensive Program\)\(34 points\)](#)
- [Master of Arts with Teacher Certification \(40 points\)](#)
- [Master of Education \(60 points\)](#)
- [Doctor of Education \(90 points\)](#)
- [Doctor of Education in the College Teaching of Art \(90 points\)](#)

Master of Arts (M.A., 34 points)

Required courses in Art Education (16 points minimum):

- A&HA 4080 Artistic Development of Children; or
- A&HA 4088 Artistic Development: Adolescence-Adulthood (2 points)
- A&HA 5005 Visual arts research methods (2-3 points)
- A&HA 5086 Art in visual culture (2 points)
- A&HA 5922 Master's seminar in art education (2 points)
- A&HA 6510 Advanced Seminar (2 points)
- Three studio courses (2-3 points each)

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

Three TC courses (each course must be for a minimum of 2 points) outside of the program.

Additional courses within and outside the Program:

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

Students in this M.A. program are required to complete a thesis project on a theme or research topic arising from their interests.

Masters of Arts (Summer Intensive Program) (34 points)

Course Load And Program Timeline

Courses for summer Master's students are offered in summer session B for approximately five weeks. During the fall and spring academic semesters, students develop and conduct research projects in their own school settings and correspond with faculty.

Required courses in Art Education (27 points minimum):

- A&HA 4079 Exploring cultural diversity: Implications for art education (2 points)
- A&HA 4080 Artistic development of children (2 points) with co-requisite A&HA

DEGREES OFFERED

ART AND ART EDUCATION (ARTE)

Master of Arts (M.A.)
Master of Education (Ed.M.)
Doctor of Education (Ed.D.)
Doctor of Education in the College Teaching of Art (Ed.D.C.T.)

ART AND ART EDUCATION-INITIAL CERTIFICATION (ARTE-INIT)

Master of Arts (M.A.)

ART AND ART EDUCATION-PROFESSIONAL CERTIFICATION (ARTE-PROF)

Master of Arts (M.A.) (Summer Intensive Program)

CONTACT INFORMATION

Phone: (212) 678-3360

Fax:

Email: arted@tc.edu

Coordinator: Professor Judith M. Burton

4281 Field observations in art education (1 point)

- A&HA 4081 Curriculum design in art education (2 points)
- A&HA 4085 Historical foundations and philosophies of art education (2 points)
- A&HA 4086 Current issues and practices in art and art education (2 points)
- A&HA 4087 Processes and structures in the visual arts (2 points)
- A&HA 4088 Artistic development: Adolescence to adulthood (2 points) with co-requisite A&HA 4281 Field observations in art education (1 point)
- A&HA 4090 Museum education issues I: Culture of art museums (2 points)
- A&HA 5902 Research and independent study in art education (1-3 points; used for master's thesis advisement)
- A&HA 5922 Master's seminar in art education (2 points)
- A&HA 6003 Critical perspectives and practices in the arts (2 points)
- Two studio courses (2 points each)

Required Courses Outside Art Education (6-9 points):

As in all Teachers College programs, students in the Intensive Summer program are required to take three (3) courses offered outside of Art and Art Education at Teachers College. Any course that does not start with A&HA qualifies as an out-of-program course. These courses may be taken during summer session B or online during the fall and spring academic semesters. Each of these courses must be taken for at least two (2) credits.

Recommended Procedure to Maintain Active Standing during Fall and Spring Semesters:

The program suggests that INSTEP students take the required (3) out-of-department courses during Autumn and Spring semesters; many online courses are available for out-of-state students. In addition, it is also recommended that students take the 1-2 credits of Independent Study with their assigned thesis advisor during the final Autumn and Spring terms of their degree program. By doing so, students will be actively registered during the Autumn and Spring terms, thereby keeping their UNI account and library access in active status. If students choose not to take coursework during the Autumn and Spring terms, it is suggested they register for IND 4000 and pay the associated fee to keep an active student status on their UNI and library access. Students who choose not to take IND 4000 will not have access to their UNI account or library services during that term, but access will be reactivated once they register for either a course or IND 4000.

Additional Requirements:

1. Special Project (Thesis)

Students in the 34-point M.A. Program must complete a special project (Master's Thesis) to graduate. Therefore, students are required to enroll in the Master's Seminar, where they develop a proposal for their Special Project. The Special Project is completed over the course of the term(s) following the Master's Seminar under the advisement of a faculty member.

2. Personal Portfolio:

In order to graduate from the Summer INSTEP program, you are required to submit a personal portfolio representing your accomplishments. The Portfolio is envisioned as an opportunity for you to reflect on your learning, to bring a variety of materials together in one place, and to prepare a professional presentation that will be useful to you in your teaching or future academic work.

The portfolio should have six sections:

Section 1) Record of your experiences in New York

Keep a record of your experiences in New York from your personal vantage point as either a resident or as a visitor. This can be constructed as a photo essay, journal notes, long poem, a compilation of materials collected while in the City, blog, website, or a

combination of several of these.

Section 2) A synoptic overview of your Master's Thesis including the bibliography. This should consist of four or five pages that identify your problem, research question, limitations, methods, findings, discussion of findings, and implications for education.

Section 3) Two writing samples. Choose two papers written in the program that you think are particularly successful and represent your best work.

Section 4) Examples of your professional practice. This might combine selected examples of your own artwork and your students' artwork.

Section 5) A video/DVD of your own teaching. For successful completion of the degree, the State requires that you produce evidence of your classroom practice. Thus we are requesting to see at least one full lesson of your choice, to be included with the portfolio; this will be reviewed by our teacher education faculty.

Section 6) An updated CV

Master of Arts with Teacher Certification (40 points)

Required courses in Art Education (33 points):

- A&HA 4079 Exploring cultural diversity: Implications for art education (2-3 points)
- A&HA 4080 Artistic development of children (2 points) with co-requisite A&HA 4281 Field observations in art education (1 point)
- A&HA 4081 Curriculum design in art education (2-3 points)
- A&HA 4085 Historical foundations of art education (2-3 points)
- A&HA 4087 Processes and structures in the visual arts (2 points)
- A&HA 4088 Artistic development: Adolescence to adulthood (2 points) with co-requisite A&HA 4281 Field observations in art education (1 point)
- A&HA 4089 New media, new forms (2 points)
- A&HA 4860 Cross-cultural conversations in the arts (1 point)
- A&HA 4090 Museum education issues I: Culture of art museums (2 points)

or

- A&HA 5090 Museum education issues II: Missions and standards (2 points)

or

- A&HA 5085 Museums of NYC: Varieties of visual experience (2 points)

or

- A&HA 5804 Museums as resource (2 points)
- A&HA 4702 Supervised student teaching in art education: Secondary (3 points)
- A&HA 4722 Supervised student teaching in art education: Elementary (3 points)
- Three studio courses (2-3 points each)

Required courses outside the program (7 points):

Students in the M.A. with Teacher Certification program must fulfill TC's breadth requirement by taking three (3) courses offered outside Art and Art Education at Teachers College. Any course that does not start with A&HA qualifies as an out-of-program or breadth course. Students going for certification must earn three (3) credits in a Special Education course (required by the NYSDOE for certification) as part of the breadth requirement. Their other two breadth courses must be taken for at least two (2) credit points. In addition to coursework, students in this program are required to complete an integrated curriculum project on a theme or research topic arising from their interests and

their practicum experiences. Members of each student teaching cohort are also required to mount a Macy Gallery exhibition combining their own art work with that of the pupils taught during their practica. Note: To be certified by New York State, there are additional requirements. Please consult the Teacher Education web site for details.

Certification Information

To gain Initial Teacher Certification students must:

1. In accordance with the New York State Education Department (NYSED), and as outlined by the Office of Teaching Initiatives (OTI), all students seeking Teacher Certification as a pre-requisite must have completed (3) three undergraduate credits in English, Math, Science, History and Foreign Language. If you have not completed these courses as part of your undergraduate education, you may do so while in the program, or you may choose to take a College Level Examination Program test (CLEP) in addition to your program coursework. (If you have foreign language proficiency, as a result of personal experience, you will be required to document this proficiency through a language CLEP test or through being tested by a Language Professor working within a Language Department of an accredited college or university). For more information on meeting the Liberal Arts & Sciences Core requirements, please contact the Office of Teacher Education (OTE) at Teachers College.
2. Complete all degree requirements, including two terms of student teaching and 3 credits in Special Education.
3. Get fingerprinted through the New York City Department of Education.
4. Provide proof of negative TB status. 1. Take NY State examinations and fulfill portfolio requirements.
5. Take NY State examinations and fulfill portfolio requirements.

Current Requirements: Liberal Arts and Sciences Test, Assessment of Teaching Skills – Written (Elementary or Secondary), Content Specialty Test(s)

Planned Requirements Beginning with 2013 Graduates: Performance Assessment (Portfolio), Written Assessments, Content Specialty Test(s), Writing Skills, Educating All Students

6. Complete online tutorial: Child Abuse and Violence Detection.

Students will receive all pertinent information to complete items 1-5 in the Supervised Teaching seminar.

Master of Education (60 points)

Required courses in Art Education (31 points minimum):

- A&HA 4079 Exploring cultural diversity: Implications for art education (2 points)
- A&HA 4080 Artistic development of children (2 points) with co-requisite A&HA 4281 Field observations in art education (1 point)

or

- A&HA 4088 Artistic development: Adolescence to adulthood (2 points) with co-requisite A&HA 4281 Field observations in art education (1 point)
- A&HA 4081 Curriculum design in art education (2-3 points)
- A&HA 4087 Processes and structures in the visual arts (3 points)
- A&HA 4860 Conversations across cultures in the arts (1 point)
- A&HA 5005 Visual arts research methods (2-3 points)
- A&HA 5082 Philosophies of art in education (2-3 points)

- A&HA 5086 Art in visual culture (2 points)
- A&HA 5922 Master's seminar in art education (2 points)
- Three studio courses (2-3 points each)
- One museum or art history course (2-3 points):
 - ○ A&HA 4090 Museum education issues I: Culture of art museums
 - or
 - A&HA 5090 Museum education issues II: Missions and standards
 - or
 - A&HA 5804 Museums as resource
 - or
 - A&HA 5085 Varieties of visual experience: Museums and education
- A&HA 6510 Advanced seminar in art education research (2 points)

Required courses outside the Program (6 points minimum):

Students in the Ed.M program must fulfill TC's breadth requirement by taking three (3) courses offered outside Art and Art Education at Teachers College. Any course that does not start with A&HA qualifies as a breadth or out-of-program course. Each of these courses must be taken for at least two (2) credit points.

Ed.M Concentrations:

Museum Education:

In addition, Ed.M. students may choose to take a museum concentration as part of their degree. This concentration explores the art museum as an educational institution, introduces students to object-based teaching and learning, and offers them an overview of educational programs in museums throughout New York City. The museum concentration consists of the following four courses, which must be taken in addition to other Ed.M. requirements:

- A&HA 4090 Museum education issues I: Culture of art museums
- A&HA 5090 Museum education issues II: Missions and standards
- A&HA 5804 Museums as resource
- A&HA 5085 Varieties of visual experience: Museums and education

Students in this concentration must secure and complete an internship or residence in a museum or gallery (in consultation with their advisor).

Doctor of Education (90 points)

Required courses in Art Education (17 points minimum):

- A&HA 4080 Artistic development of children (2 points) with co-requisite A&HA 4281 Field observations in art education (1 point)
- A&HA 4088 Artistic development: Adolescence to adulthood (2 points) with co-requisite A&HA 4281 Field observations in art education (1 point)
- A&HA 4085 Historical foundations of art education (3 points)
- A&HA 5082 Philosophies of Art in Education (2-3 points)
- A&HA 5086 Art in visual culture (2 points)
- Two studio courses (2-3 points each)

Required Dissertation Seminar Sequence in Art Education (8 points):

- A&HA 7502 Dissertation seminar (two semesters for 2 points each semester)
- A&HA 6502 Doctoral seminar (2 points)

- A&HA 6510 Advanced seminar in art education research (2 points)
- A&HA 8900 Dissertation advisement (0 points) ongoing, as needed

Suggested courses in Art Education (up to 39 points in the following or other courses):

- A&HA 4087 Processes and structures in the visual arts (3 points)
- A&HA 4079 Exploring cultural diversity: Implications for art education (2-3 points)
- A&HA 4090 Museum education issues I: Culture of art museums (3 points)
- A&HA 6003 Critical perspectives and practices in the arts (2 points)

Research courses (6-9 points minimum):

- A&HA 5005 Visual arts research methods (2-3 points)
- A&H 5001 Research in arts education (3 points)

Presentation Requirement (0 points):

- Exhibition
- Publication
- Conference Presentation

Required courses outside the Program (15 points minimum):

Students in the Ed.D program must take at least three courses offered outside Art and Art Education at Teachers College. Any course that does not start with A&HA qualifies as an out-of-program course. Each of these courses must be taken for at least two (2) credit points.

Notes:

Students must complete between 50-60 points in the program, including those transferred, before entering the first of the dissertation seminars. The first seminar prepares students to write the certification papers. To complete certification, students are also expected to offer a professional presentation. These may include a conference presentation; a published article; a peer-group presentation such as a formal seminar presentation or gallery talk; a Macy Gallery exhibition; or some other equivalent professional performance. The doctoral certification process is accomplished through faculty review; students must complete each level satisfactorily before they are given permission to write the dissertation. Candidates should be in touch with the Office of Doctoral Studies to be certain of complying with the latest procedures and deadlines.

Doctor of Education in the College Teaching of Art (90 points)

Required courses in Art Education (23 points minimum):

- A&HA 4088 Artistic development: Adolescence to adulthood (2 points) with co-requisite A&HA 4281 Field observations in art education (1 point)
- A&HA 4085 Historical foundations of art education (3 points)
- A&HA 5081 Advanced curriculum design in art education (2 points)
- A&HA 5082 Philosophies of art in education (2-3 points)
- A&HA 5086 Art in visual culture (2 points)
- A&HA 6482 Internship in the teaching of college and museum programs (3 points)
- A&HA 5063 Advanced studio (2-3 points)
- Two other advanced studio courses (2-3 points each)

Required Dissertation Seminar Sequence in Art Education (8 points):

- A&HA 7502 Dissertation Seminar (two semesters for 2 points each semester)

- A&HA 6502 Doctoral Seminar (2 points)
- A&HA 6510 Advanced seminar in art education research (2 points)
- A&HA 8900 Dissertation Advisement (0 points) ongoing, as needed

Suggested courses in Art Education (up to 39 points):

- A&HA 4085 Historical foundations of art education (2 points)
- A&HA 6003 Critical perspectives and practices (2 points)

Required Research courses (6-9 points minimum):

- A&HA 5005 Visual arts research methods (2-3 points)
- A&H 5001 Research methods in arts education (3 points)

Professional Development: Exhibition (3 points):

- Independent study studio (3 points)
- A&HA 6999 Exhibition Rating (0 points)

Presentation Requirement (0 points):

- Exhibition
- Publication
- Conference Presentation

Required courses outside the Program (15 points minimum):

- ORLD 4051 How adults learn
- ORLH 5011 College teaching and learning
- Two additional courses in philosophy (2-3 points)
- Courses in social and cultural bias of teaching and learning, aesthetics and philosophical bases of teaching and learning, advancing knowledge, student development and counseling, and/or administration.

Notes:

In addition, requirements for the dissertation for the Ed.D.C.T. may be met by combining studio work and a written document. Candidates should be in touch with the Office of Doctoral Studies to be certain of complying with the latest procedures, deadlines, and documents.

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ART AND ART EDUCATION

APPLICATION INFORMATION

Applicants seeking admission to any of the six degree tracks must complete a two-part application:

1. The General Teachers College Application, found online at www.tc.edu/apply. This is to be completed online.
2. The Supplemental Art & Art Educations Application, downloadable from http://www.tc.columbia.edu/i/a/document/18994_ArtEducationProgramSuppApp.pdf

Please send directly to our Program office at:

Teachers College, Columbia University
Art & Art Education Program, Box 78
525 West 120th Street
New York, NY 10027

In addition, doctoral applicants are required to complete an interview with our Program Director, Dr. Judith Burton. Interviews can be scheduled by emailing arted@tc.edu once the General and Supplemental Application have been submitted. Those applying from far away may request a phone or Skype interview.

All applicants for whom English is not the first language are required to submit either a 100 internet-based/600 paper-based/250 computer-based TOEFL score or a score of 10 on the Columbia University English Language certification test. Please see the Frequently Asked Questions section for further details.

Masters' Degrees

The **M.A.** is a 34-point degree specially designed for individuals seeking in-service opportunities who wish to complete a special project or who need the master's degree to complete professional certification. However, the student should seek professional certification with the State board as this degree program is not meant to directly lead the student through the certification process.

The **M.A. Summer Intensive (INSTEP)** is a 34-point low-residency degree specially designed for in-service teachers, artists, and art professionals who wish to gain additional experience in art and art education or for teachers seeking advanced-level certification in their state.

The **M.A. with initial certification** is a 40-point degree leading toward New York State initial teacher certification. It is a State-approved program for those wishing to teach art in grades K-12. This program enrolls in the fall only.

The **Ed.M.** is a 60-point degree designed for individuals seeking the highest level of professional achievement within the arts in education. The degree is also designed for students contemplating future doctoral study. Applicants are required to have a minimum of three years of experience as an educator or practicing professional in the arts; 30 points of prior graduate study may be transferred provided they meet the requirements for the degree.

DEGREES OFFERED

ART AND ART EDUCATION (ARTE)

Master of Arts (M.A.)
Master of Education (Ed.M.)
Doctor of Education (Ed.D.)
Doctor of Education in the
College Teaching of Art (Ed.D.C.T.)

ART AND ART EDUCATION-INITIAL CERTIFICATION (ARTE-INIT)

Master of Arts (M.A.)

ART AND ART EDUCATION-PROFESSIONAL CERTIFICATION (ARTE-PROF)

Master of Arts (M.A.) (Summer Intensive Program)

CONTACT INFORMATION

Phone: (212) 678-3360

Fax:

Email: arted@tc.edu

Coordinator: Professor Judith M. Burton

Doctoral Degrees

The 90-point Ed.D. and Ed.D.C.T. degrees are designed for individuals interested in serious research and who wish to contribute new scholarship and practice to the field. Applicants are required to have five years of professional experience in arts/museum /studio education. For both degrees, applicants are accepted to the program following faculty review of their artistic, professional, and scholarly materials. In some instances, applicants may be asked to complete prerequisites as a condition of entry to the program. Similarly, applicants may be asked to complete the Ed.M. degree prior to consideration for acceptance to the Ed.D.

The **Ed.D.** is a 90-point degree is designed for those wishing to teach art education at the college/university level, become arts supervisors in school systems, education curators in museums, administrators in arts agencies, or enter other arts education leadership positions. Applicants for this degree are expected to exhibit strong writing skills.

The **Ed.D.C.T.** is a 90-point degree designed for those wishing to teach studio art, history, or criticism in higher education: art school, college, or university. Applicants for this degree program will be expected to have an established, critically reviewed exhibition record either nationally or internationally.

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ART AND ART EDUCATION

FINANCIAL AID

There is currently no additional information available from the program.

See the [Office of Financial Aid](#) for more information.

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Burton

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ART AND ART EDUCATION

PROGRAM FACULTY

FACULTY

- [Burton, Judith](#)
Professor of Art Education
- [Hubard, Olga](#)
Associate Professor of Art Education
- [Jochum, Richard](#)
Associate Professor of Art Education

LECTURERS

- [Kantawala, Ami](#)
Lecturer
- [Sagolla, Lisa Jo](#)
Lecturer

ADJUNCT PROFESSORS

- [Andrade Bessa, Antonio](#)
Adjunct Assistant Professor
- [Ardalan, Sheyda](#)
Adjunct Associate Professor of Social Studies
- [Moser, Joy](#)
Adjunct Associate Professor of Art Education

INSTRUCTORS

- [Bildstein, Iris](#)
- [Cabral, Marta](#)
- [Dando-Haenisch, Karin](#)
- [Geer, Tara](#)
- [Ghods, Mahbobe](#)
- [Justice, Sean](#)
- [Kourkoulis, Linda](#)
- [Lollar, Thomas](#)
- [Long, James](#)
- [Newman-Godfrey, Amanda](#)
- [Puffer, Kristine](#)
- [Reyes, Cesar](#)
- [Vezzuso, Gerard](#)

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ART AND ART EDUCATION (ARTE)

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ART AND ART EDUCATION

PROGRAM COURSES

A&H 4000 ART MUSEUM ROUNDTABLE

This course guides students in the creation of interdisciplinary secondary curriculum inspired by artworks from New York City museums' collections. Far from making certain subject areas subservient to others, each discipline lends to the process its unique ways of knowing, contributing towards common educational goals. Special Fee: \$25

Faculty: TBD

A&HA 4001 CULTURE, MUSEUMS, AND EDUCATION I

This course is designed for educational practitioners of different disciplines who have an interest in incorporating the visual arts into their teaching. Visits to museums and from diverse cultural leaders are central features of the course. Serious exploratory play with materials will offer opportunities to deepen artistic insights as a complementary language of learning. Special Fee: \$30

Faculty: TBD

A&HA 4003 ENCOUNTERS WITH ART HISTORY

Examines narratives put forth by seminal art historians and engages students with selected artworks from various times and places. Students contribute to the ongoing process of art history by responding critically and creatively to key texts and objects from the history of art. Special Fee: \$25

Faculty: [Hubard, Olga](#)

A&HA 4062 PRINTMAKING: ETCHING I

Designed to introduce the beginner to the intaglio process (hard and softground etching, etc.). Group and individual instruction to help students acquire printmaking skills and discover their artistic capabilities. Special fee: \$100. Noncredit fee: \$600 plus special fee.

Faculty: [Ghods, Mahboobe](#)

A&HA 4063 INTRODUCTION TO PAINTING

Development of fundamental painting skills and understandings within the quest for individual expression and style. Acrylics, collage, and drawing employed. Special fee: \$100. Noncredit fee: \$660 plus special fee.

Faculty: [Hubard, Olga](#)

A&HA 4078 ART FOR CLASSROOM TEACHERS: TEACHING ART TO CHILDREN

Introduction to theories of artistic development. Uses of art materials and processes and lesson planning strategies for art experiences with children and young adolescents. Designed for classroom teachers and in-service students who wish to integrate the visual arts into their teaching. Special fee: \$75.

Faculty: [Cabral, Marta](#) [Lifschitz-Grant, Naomi](#)

A&HA 4079 EXPLORING CULTURAL DIVERSITY: IMPLICATIONS FOR ARTS EDUCATION

This course explores issues related to cultural diversity and examines their impact on the practices of art and art education. Teachers reflect about curriculum content, pedagogical

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Coordinator: Professor Judith M.

Burton

approaches, and human relations in the diverse art classroom. Special Fee: \$25

Faculty: [Ardalan, Sheyda](#) [Hubard, Olga](#)

A&HA 4080 ARTISTIC DEVELOPMENT OF CHILDREN

Corequisite A&HA 4281. Required of all candidates seeking New York State art teacher certification (K-12). Recommended for all degree candidates in elementary education. An examination of the role of the senses, emotions, and intellect in artistic development and of the layered integrations they form over time. Discussion of ways in which developmental insights are basic to the design and implementation of exemplary visual arts lessons and offer critical starting points for research. Special fee: \$30.

Faculty: [Burton, Judith](#)

A&HA 4081 CURRICULUM DESIGN IN ART EDUCATION

Corequisite A&HA 4202. Introduction to curriculum theory and design in the larger context of education and schooling. The course also explores alternative conceptual models as reflected in different art curricula and engages students in review of curricular issues related to learning outcomes, standards, and assessment in art education. Special fee: \$25.

Faculty: TBD

A&HA 4084 ART AND TECHNOLOGY

How do artists deploy technology in their art making and teaching? This class explores the influences of art and technology on each other and on teaching. Students make art with various new media technologies, including photo and illustration manipulation software, animation programs, game authoring platforms, web code, and the internet. The emphasis on particular technologies shifts from term to term. Please check with instructor for details. The overall objective of this class is to facilitate the creative use of technology in art and education for students without much prior knowledge of either. Special Fee: \$100

Faculty: [Jochum, Richard](#) [Justice, Sean](#)

A&HA 4085 HISTORICAL FOUNDATIONS OF ART EDUCATION

An introduction to major historical events and underlying beliefs, values, and practices that have influenced contemporary art and art education programs at all levels of instruction in the U.S. as well as internationally. Special fee: \$75.

Faculty: [Kantawala, Ami](#)

A&HA 4086 CURRENT ISSUES AND PRACTICES IN ART AND ART EDUCATION

An analysis of current philosophies, theories, and practices in art and art education at all levels of instruction. Programs in public schools, higher education, museum education, and other non-traditional settings are examined, along with advocacy initiatives and policy issues appropriate to the various issues discussed. Special fee: \$30.

Faculty: TBD

A&HA 4087 PROCESSES AND STRUCTURES IN THE VISUAL ARTS

Suggested for all students in all degree programs. Opportunity for in-depth and sustained exploration of the properties, structures, and expressive uses of selected art materials. The course aims to enrich and extend personal visual repertoires and in parallel, provoke insights into the role of materials in supporting, integrating and challenging the artistic growth of young people in school. Special fee: \$75.

Faculty: [Burton, Judith](#)

A&HA 4088 ARTISTIC DEVELOPMENT: ADOLESCENCE TO ADULTHOOD

Corequisite A&HA 4281. An examination of sensory, biological, affective, cognitive, and socio-cultural issues influencing continuing development in the visual arts. Discussion of ways in which developmental insights are basic to designing challenging lessons which enrich growth and learning as well as offering critical starting points for research. Required of all candidates seeking New York State Art Certification K-12. Special fee: \$30.

Faculty: [Burton, Judith](#)

A&HA 4089 NEW MEDIA, NEW FORMS: TECH-TRENDS IN ART

EDUCATION

A big part of the creative process is the hands-on dialog with materials. What can this dialog look like when the materials in question are digital? New Media, New Forms explores the creative possibilities of new media in art education, the impact of technology in the art room, the changing role of the art educator, and the convergence of visual technologies. The outcome is a playful and transformative inquiry into new media and how we can utilize them to create new forms. No prior knowledge needed. Enrollment limited. Special fee: \$100.

Faculty: [Jochum, Richard](#)

A&HA 4090 MUSEUM EDUCATION ISSUES I: CULTURE OF ART

MUSEUMS

An examination of the challenges facing art museums in the twentieth century, with a focus on changing interpretations of objects and how museums respond to public need. Special fee: \$25.

Faculty: [Hubard, Olga](#)

A&HA 4092 INTRODUCTION TO CERAMICS

Enrollment limited. For beginners only. Introduction to the basic techniques of hand building, the potters wheel, and slab construction. Surface decoration and three-dimensional design. Stoneware and earthenware clay bodies and firing procedures will be addressed. Special fee: \$100. Noncredit fee: \$660 plus special fee.

Faculty: [Lollar, Thomas](#)

A&HA 4093 INTRODUCTION TO SCULPTURE AND MIXED MEDIA

An exploration into the world of the third dimension through both figurative and abstract styles. There will be studio experimentation and discussion around working with wood, clay, stone, plaster and metal. Special fee: \$100. Noncredit fee: \$660 plus special fee.

Faculty: [Long, James](#)

A&HA 4094 INTRODUCTION TO DIGITAL PHOTOGRAPHY

This course is designed to introduce students to digital photography and the applications used to produce images. Digital cameras have become both the pastime and the instrument of choice for professional photographers. There have been more pictures taken this decade than in a century since its creation. The class will cover the fundamentals of the digital camera, the Photoshop application for image enhancement and using the Epson photo printer to produce images on inkjet paper. We will review the multiple functions of digital cameras and how to apply this to creative image making. Technical terms ISO, white balance, file sizes, pixels, resolution and exposure compensation will be demystified. Through weekly presentations we will familiarize ourselves with color, composition and thematic approaches. Students will also be introduced to contemporary photographers as we apply ourselves to our own unique vision. Please bring your camera to first class. Special fee: \$100. Noncredit fee: \$660 plus special fee.

Faculty: [Vezzuso, Gerard](#)

A&HA 4096 PHOTOGRAPHY FOR EDUCATORS

Exploration of basic photo techniques and their application to learning across the elementary and high school curriculum. Special fee: \$100. Noncredit fee: \$660 plus special fee..

Faculty: TBD

A&HA 4202 FIELDWORK IN ART EDUCATION

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

Faculty: [Burton, Judith](#) [Hubard, Olga](#) [Jochum, Richard](#)

A&HA 4281 FIELD OBSERVATIONS IN ART EDUCATION

Required of M.A. students or art teacher certification majors. To be taken concurrently with A&HA 4080, Artistic development of children, and A&HA 4088, Artistic development: Adolescence to adulthood. Involves observations in schools of various types; videotaping

of contrasting teaching styles and curricular approaches; analysis of perceptual, artistic, and societal assumptions implicit within programs observed.

Faculty: [Ardalan, Sheyda](#) [Dando-Haenisch, Karin](#)

A&HA 4702 SUPERVISED TEACHING IN ART EDUCATION:

SECONDARY

Prerequisites: A&HA 4080, A&HA 4081, A&HA 4085, A&HA 4087, A&HA 4088, and A&HA 4281. M.A. candidates should plan to take student teaching in their last semester of coursework towards their degree. For majors only. A variety of supervised teaching experiences (7-12), supplemented by conferences, evaluation, and seminars. The student completes 200 hours in schools observing, assisting, teaching, and evaluating. Required of those seeking state certification in art in New York State and other states. Special fee: \$15.

Faculty: [Bildstein, Iris](#)

A&HA 4722 SUPERVISED STUDENT TEACHING IN ART EDUCATION:

ELEMENTARY

Prerequisites: A&HA 4080, A&HA 4081, A&HA 4085, A&HA 4087, A&HA 4088, and A&HA 4281. M.A. candidates should plan to take student teaching in their last semesters as final coursework towards their degrees. For majors only. A variety of supervised teaching experiences (K-6) supplemented by conferences, evaluation, and seminars. The student completes 200 hours in an elementary school observing, assisting, teaching, and evaluating. Required of those seeking state certification in New York State and other states. Special fee: \$15.

Faculty: [Bildstein, Iris](#)

A&HA 4902 RESEARCH AND INDEPENDENT STUDY IN ART

EDUCATION

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

Faculty: [Burton, Judith](#) [Hubard, Olqa](#) [Jochum, Richard](#)

A&HA 5005 VISUAL ARTS RESEARCH METHODS

This course explores qualitative research methods and methodologies grounded in the practices, theories and contexts of the visual arts. Content includes examining and critically reviewing current paradigms of research practices and engaging with research as a visualizing practice. Students learn the basics of research, learn how to assess and recognize methodologies and explore ways of creating and representing knowledge and strategies for planning and carrying out art education research. The course is delivered through lectures, studio and writing workshops, and group seminars/presentations. Required for MA and Ed.M and recommended for partial fulfillment of Ed.D methods course requirements. Special fee: \$20

Faculty: TBD

A&HA 5060 INTRODUCTION TO DRAWING

A critical examination of the relationship among structure, form, and surface in drawing from life: objects, humans, and landscape. Students will track the emergence and development of expressive configurations in their own work from the vantage point of evolving aesthetic and critical responses. Special fee: \$100. Noncredit fee: \$660 plus special fee.

Faculty: [Geer, Tara](#)

A&HA 5061 ADVANCED PRINTMAKING: LITHOGRAPHY

Designed to explore and develop the lithography printing process, including the use of color and photo lithography. Group and individual instruction to promote the artistic and technical potential and capacities of each participant. Special fee: \$100. Noncredit fee: \$660 plus special fee.

Faculty: [Ghods, Mahbobe](#)

A&HA 5062 ADVANCED PRINTMAKING: ETCHING

Designed to expand the printmaking competencies and aesthetic development of the

artist-teacher. Group and individual instruction. Special fee: \$100. Noncredit fee: \$660 plus special fee.

Faculty: [Ghods, Mahboobe](#)

A&HA 5063 ADVANCED STUDIO

Artists capable of independent endeavor share their ideas and work in critiques and discussions and undertake advanced artistic problems suggested by the instructor or of their own devising.

Faculty: [Moser, Joy](#) [Pellegrin, Maurizio](#)

A&HA 5064 EXPERIMENTS IN CONTENT

An examination of new technologies, materials, concepts, attitudes, both in their current forms as well as future applications. Participants will investigate a personal topic through field experience, hands-on demonstration, observation, readings and lectures. The topic focuses for the course will be drawn from art and design/studio/research/psychology/teaching. Special fee: \$30.

Faculty: TBD

A&HA 5081 CURRICULUM DESIGN IN ART EDUCATION: ADVANCED

An analysis of art as a form of knowledge and how this knowledge informs the curriculum. The course relates notions of knowledge with the contexts and the practices of art in view of contemporary practice and the teaching of art in post-secondary and higher education. Prerequisite: A&HA 4081 or consent of instructor. Special fee: \$30.

Faculty: [Jochum, Richard](#)

A&HA 5082 PHILOSOPHIES OF ART IN EDUCATION

An invitation to share a horizon of objectives in the form of philosophical, critical, and practical cases in art education. Students will discuss philosophically how art could be expressed on the grounds of experimentation that could take place in either the studio, the classroom, in both, or in an environment that students deem conducive to art and/or art education. Special fee: \$25.

Faculty: [Jochum, Richard](#)

A&HA 5085 VARIETIES OF VISUAL EXPERIENCE: MUSEUMS AND EDUCATION

Participants will visit New York City museums and use the multiple resources of the museums to develop personalized curriculum materials. Enrollment limited. Special fee: \$30

Faculty: TBD

A&HA 5086 ART IN VISUAL CULTURE

Required seminar for Ed.M. and Ed.D. students. An examination of the role of art culture in contemporary life, employing experiences from art works, museums, galleries and alternative spaces, readings, and discussion. Special fee: \$25.

Faculty: [Moser, Joy](#)

A&HA 5090 MUSEUM EDUCATION ISSUES II: MISSIONS AND STANDARDS

An examination of the changing purposes of museums, both American and international, as they confront new technologies and expectations for greater participation in education. Issues of ethics and standards for museum education will also be discussed in the context of the section reform movement. Special fee: \$30.

Faculty: [Andrade Bessa, Antonio](#)

A&HA 5092 ADVANCED CERAMICS

Further studies of ceramics with an emphasis on individual projects on an advanced level. Educational aspects of the medium will be discussed along with marketing opportunities for the professional craftsperson. Special fee: \$100. Noncredit fee: \$660 plus special fee.

Faculty: [Lollar, Thomas](#)

A&HA 5093 ADVANCED SCULPTURE: MIXED MEDIA

Further studies of sculptural elements with an emphasis on content, craft, and individual development. Special fee: \$100. Noncredit fee: \$660 plus special fee.

Faculty: [Pellegrin, Maurizio](#)

A&HA 5095 COLOR PHOTOGRAPHY

Prerequisite: A&HA 4094 or equivalent. Course addresses both the aesthetic and technical aspects of color photography including theory, lighting, and prints. Special fee: \$100.

Faculty: TBD

A&HA 5181 THE ARTS IN EDUCATION

An examination of ideas about the interdisciplinary role of the arts in traditional and nontraditional educational and administrative settings through analysis of programs, projects, policy issues, and political processes that involve the visual arts, dance, music, and theater. Special fee: \$30.

Faculty: TBD

A&HA 5202 FIELDWORK IN ART EDUCATION

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

Faculty: [Burton, Judith](#) [Hubard, Olga](#) [Jochum, Richard](#)

A&HA 5804 MUSEUMS AS RESOURCE: WORKSHOPS AT THE METROPOLITAN MUSEUM

Independent study at Teachers College combined with workshops, lectures, and seminars at the Metropolitan Museum of Art. Students work collaboratively with both Museum and College faculty to develop and carry out individual projects, which may lead to research and inquiry or to the development of instructional materials for different levels of schooling. Special fee: \$30.

Faculty: TBD

A&HA 5890 EXPLORING CREATIVE PHOTOGRAPHY: ADVANCED PROCESSES

Prerequisite: A&HA 4094 or equivalent. This course explores the versatility of photography and incorporates other artistic mediums. In investigating contemporary photographic methods students will acquire skills in advanced methods in printing and presenting work. A range of equipment and techniques will be introduced. Special fee: \$100. Noncredit fee: \$660 plus special fee.

Faculty: TBD

A&HA 5902 RESEARCH AND INDEPENDENT STUDY IN ART EDUCATION

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

Faculty: [Burton, Judith](#) [Hubard, Olga](#) [Jochum, Richard](#)

A&HA 5922 MASTER'S SEMINAR IN ART EDUCATION

Permission of instructor required. Required for all M.A. and Ed.M. students. Guided independent work in research, culminating in the development of a masters thesis proposal. Special fee: \$30.

Faculty: [Hubard, Olga](#)

A&HA 6002 TEACHING AND ADMINISTRATION OF ART EDUCATION IN COLLEGE

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

Special fee: \$15.

Faculty: TBD

A&HA 6003 CRITICAL PERSPECTIVES AND PRACTICES IN THE ARTS

Students investigate their creative practice from several critical perspectives and produce personal profiles and arts projects within educational and cultural contexts. Special fee: \$25.

Faculty: TBD

A&HA 6021 SUPERVISION AND ADMINISTRATION: ARTS IN EDUCATION

Permission of instructor required. Prerequisite: Substantial teaching and/or arts administration experience. The function of supervision and administration: Effective programs in city, county, and state school systems; inservice education and workshop techniques; school and community relationships; nontraditional settings such as museums, arts councils, etc. Special fee: \$15.

Faculty: [Abeles, Harold](#)

A&HA 6202 ADVANCED FIELDWORK IN ART EDUCATION

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

Faculty: [Burton, Judith](#) [Hubard, Olga](#) [Jochum, Richard](#)

A&HA 6422 INTERNSHIP IN THE SUPERVISION AND ADMINISTRATION OF ART EDUCATION

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

Faculty: [Burton, Judith](#) [Jochum, Richard](#)

A&HA 6482 INTERNSHIP IN THE TEACHING OF COLLEGE AND MUSEUM PROGRAMS

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

Faculty: [Burton, Judith](#) [Hubard, Olga](#)

A&HA 6502 DOCTORAL SEMINAR: ARTS IN EDUCATION

Required seminar for doctoral students who are completing certification papers, developing literature reviews, or exploring and applying research methods. The seminar includes faculty/student presentations, group discussions, and critiques. May be repeated.

Faculty: TBD

A&HA 6520 SEMINAR IN CLINICAL SUPERVISION IN THE ARTS: K-12

Permission of instructor required. Seminar in classroom supervision and its application to student teaching and inservice training. On-site field experience, analysis of observation and assessment, readings and discussion. Participants must have a minimum of 5 years of teaching experience. Special fee: \$10.

Faculty: [Bildstein, Iris](#)

A&HA 6580 PROBLEMS IN ART AND EDUCATION

Specific problems of art and art education examined. Different topics each semester. Permission of instructor required. Special fee: \$15.

Faculty: TBD

A&HA 6902 STUDIO WORK IN ART AND EDUCATION: SCULPTURE

Permission of instructor required. Enrollment limited. For advanced independent study. Noncredit for majors only. Special fee: \$100.

Faculty: [Long, James](#) [Pellegrin, Maurizio](#)

A&HA 6903 STUDIO WORK IN ART AND EDUCATION: DRAWING

Permission of instructor required. Enrollment limited. For advanced independent study. Noncredit for majors only. Special fee: \$100.

Faculty: [Geer, Tara](#)

A&HA 6904 STUDIO WORK IN ART AND EDUCATION: PAINTING

Permission of instructor required. Enrollment limited. For advanced independent study. Noncredit for majors only. Special fee: \$100.

Faculty: [Hubard, Olga](#)

A&HA 6905 STUDIO WORK IN ART AND EDUCATION:

PRINTMAKING

Permission of instructor required. Enrollment limited. For advanced independent study. Noncredit for majors only. Special fee: \$100.

Faculty: [Ghods, Mahbobe](#)

A&HA 6906 STUDIO WORK IN ART AND EDUCATION: CERAMICS

Permission of instructor required. Enrollment limited. For advanced independent study. Noncredit for majors only. Special fee: \$100.

Faculty: [Lollar, Thomas](#)

A&HA 6907 STUDIO WORK IN ART AND EDUCATION: DIGITAL

MEDIA

Permission of instructor required. Enrollment limited. Prerequisites: extensive experience in digital media and/or related technologies. For advanced independent study. Noncredit for majors only, \$660 plus special fee: \$100.

Faculty: [Justice, Sean](#) [Vezzuso, Gerard](#)

A&HA 6972 RESEARCH AND INDEPENDENT STUDY IN ART

EDUCATION

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

Faculty: [Burton, Judith](#) [Hubard, Olga](#) [Jochum, Richard](#)

A&HA 6999 EXHIBITION/PRESENTATION RATING

Rating of certification Ed.M. and Ed.D. exhibitions offered in fulfillment of degree requirements. To be taken during the semester in which work is presented in the Macy Art Gallery. Special fee: \$100.

Faculty: TBD

A&HA 7502 DISSERTATION SEMINAR IN ART EDUCATION

Two required seminar sessions for doctoral students to help develop or refine topics of inquiry for research. The teaching format is flexible and includes faculty/student presentations, group discussions, and critiques. Section 2 is required of all doctoral students in the program in the semester following successful completion of written certification papers and involves preparation and presentations of dissertation proposal for approval. Sections: (1) Certification preparation, (2) Dissertation proposal preparation.

Faculty: [Burton, Judith](#)

A&HA 8900 DISSERTATION ADVISEMENT IN ART EDUCATION

Individual advisement on doctoral dissertations. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration for Ed.D. degree.

Faculty: [Burton, Judith](#) [Hubard, Olga](#) [Jochum, Richard](#)

[Arts & Humanities »](#)

ARTS ADMINISTRATION

The program in Arts Administration focuses on the missions and activities of art and cultural agencies and institutions, and promotes the educational role of the arts and artists.

The program reflects the conviction that the management of cultural institutions and enterprises is a profession that requires both creativity and commitment and that, at its best, the profession has a positive impact on the quality of artistic life. Arts Administration is organized in conjunction with the programs in Arts and Humanities, further reflecting the importance of the basic educational role, mission, and activities of the arts in both profit and nonprofit sectors.

In order to respond to the challenges and responsibilities facing the arts in the twenty-first century, the arts manager must have an amalgam of managerial and financial skills, a broad knowledge about artistic disciplines, an awareness of community dynamics, a commitment to education in its broadest sense, and a sensitivity to the artist and the artistic process. The essence of the program lies in its effort to provide a carefully constructed core curriculum while making available the extraordinary range of intellectual and cultural resources throughout Teachers College, Columbia University, and within New York City.

The objectives of the program are:

- train new leaders to manage and administer arts and cultural venues;
- raise the standards of arts administration to a new level of social responsibility;
- strengthen advocacy roles for artists;
- broaden the horizons of arts educators, facilitating their interactions with the arts community;
- give arts educators new management and administrative tools; and,
- provide theoretical and practical preparation for students whose professional objective is a career in arts administration, arts education, or a combination of the two.

DEGREES OFFERED

Arts Administration (AADM)

Master of Arts (M.A.)

CONTACT INFORMATION

Phone: (212) 678-3268

Fax: (212) 678-4048

Email: artsadmin@tc.columbia.edu

Coordinator: Dr. Steven Dubin

[Arts & Humanities »](#)

ARTS ADMINISTRATION

DEGREE INFORMATION/REQUIREMENTS

- [Master of Arts \(60 points\)](#)
-

Master of Arts (60 points)

The M.A. degree consists of 60 points of coursework:

24 points taken from the program offerings; 12 points of coursework is taken through the Columbia Business School; 6-9 points of coursework is taken outside of the Arts Administration Program to fulfill the breadth requirement through Teachers College courses; and 12-15 points of courses are taken as electives at Teachers College or Columbia. Students are also required to take an internship and complete a formal master's essay.

The core curriculum represents a unique alliance among the faculties of Teachers College, Columbia's Graduate School of Business, and the School of Law. Included in the core requirements are principles of arts administration, policy, fundraising, historical foundations and problem solving in arts education, accounting, financial planning, marketing, business, policy, labor relations, and copyright law. Please note: tuition rates may vary for non-TC courses, depending on the offering school. Each student is evaluated in the first year to ensure that satisfactory progress is maintained.

DEGREES OFFERED

Arts Administration (AADM)

Master of Arts (M.A.)

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[Arts & Humanities »](#)

ARTS ADMINISTRATION

APPLICATION INFORMATION

In addition to the general Teachers College admission requirements, applicants to the program must submit scores on the GRE General Test or the GMAT. Personal statements of 750–1000 words should indicate why applicants wish to pursue careers in arts administration, what led them to this point, and what they feel makes them good candidates for admission to the program and to the field. In some instances, an interview may be arranged at any time in the application process by the program coordinator. Students begin the program in the fall semester only, cannot defer, and can register on a full-time basis only.

[Apply Now](#)

DEGREES OFFERED

Arts Administration (AADM)

Master of Arts (M.A.)

CONTACT INFORMATION

Phone: (212) 678-3268*Fax:* (212) 678-4048*Email:* artsadmin@tc.columbia.edu*Coordinator:* Dr. Steven Dubin

[Arts & Humanities »](#)

ARTS ADMINISTRATION

FINANCIAL AID

College-wide financial assistance, including Teachers College general scholarships, minority groups scholarships, low-interest loans, work-study opportunities, and a tuition deferment plan, is available. Call (212) 678-3714 for more information or access the [Financial Aid homepage](#).

DEGREES OFFERED

Arts Administration (AADM)

Master of Arts (M.A.)

CONTACT INFORMATION

Phone: (212) 678-3268

Fax: (212) 678-4048

Email: artsadmin@tc.columbia.edu

Coordinator: Dr. Steven Dubin

[Arts & Humanities »](#)

ARTS ADMINISTRATION

PROGRAM FACULTY

FACULTY

- [Dubin, Steven](#)
Professor of Arts Administration
- [Lena, Jennifer](#)
Associate Professor of Arts Administration

ADJUNCT PROFESSORS

- [Koenigsberg, I](#)
Adjunct Assistant Professor of Arts Administration
- [Vinik, Martin](#)
Adjunct Professor

DEGREES OFFERED

Arts Administration (AADM)

Master of Arts (M.A.)

CONTACT INFORMATION

Phone: (212) 678-3268

Fax: (212) 678-4048

Email: artsadmin@tc.columbia.edu

Coordinator: Dr. Steven Dubin

[Arts & Humanities](#) »

ARTS ADMINISTRATION

PROGRAM COURSES

A&HA 4079 EXPLORING CULTURAL DIVERSITY: IMPLICATIONS FOR ARTS EDUCATION

This course explores issues related to cultural diversity and examines their impact on the practices of art and art education. Teachers reflect about curriculum content, pedagogical approaches, and human relations in the diverse art classroom. Special Fee: \$25

Faculty: [Ardalan, Sheyda](#) [Hubard, Olga](#)

A&HG 4100 MASTER'S ESSAY: ARTS ADMINISTRATION

Permission from program coordinator required. Students who have registered for the 60 required points of coursework but have not completed the master's essay may register for this course if they wish in order to continue to access College services. Students pay the College fee only.

Faculty: [Dubin, Steven](#)

A&HG 4170 PRINCIPLES AND PRACTICE IN ARTS ADMINISTRATION

Permission from program coordinator required. Basic overview in arts administration covering major areas of concern to small, medium, and large institutions. Specific aspects of arts management, planning, program development, artist relations, marketing, and fundraising.

Faculty: TBD

A&HG 4173 ARTS IN CONTEXT

Permission of program coordinator/director required. A seminar and lecture-style course designed to provide a multi-disciplinary and cross-cultural context for discussions of aesthetic, ethical, and political questions that define and challenge the responsible arts administrator's role.

Faculty: [Dubin, Steven](#)

A&HG 4174 LAW AND THE ARTS I

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

Faculty: [Koenigsberg, I](#)

A&HG 4175 LAW AND THE ARTS II

Permission from program coordinator required. Lectures and seminars on not-for-profit corporations, alternative forms of organization and tax exemption; the role and problems of trustees, directors, and officers; and commercial and political activity, administrative regulations concerning arts organizations, and arts-specific contracts.

Faculty: TBD

A&HG 4176 SUPPORT STRUCTURES: DEVELOPMENT AND FUNDRAISING IN THE ARTS AND HUMANITIES

Permission from program coordinator required. A practical exploration of fundraising

DEGREES OFFERED

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research and proposal writing methods. Proposals are developed for private and public agencies and foundations. Course incorporates aspects of support for the arts, arts education, the humanities, education, and artists.

Faculty: TBD

A&HG 4180 LABOR-MANAGEMENT RELATIONS IN THE ARTS

Permission from program coordinator required. Theory and practice. Special emphasis on employers, unions, contracts, and grievance procedures in the arts. Simulated bargaining sessions, evaluation and discussion of dispute resolution, arbitration, contract results. Negotiation by student teams.

Faculty: TBD

A&HG 4370 PRACTICUM IN ARTS ADMINISTRATION AND ARTS

EDUCATION

Permission from program coordinator required. Supplement to the required internship. Work with organizations or on projects on or off campus; work must meet test of relevance to student's program of study, supervisor approval, and judgment of satisfactory performance. At least 30 hours during the term; no more than 1 point per term; no more than 3 points during the course of the program for practicum.

Faculty: [Dubin, Steven](#)

A&HG 4470 INTERNSHIP IN ARTS ADMINISTRATION AND ARTS

EDUCATION

Permission from program coordinator required. Internship arranged with host institutions on an individual basis, taking into account the student's needs, interests, and capacities and the host's abilities to integrate those with its operation in an educationally useful manner. Twenty hours per week over four months or the equivalent.

Faculty: [Dubin, Steven](#)

A&HG 4575 MASTER'S SEMINAR IN ARTS ADMINISTRATION

Permission from program coordinator required. Full-time degree candidates only. Required for all master's students. Guided independent work culminating in the development of a comprehensive research plan and methodology to produce the culminating master's essay.

Faculty: [Dubin, Steven](#)

A&HG 4576 MASTER'S SEMINAR IN ARTS ADMINISTRATION B:

RESEARCH APPRENTICESHIP

Interview required. Supervised individual apprenticeship to ongoing projects in arts management, arts law, arts and cultural policy.

Faculty: TBD

A&HG 4970 SUPERVISED INDIVIDUAL RESEARCH IN ARTS

ADMINISTRATION AND ARTS EDUCATION

Permission from program coordinator required. Independent research in arts administration.

Faculty: [Dubin, Steven](#)

A&HG 5173 PRINCIPLES AND PRACTICE IN ARTS ADMINISTRATION:

PERFORMING ARTS

Permission from program coordinator required. Prerequisite: A&HG 4170. A continuation of A&HG 4170 with special reference to the management principles and skills of the performing arts, including music, dance, and theater; audience development; unions; and the study of physical facilities.

Faculty: TBD

A&HG 5174 PRINCIPLES AND PRACTICE IN ARTS ADMINISTRATION:

VISUAL ARTS

Permission from program coordinator required. Prerequisite: A&HG 4170. A continuation

of A&HG 4170 with special reference to the application of management principles and skills to the visual arts, including museums, commercial and cooperative galleries, artists' spaces, public art, and corporate and individual collectors and artists.

Faculty: TBD

A&HG 5175 BUSINESS POLICY AND PLANNING FOR THE ARTS MANAGER

Permission from program coordinator required. Designed to integrate arts administration coursework from business, law, and the arts. Moves from the financial, cultural, and political environment to strategic planning tools to specific arts situations in the creation and implementation of policy and planning objectives.

Faculty: [Vinik, Martin](#)

A&HG 5179 MAKING SENSE OF CENSORSHIP

Uses a multi-disciplinary approach to examine the twin phenomena of censorship and freedom of expression, historically and at present. Censorship will be investigated as a social process, intricately linked with power, knowledge, production, group struggles, and social change. Students will explore its causes and consequences and strategies of intervention.

Faculty: [Dubin, Steven](#)

[Arts & Humanities](#) »

BILINGUAL/BICULTURAL EDUCATION

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

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

Through our courses, students will examine the phenomenon of multiple languages and cultures in schools, classrooms, and communities within local and global contexts. The courses will allow students to explore interests in teaching in schools where more than one language and culture are part of the curriculum, particularly within the multilingual, multicultural city schools of New York, and to explore how the local and unique situations of schools connect to those found in other parts of the world. Furthermore, students can observe and work in enrichment language education models that will enable them to develop the understanding and working knowledge necessary to educate language minorities while working with the goal of developing proficiency in more than one language for both language-majority and -minority students. Students will examine the nature of cross-cultural understanding and knowledge, as it provides support and access for language minority school populations to respect, develop, and preserve their languages within educational settings, to develop and strengthen their identities, and to go beyond their selves to engage in the world as productive citizens. The courses will also help students explore their place within the context of the presence of multiple language and cultures in schools and communities and in promoting diversity in thinking and social justice in the U.S. and beyond.

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

Students will plan an appropriate course of study, according to their background, knowledge, and experiences and in relation to their future goals, with their advisor. Students are strongly advised to plan the whole curriculum during their first semester, so as to meet all requirements and to enjoy the multiple possible field experiences in educational settings. Students are also urged to go to the program website (www.tc.edu/a&h/Bilingual/) for FAQ's to explore the multiple strands available at the M.A. level, New York State requirements for certification, and distinctions in the different fields of study that might be important in the selection of the area of Bilingual/Bicultural Education as a major.

Courses of study:

Students who are U.S. citizens or permanent residents may pursue a course of study that leads to NY State certification. Students ought to choose a course of study based on their previous studies and experiences and career goals. The following section describes offerings in the Program in Bilingual/Bicultural Education:

DEGREES OFFERED

BILINGUAL/BICULTURAL STUDIES
(BILG)

Master of Arts (M.A.)

BILINGUAL/BICULTURAL CHILDHOOD
EDUCATION - Dual Certification
(BILC-DUAL)

Master of Arts (M.A.)

BILINGUAL/BICULTURAL CHILDHOOD
EDUCATION - Transitional B
Certification (BILC-TRAN)

Master of Arts (M.A.)

BILINGUAL/BICULTURAL EDUCATION
- Professional/Second Initial
Certification (BILG-INIT)

Master of Arts (M.A.)

BILINGUAL/BICULTURAL EDUCATION
- Advanced Certificate

Certificate

CONTACT INFORMATION

Phone: 212 678 3758

Fax: 212 678 3428

Email: bilingual-bicultural@tc.edu

Coordinator:

M.A. in Bilingual/Bicultural Studies

This 33-point course of study provides students with flexibility to pursue a policy, research, or teaching strand. The program is fully registered with the New York State Education Department. The teaching strand within this course of study does not lead to NY State certification.

M.A. in Bilingual/Bicultural Childhood Education (Dual Certification)

For students with no teacher certification who want to teach in elementary schools. This course of study aims to prepare educators to work in bilingual settings that privilege the education of language-minority students. It leads to NY State certification in Childhood Education (grades 1-6) with a Bilingual Education extension. It also has the potential for extending dual certification to include Middle Childhood Education certification (grades 7-9); interested students should discuss this possibility with an advisor. Within the course of study are two streams:

- Stream A is for students with less than one year of full-time teaching experience as a head teacher and requires a minimum of 40 points of coursework.
- Stream B is for students who have taught full-time for a minimum of one year as a head teacher, or are presently teaching, and requires a minimum of 33 points of coursework.

M.A. Program in Bilingual/Bicultural Childhood Education (Transitional B Certification)

Peace Corps Fellows with no teacher certification who want to teach in elementary schools may pursue the 33-point Transitional B course of study. This course of study aims to prepare educators to work in bilingual settings that privilege the education of language-minority students in low-resource schools. The program meets the requirements for NY State certification in Childhood Education (grades 1-6) with a Bilingual Education extension and has the potential for extending dual certification to include Middle Childhood Education certification (grades 7-9). Only students approved by the Peace Corps Fellows Program (www.tc.columbia.edu/pcfellows) are eligible for admission. As part of the program, students must complete a special intensive 200-hour pre-component in the summer and be placed in a school as a teacher. Students will receive supplementary mentoring throughout the year.

M.A. Program in Bilingual/Bicultural Education (Professional/Second Initial Certification)

Students who have teacher certification in any area and an interest in a Bilingual Extension should follow this 33-point (minimum) course of study. This program aims to prepare educators to work in bilingual settings that privilege the education of language minority students. It leads to NY State professional certification in the area in which students already hold certification and, in addition, leads to Bilingual certification. Students who have teaching certificates in elementary or secondary education can also pursue Middle Childhood Education certification (grades 7-9).

Advanced Certificate in Bilingual/Bicultural Education

The 15-point Advanced Certificate course of study is for students who are pursuing NY State teacher certification in another area or who already hold NY State teacher certification. In addition, students who hold baccalaureate degrees but do not wish to pursue master's degrees may enroll. The course of study leads to NY State Bilingual Extension certification.

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BILINGUAL/BICULTURAL EDUCATION

DEGREE INFORMATION/REQUIREMENTS

- [Master of Arts](#)

Master of Arts

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

Foundation and Inquiry Courses:

- A&HB 4021 Foundations of bilingual/bicultural education (3)
- A&HB 4024 Linguistic foundations of bilingual/bicultural education (3)
- A&HB 4075 Cross-cultural communication and classroom ecology (3)
- A&HB 4150 Teacher/educational inquiry: Bilingual/bicultural education (1-3)

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

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

Concentration on Research: Choose among the following.

- ITSF 4015 Introduction to computers, language, and literacy
- ITSF 4060 Latinos in urban schools
- ITSF 5016 Ethnography of education
- A&HL 4003 Schools of linguistic analysis
- A&HL 4104 Discourse analysis
- A&HL 4106 Text and textuality
- A&HL 5008 Interlanguage analysis
- EDPS 5020 Methods of social research
- EDPS 5022 Sociological analysis of educational systems
- C&T 5000 Theory and inquiry in curriculum and teaching
- HBSK 5085 Observing and assessing preschool children

Concentration on Policy: Choose courses among the following:

- ITSF 4025 Languages, society, and schools
- A&HB 5024 Bilingual/multilingual education: International perspectives
- A&HB 4199 Topics in bilingualism and bilingual/bicultural education

DEGREES OFFERED

BILINGUAL/BICULTURAL STUDIES
(BILG)

Master of Arts (M.A.)

BILINGUAL/BICULTURAL CHILDHOOD
EDUCATION - Dual Certification
(BILC-DUAL)

Master of Arts (M.A.)

BILINGUAL/BICULTURAL CHILDHOOD
EDUCATION - Transitional B
Certification (BILC-TRAN)

Master of Arts (M.A.)

BILINGUAL/BICULTURAL EDUCATION
- Professional/Second Initial
Certification (BILG-INIT)

Master of Arts (M.A.)

BILINGUAL/BICULTURAL EDUCATION
- Advanced Certificate

Certificate

CONTACT INFORMATION

Phone: 212 678 3758

Fax: 212 678 3428

Email: bilingual-bicultural@tc.edu

Coordinator:

- EDPS 4000 Education and public policy
- EDPP 5042 Urban politics and education
- EDPP 5045 Race, ethnicity, and U.S. educational policy
- Policy courses in Curriculum and Teaching

MA in Bilingual/Bicultural Education (leading to NYS Teacher Certification)

Concentration on Teaching: Choose among courses that are required for programs leading to certification.

Courses of study leading to certification require the following:

- A&HB 4020 Bilingualism and disabilities (1)
- A&HB 4028 Teaching literacy in bilingual settings (3)
- A&HB 4121 Bilingual/bicultural curriculum design in elementary and middle schools (3)
- A&HB 4133 Curriculum and methods for bilingual teachers: Science (2-3)
- A&HB 4134 Curriculum and methods for bilingual teachers: Mathematics (2-3)
- A&HT 4076 TESOL methodologies for K-6 (3)

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

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

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

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

The **Master of Arts - Professional/Second Initial** program leading to Professional certification in the area in which the student is already certified, and the Bilingual Extension Certification, requires a half-year of student teaching or a practicum (depending on whether the student has his/her own classroom), for a minimum of 33 credits for the degree.

ADVANCED CERTIFICATE

Students who are not pursuing an M.A. in Bilingual/Bicultural Education and who either hold teacher certification in another area or are simultaneously pursuing teacher certification in another area can choose the 15-credit Advanced Certificate. The course of study includes the foundation courses and at least 3 points from any of the following courses:

- A&HB 4121 Bilingual/bicultural curriculum design in elementary and middle schools
- A&HB 4133 Curriculum and methods for bilingual teachers: Science
- A&HB 4134 Curriculum and methods for bilingual teachers: Mathematics
- A&HB 4028 Teaching literacy in bilingual settings
- A&HB 4323/4720 Practicum/Student teaching in bilingual/bicultural education

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BILINGUAL/BICULTURAL EDUCATION

APPLICATION INFORMATION

Before you apply to the Program in Bilingual/Bicultural Education, please read the descriptions of the different degree tracks very carefully to ensure that you apply to the appropriate track. If you are unsure of which track to apply to, contact the Bilingual/Bicultural Education office at (212) 678.3758 or bilingual-bicultural@tc.edu.

Visit the Bilingual/Bicultural Education website for full details on how to apply by going to www.tc.edu/a&h/Bilingual and clicking on "How to Apply." In addition to the standard Teachers College Application, the program requires a supplemental application, as well as fluency in at least one language other than English (LOTE).

[Apply Now](#)

DEGREES OFFERED

BILINGUAL/BICULTURAL STUDIES
(BILG)

Master of Arts (M.A.)

BILINGUAL/BICULTURAL CHILDHOOD
EDUCATION - Dual Certification
(BILC-DUAL)

Master of Arts (M.A.)

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BILINGUAL/BICULTURAL EDUCATION
- Advanced Certificate

Certificate

CONTACT INFORMATION

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Fax: 212 678 3428

Email: bilingual-bicultural@tc.edu

Coordinator:

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BILINGUAL/BICULTURAL EDUCATION

FINANCIAL AID

Each year the program selects outstanding students from the incoming class to receive merit-based scholarships. If you wish to be considered for a merit scholarship, you must complete the TC Scholarship Application through the Online Application System.

For further funding, you may fill out the FAFSA (US citizens only) or seek other federal funding opportunities through <http://studentaid.ed.gov>.

If you are working as a Bilingual General Education Teacher or Bilingual Special Education Teacher, then you may be eligible to participate in the Intensive Teacher Institute A Tuition Assistance Program for **Bilingual and English as a Second Language Certification Coursework In General and Special Education**.



[Download this document to learn more.](#)

DEGREES OFFERED

BILINGUAL/BICULTURAL STUDIES
(BILG)

Master of Arts (M.A.)

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(BILC-DUAL)

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Coordinator:

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BILINGUAL/BICULTURAL EDUCATION

PROGRAM FACULTY

VISITING FACULTY

- [Martinez Alvarez, Patricia](#)
Visiting Assistant Professor of Communication and Education

ADJUNCT PROFESSORS

- [Han, Yi](#)
Adjunct Prof. of Speech Language Pathology
- [Hsu, Ya-ning](#)
Adjunct Assistant Professor
- [Jacknick, Christine](#)
Adjunct Assistant Professor

DEGREES OFFERED

BILINGUAL/BICULTURAL STUDIES
(BILG)

Master of Arts (M.A.)

BILINGUAL/BICULTURAL CHILDHOOD
EDUCATION - Dual Certification
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BILINGUAL/BICULTURAL EDUCATION

PROGRAM COURSES

A&HB 4020 BILINGUALISM AND DISABILITIES

Offered in the spring. This course examines the over- and under-representation of bilingual students in special education and the complexity in differentiating second language development from special education issues. Exploration of current research in the field of bilingual special education and implications for assessment will prepare teachers to be active participants in the eligibility process for special education and to act as advocates for bilingual students. Special emphasis will be placed on pre-referral informal assessment, the impact of assessment on instruction, and educational practices that can be established in the classroom.

Faculty: TBD

A&HB 4021 FOUNDATIONS OF BILINGUAL/BICULTURAL EDUCATION

Offered in the fall. Review of the linguistic, socio-cultural, philosophical, political, and historical foundations that have shaped bilingual education policies, program models, and teaching and assessment practices. Analysis of how diverse bilingual education program models throughout the world respond to different linguistic, social, and educational goals.

Faculty: TBD

A&HB 4024 LINGUISTIC FOUNDATIONS OF BILINGUAL/BICULTURAL EDUCATION

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

Faculty: TBD

A&HB 4028 TEACHING LITERACY IN BILINGUAL SETTINGS

Offered in the spring. Prerequisite: A&HB 4021. Approaches to developing literacy in a second and native language in elementary and middle schools. Techniques for developing listening, speaking, reading, and writing skills; developing language and literacy through the content areas; using children's literature; and assessing students' literacy development in the second and native language. Strategies to develop biliteracy in dual language programs.

Faculty: TBD

A&HB 4075 CROSS-CULTURAL COMMUNICATION AND CLASSROOM ECOLOGY

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

Faculty: TBD

DEGREES OFFERED

BILINGUAL/BICULTURAL STUDIES
(BILG)

Master of Arts (M.A.)

BILINGUAL/BICULTURAL CHILDHOOD
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Coordinator:

A&HB 4121 BILINGUAL/BICULTURAL CURRICULUM DESIGN IN ELEMENTARY AND MIDDLE SCHOOLS

Offered in the spring. Corequisites: ITSF 4133 and ITSF 4134. Permission required. Prerequisites: ITSF 4021 and proficiency in the English language and one additional language. The course focuses on: (a) linguistic, cognitive, developmental, and socio-cultural considerations in the design of bi/multilingual curricula; (b) exploration of bi/multilingual instructional methods and materials for use in language arts and content areas; (c) critique of current commercially prepared products.

Faculty: TBD

A&HB 4133 CURRICULUM AND METHODS FOR BILINGUAL TEACHERS: SCIENCE

Offered spring. Corequisite: ITSF 4121. Prerequisites: ITSF 4021, or permission of instructor. Intensive review of curriculum and methods appropriate to the teaching of the subject areas in bilingual instructional settings. Offered as needed for those wishing to obtain bilingual teacher certification.

Faculty: TBD

A&HB 4134 CURRICULUM AND METHODS FOR BILINGUAL TEACHERS: MATHEMATICS

Offered spring. Corequisite: ITSF 4121. Prerequisites: ITSF 4021, or permission of instructor. Intensive review of curriculum and methods appropriate to the teaching of the subject areas in bilingual instructional settings. Offered as needed for those wishing to obtain bilingual teacher certification.

Faculty: TBD

A&HB 4140 LATINA NARRATIVES

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

Faculty: TBD

A&HB 4150 TEACHER/EDUCATIONAL INQUIRY: BILINGUAL/BICULTURAL EDUCATION

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

Faculty: TBD

A&HB 4323 PRACTICUM/STUDENT TEACHING FOR PRACTICING TEACHERS IN BILINGUAL/BICULTURAL EDUCATION

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

Faculty: TBD

A&HB 4720 STUDENT TEACHING IN BILINGUAL/BICULTURAL EDUCATION

Offered every spring. Permission required. Student teaching in bilingual elementary classroom. Practical application of bilingual and bicultural classroom practices in all content areas, the teaching of an additional language (ESL or LOTE), and the

development of bilingualism. Classroom observations and supervision will be provided for full-time teachers and student teachers. Weekly seminars focus on teaching strategies for a variety of bilingual settings, including teaching content and developing language.

Faculty: TBD

A&HB 5024 BILINGUAL/MULTILINGUAL EDUCATION:

INTERNATIONAL PERSPECTIVES

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

Faculty: TBD

A&HB 6202 ADVANCED FIELDWORK

Permission required.

Faculty: TBD

A&HB 6402 INTERNSHIP IN BILINGUAL/BICULTURAL EDUCATION

Permission required. Occasional opportunities in areas represented by the department. Students must inquire to see if opportunities are available during any given semester.

Faculty: TBD

A&HB 6521 SEMINAR IN BILINGUALISM/BILINGUAL EDUCATION

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

Faculty: TBD

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ENGLISH EDUCATION

MASTER OF ARTS (34 AND 38 CREDITS)

An English teacher creates hospitable contexts and promising opportunities for students to develop as readers, writers, speakers, and listeners, and in the cultural knowledge and critical thinking processes that nourish and refine the arts of language. Classroom teachers of English must therefore possess a deep understanding of the contexts and conditions that foster the development of the arts of language, and they must be accomplished practitioners of those arts in their own intellectual and creative lives. Effective teachers must also be keen and responsive readers of their students as learners and of the obstacles that might obstruct learning in classrooms. English teachers must, therefore, function as exemplary learners in their own classrooms, committed to developing themselves as reflective, flexible, and professionally well-informed practitioners who can accommodate their instruction to serve the needs of a diverse population of students.

The M.A. programs in the Teaching of English at Teachers College are designed to prepare pre-service and inservice teachers for productive careers as exemplary instructors and leaders for the profession of English both regionally and nationally. Our programs seek a balance between strengthening and refining the disciplinary knowledge and practices of our M.A. students on the one hand, while preparing them for the pedagogical application of their knowledge in their professional practice as classroom English teachers. Our course offerings, therefore, include a range of courses in literature, literary theory, rhetoric, and writing, along with a constellation of courses that focus on curriculum development, assessment, and instructional practices directly relevant to the everyday challenges of teaching English in grades 7-12. Our programs are unique in the degree to which they are focused on preparing our graduates to serve as cutting edge experts in pedagogy for the English classroom, while building that expertise on their continuing study of the target disciplines of literature, composition, and the range of traditional and newer multi-literacies that define the changing field of English studies.

The Teaching of English Program offers the following M.A. degrees: Teaching of English leading toward Initial New York State Certification (38 credits), Teaching of English leading toward Professional Certification in New York State in Teaching of English (34 credits), Teaching of English INSTEP Program leading toward Professional Certification (34 Credits), and Teaching of English leading toward Transitional B Certification (35 Credits).

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

THE TEACHING OF ENGLISH WITH NEW YORK STATE PROFESSIONAL CERTIFICATION (M.A. DEGREE, 34 CREDITS)

This program is designed for teachers already working in the field who will not be student teaching. To earn this degree, students must complete 34 credits of coursework at Teachers College.

M.A. IN THE TEACHING OF ENGLISH NEW YORK STATE PROFESSIONAL CERTIFICATION (INSTEP PROGRAM FOR INSERVICE TEACHERS)

The 34-credit INSTEP Program in the Teaching of English is an Intensive Summer M.A. Program offered to current inservice teachers and is conducted over three consecutive summers in New York City.

DEGREES OFFERED

TEACHING OF ENGLISH (ENGL)

Master of Arts (M.A.)
Master of Education (Ed.M.)
Doctor of Education (Ed.D.)
Doctor of Education in the College
Teaching of English (Ed.D.C.T.)

TEACHING OF ENGLISH LANGUAGE ARTS 7-12 - INITIAL CERTIFICATION (ENGL-INIT)

Master of Arts (M.A.)

TEACHING OF ENGLISH - PROFESSIONAL CERTIFICATION (ENGL-PROF)

Master of Arts (M.A.)

TEACHING OF ENGLISH - TRANSITIONAL B (ENGL-TRAN)

Master of Arts (M.A.)

ENGLISH EDUCATION (ENGD)

Doctor of Philosophy (Ph.D.)

CONTACT INFORMATION

Phone: 212.678.3070

Fax: 212.678.8197

Email:

Coordinator:

M.A. IN THE TEACHING OF ENGLISH (TRANSITIONAL B, 35 CREDITS)

The requirements for this program, designed exclusively for participants in the Peace Corps Fellows Program at Teachers College, are similar but not identical to the those of the 34-credit Teaching of English program and include mentored teaching.

THE TEACHING OF ENGLISH LEADING TO AN INITIAL CERTIFICATION IN NEW YORK STATE (M.A. DEGREE, 38 CREDITS)

This program leads to initial certification and is designed for individuals who are entering the field of secondary English teaching. To earn this degree, students must complete 38 credits of coursework in the Teaching of English Program at Teachers College, including two semesters (Fall and Spring) of student teaching. Although most courses are held in the evenings, students must be available during the school day in order to student teach.

To be certified by New York State, students must satisfy the following coursework requirements either prior or concurrent to their enrollment in the MA program:

- 24 credits in the English Language Arts (including, English Studies, Drama, Journalism, Comparative Literature, Linguistics, etc.)
- One semester of foreign language (If this requirement was not fulfilled as an undergraduate, these credits may be obtained at Columbia University, Teachers College, or any other accredited institution. In some cases, this requirement may be waived by obtaining an appropriate score on the CLEP Test. CLEP registration forms are available in the Office of Teacher Education and School-based Support Services). If you choose to take a language class as an elective toward your degree, it must be a graduate-level course

In addition to all coursework required for certification, students in the M.A. program are responsible for taking and successfully passing the following Certification Examinations mandates by New York State: Liberal Arts & Sciences Test (LAST), Assessment of Teaching Skills—Written (ATS-W), and Content Specialty Test in English (CST)

MASTER OF EDUCATION (60 CREDITS)

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

DOCTORAL PROGRAM (75 and 90 CREDITS)

The English Education program at Teachers College offers three doctoral degrees: Doctor of Philosophy in English Education (Ph.D., 75 Credits), Doctor of Education in the Teaching of English (Ed.D., 90 Credits), and Doctor of Education in the College Teaching of English (Ed.D.C.T., 90 Credits). The primary purpose of the doctoral programs in English Education at Teachers College is to advance knowledge relevant to the teaching and learning of English and to prepare expert teachers of English for careers as scholars, researchers, and teacher educators in the field of English education. The doctoral programs in English Education are hospitable to a wide range of interests, backgrounds, and professional ambitions in its applicants. However, all students are expected to become conversant with the principal theories, research methods, and pedagogical traditions of the field of English education. Beyond these fundamentals, students work in close consultation with faculty members to develop individualized programs of study. Applicants to the doctoral programs ordinarily possess a master's degree in English, Education, or a related field and have three to five years of prior teaching experience at the secondary school or college level.

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ENGLISH EDUCATION

DEGREE INFORMATION/REQUIREMENTS

- [Master of Arts in TEACHING OF ENGLISH \(ENGL\)](#)
- [Summer INSTEP MA](#)
- [Master of Education in TEACHING OF ENGLISH \(ENGL\)](#)
- [Doctor of Education in Teaching of English \(ENGL\)](#)
- [Doctor of Education in the College Teaching of English \(Ed.D.C.T., 90 credits\)](#)
- [Doctor of Philosophy in English Education \(ENGD\)](#)

Master of Arts (M.A., 34, 35, and 38 credits)

Required courses include:

- A&HE 4057 English methods (3)
- A&HE 4058 Teaching of reading (3)
- A&HE 4151 Teaching of writing (3)*
- A&HE 5518 Teaching English in diverse social and cultural contexts (2-3)**

*Taken as a 6 credit block with A&HE 4156, Writing: Nonfiction

**A&HE 5518 meets both the College-wide and the New York State diversity requirements.

In addition, students must choose at least one topic-specific methods course, such as:

- A&HE 4050 Literature and teaching (3)
- A&HE 4152 Literacies and technologies in the secondary English classroom (3)
- A&HE 4550 Teaching of poetry (3)

As a part of the M.A. program, students also must fulfill a Content requirement. Content coursework consists of one course in writing and one course in literature. Courses may include:

Writing:

- A&HE 4156 Writing: Nonfiction (3)
- A&HE 4561 Teaching narrative and story (3)

Literature:

- A&HE 4050 Literature and teaching (3)
- A&HE 4053 Cultural perspectives and literature (3)

Foundations/Breadth Requirement

Foundations courses are intended to broaden students' knowledge of the history of education, philosophies of education, and educational issues and practices beyond their

DEGREES OFFERED

TEACHING OF ENGLISH (ENGL)

Master of Arts (M.A.)
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TEACHING OF ENGLISH LANGUAGE ARTS 7-12 - INITIAL CERTIFICATION (ENGL-INIT)

Master of Arts (M.A.)

TEACHING OF ENGLISH - PROFESSIONAL CERTIFICATION (ENGL-PROF)

Master of Arts (M.A.)

TEACHING OF ENGLISH - TRANSITIONAL B (ENGL-TRAN)

Master of Arts (M.A.)

ENGLISH EDUCATION (ENGD)

Doctor of Philosophy (Ph.D.)

CONTACT INFORMATION

Phone: 212.678.3070

Fax: 212.678.8197

Email:

Coordinator:

particular area of concentration. All students must take at least three such courses (courses in Teachers College not designated "A&HE"). Foundations credits (at least two per course) must be used to meet the New York State requirements for classes in History/Philosophy of Education, Disabilities/Special Education, and Human Development/Psychology if these have not been taken in previous college-level coursework. These courses may be taken as pass/fail.

Electives

Electives provide students the opportunity to explore particular interests as they design their own programs in consultation with an academic faculty advisor. Students whose program permits room for electives may take any graduate-level courses at Teachers College or Columbia University.

Master's Seminar

All M.A. students are required to enroll in the A&HE 5590, Master's seminar: Teaching of English. Students in the 38-credit program enroll in A&HE 5590 the same semester they enroll in phase 2 of A&HE 4750, Supervised teaching of English. Students in the 34-credit program enroll in A&HE 5590 during their final semester. All students work with an academic faculty advisor to design and complete their master's projects.

Student Teaching

Students in the 38-credit Teaching of English program have two separate semesters of student teaching. As required by New York State, one of these experiences is in a middle school and the other is in a high school. Most placements are made in urban public schools in New York City. Commuting to one of the outer boroughs should be expected.

Student teaching experiences differ by semester. In the first (Phase 1) semester, a pair of students may be placed in a classroom under the direction of a single cooperating teacher. The cooperating teacher has primary responsibility for designing the curriculum. While students do not have the major responsibility for designing or organizing the course of instruction, they are active participants in the classroom and school communities. Although the Phase 1 experience varies, students are engaged in observation, group work with students, conferencing, and teaching. During this semester, students understand, appreciate, learn from, and coach students as readers and writers. During phase 2 of student-teaching, when student-teachers are immersed in teaching – responsible for planning and conducting classes, assessing student work, and participating as faculty members in the life of their school – MA students do not ordinarily enroll in any academic course except those that define and are an integral part of the student-teaching experience. Hence, students enroll in A&HE 4750: Supervised Teaching of English (3 credits), A&HE 4057: English methods (3 credits), A&HE 4751: Fieldwork and observation in secondary English (1 credit), A&HE 5204: Fieldwork in teaching English (1 credit), and A&HE 5590: Master's seminar: Teaching of English (1 credit). These courses together constitute the student-teaching experience in its active, creative, and reflective dimensions.

Summer INSTEP MA

Summer INSTEP M.A.

Students complete most course requirements for the INSTEP PROGRAM (which are similar to the 34 credit M.A. program leading to Professional Certification) through their enrollment in an intensive 22 day-summer program for three consecutive summers during which they work in a cohort of 12-15 teachers for 6-8 hours each day. Supplementary online courses for each cohort conducted during the academic year after summers 1 & 2 allow the cohorts to continue their collegial collaboration during the academic year while satisfying the few remaining requirements. See the INSTEP website for additional details and contact information.

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

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

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

General Coursework Requirement

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

Research Methods Courses

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

A&HE 5504. Research paper: Teaching of English

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

- (a) A rationale for the project and demonstration of an understanding of the literature of the field related to the topic(s) undertaken;
- (b) A pilot study, including data gathering and analysis and justification of research methods employed;
- (c) A critique of the pilot study, including the student's reflections on the study's design and methodology as well as on her/his research strengths and weaknesses; and
- (d) Implications relevant to the student's future research.

Doctor of Education (Ed.D., 90 credits)

Doctor of Education (Ed.D., 90 credits)

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

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

- A&HE 5504 Research Paper: Teaching of English
- A&HE 6504 Doctoral Seminar: Teaching of English
- A&HE 7504 Dissertation Seminar: Teaching of English
- A&HE 8904 Dissertation Advisement in the Teaching of English
- A range of electives in literary and rhetorical studies
- Four research methods courses for a total of 12 credits. It is recommended that the

candidates include at least two of the following:

- A&HE 5149 Writing Research: Methods and Assumptions
- A&HE 5150 Research in Practice
- A&HE 6151 Narrative Research in English Education
- A&HE 6152 Advanced Narrative Research in English Education

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

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

The number of courses students must complete depends largely on the number of credits approved for transfer from previous graduate work. Students working toward an Ed.D. degree (90 credits) may transfer a maximum of 45 credits and will thus complete at least 45 credits while in the Ed.D. program.

Coursework Restrictions

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

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

Doctoral Program Milestones

Program Plan

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

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

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

Certification Examinations

Certification examinations certify a student's expertise in the seminal texts, research traditions, and theoretical perspectives that represent the history of English Education as an academic discipline and that inform research in the more specialized field of study defined by a student's anticipated dissertation project. Doctoral students in English Education must pass two separate certification examinations. Examination 1 is a proctored three-hour written examination covering the history of English education with a focus on

one of the major curricular strands within the discipline. Examination 2, covering a specialized disciplinary area related to the student's dissertation topic, is a take-home written examination to be completed within a time frame (up to one semester) set by the student's faculty advisor. The topics and texts to be covered by the two examinations and the examination questions are determined by each student's advisor in consultation with the student who will be examined. All Certification Examinations are overseen by the Office of Doctoral Studies and are scheduled for administration on specified dates during the year, usually in October, February and June. Students must register for a Certification Exam at least one month before the examination will be administered. Students become eligible to register for Certification Examinations when their signed approval form for the 5504 Research Paper has been filed in the English Education Program office.

Dissertation Proposal (A&HE 7504)

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

Dissertation

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

The Advanced Seminar

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

Dissertation Defense

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

Doctor of Education in the College Teaching of English (Ed.D.C.T., 90 credits)

Doctor of Education in the College Teaching of English (Ed.D.C.T., 90 credits)

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

academic support programs such as college and university writing centers and reading labs.

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

- A&HE 5504 Research Paper: Teaching of English
- A&HE 6504 Doctoral Seminar: Teaching of English
- A&HE 7504 Dissertation Seminar: Teaching of English
- A&HE 8904 Dissertation Advisement in the Teaching of English
- A range of electives in literary, rhetorical, and cultural studies
- Four research methods courses for a total of at least 12 credits. It is recommended that candidates include at least two of the following:

A&HE 5149 Writing Research: Methods and Assumptions
 A&HE 5150 Research in Practice
 A&HE 6151 Narrative Research in English Education
 A&HE 6152 Advanced Narrative Research in English Education

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

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

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

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

Coursework Restrictions

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

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

Doctoral Program Milestones

Program Plan

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

A&HE 5504: Research Paper: Teaching of English

Before enrolling in A&HE 5504, students must have completed at least two research

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

Certification Examinations

Certification examinations certify a student's expertise in the seminal texts, research traditions, and theoretical perspectives that represent the history of English Education as an academic discipline and that inform research in the more specialized field of study defined by a student's anticipated dissertation project. Doctoral students in English Education must pass two separate certification examinations. Examination 1 is a proctored three-hour written examination covering the history of English education with a focus on one of the major curricular strands within the discipline. Examination 2, covering a specialized disciplinary area related to the student's dissertation topic, is a take-home written examination to be completed within a time frame (up to one semester) set by the student's faculty advisor. The topics and texts to be covered by the two examinations and the examination questions are determined by each student's advisor in consultation with the student who will be examined. All Certification Examinations are overseen by the Office of Doctoral Studies and are scheduled for administration on specified dates during the year, usually in October, February and June. Students must register for a Certification Exam at least one month before the examination will be administered. Students become eligible to register for Certification Examinations when their signed approval form for the 5504 Research Paper has been filed in the English Education Program office.

Dissertation Proposal (A&HE 7504)

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

Dissertation

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

The Advanced Seminar

What is known historically as the Advanced Seminar now functions as a pre-defense meeting of an Ed.D.C.T candidate's doctoral dissertation committee, which convenes to interrogate and advise the candidate on the dissertation in progress in order to ensure its successful completion. The committee may be convened at any point in a candidate's progress toward completing the dissertation research but is ordinarily convened for English education candidates at a point when the candidate can present a rough draft of the entire dissertation for scrutiny by the dissertation committee members.

The Dissertation Defense

The dissertation defense offers the opportunity for members of the candidate's dissertation committee, all of whom have carefully read the dissertation, to interrogate the candidate on any and all dimensions of the candidate's research and the written dissertation that is the product of that research. In most cases the committee will suggest minor revisions that the candidate is expected to incorporate into the dissertation before filing the final version. A typical defense, however, is less an interrogation than it is a

collegial discussion of the candidate's research project and findings with attention to next steps in the candidate's research agenda and possibilities for revising and publishing the dissertation or sections of it. A successful dissertation defense marks both a moment of certification and a ritual initiation. At the conclusion of a successful defense, authorized doctoral faculty officially certify a candidate's accomplishment in completing a major research study that makes a significant contribution to knowledge in the field of English education broadly defined and thereby welcome the doctoral candidate into the community of scholars.

Doctor of Philosophy (Ph.D.,75 credits)

Doctor of Philosophy (Ph.D., 75 credits)

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

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

- A&HE 5504 Research Paper: Teaching of English
- A&HE 6504 Doctoral Seminar: Teaching of English
- A&HE 7504 Dissertation Seminar: Teaching of English
- A&HE 8904 Dissertation Advisement in the Teaching of English
- A range of electives in literary and rhetorical studies
- Four research methods courses for a total of at least 12 credits. It is recommended that candidates include at least two of the following:

A&HE 5149 Writing Research: Methods and Assumptions
 A&HE 5150 Research in Practice
 A&HE 6151 Narrative Research in English Education
 A&HE 6152 Advanced Narrative Research in English Education

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

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

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

Coursework Restrictions

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

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

Doctoral Program Milestones

Program Plan

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

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

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

Certification Examinations

Certification examinations certify a student's expertise in the seminal texts, research traditions, and theoretical perspectives that represent the history of English Education as an academic discipline and that inform research in the more specialized field of study defined by a student's anticipated dissertation project. Doctoral students in English Education must pass two separate certification examinations. Examination 1 is a proctored three-hour written examination covering the history of English education with a focus on one of the major curricular strands within the discipline. Examination 2, covering a specialized disciplinary area related to the student's dissertation topic, is a take-home written examination to be completed within a time frame (up to one semester) set by the student's faculty advisor. The topics and texts to be covered by the two examinations and the examination questions are determined by each student's advisor in consultation with the student who will be examined. All Certification Examinations are overseen by the Office of Doctoral Studies and are scheduled for administration on specified dates during the year, usually in October, February and June. Students must register for a Certification Exam at least one month before the examination will be administered. Students become eligible to register for Certification Examinations when their signed approval form for the 5504 Research Paper has been filed in the English Education Program office.

Foreign Language Requirement

Ph.D. students in English Education must satisfy the language requirements that obtain for doctoral students in the Departments of English and Comparative Literature in the Graduate School of Arts and Sciences. That requirement calls for intermediate proficiency in two foreign languages or advanced proficiency in one foreign language. Proficiency is demonstrated by passing language exams administered in GSAS. In some cases two courses in statistics may be approved as a substitute for one foreign language. Contact the Office of Doctoral Studies and the English Education Program Coordinator for further information.

Dissertation Proposal (A&HE 7504)

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

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

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

Dissertation

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

The Advanced Seminar

What is known historically as the Advanced Seminar now functions as a pre-defense meeting of a Ph.D. candidate's doctoral dissertation committee, which convenes to interrogate and advise the candidate on the dissertation in progress in order to ensure its successful completion. The committee may be convened at any point in a candidate's progress toward completing the dissertation research, but is ordinarily convened for English education candidates at a point when the candidate can present a rough draft of the entire dissertation for scrutiny by the dissertation committee members. The committee is convened in response to a formal request filed with the Office of Doctoral Studies (ODS) by the candidate with the approval of the dissertation advisor. Candidates should consult the ODS early in the dissertation project to ensure that all procedural rules for convening the Advanced Seminar and reporting on its deliberations are properly observed.

Dissertation Defense

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

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ENGLISH EDUCATION

APPLICATION INFORMATION

Application Requirements

Prior to or concurrent with enrollment in the the M.A. Program, applicants must have completed at least 24 undergraduate and/or graduate credits in English or related fields. Under the general rubric of English, qualified coursework in such related fields as Journalism, Drama, Comparative Literature, Philosophy, Speech, Film Studies, Linguistics, and Classics is counted toward fulfilling this requirement. In reviewing applications for admission, the admissions committee considers the evidence available in letters of recommendation (particularly those from college professors), the personal statement, the academic record of the applicant, and the applicant's experience working with adolescents and young adults

In addition to the general Teachers College admission requirements, Ed.M. Applicants are required to submit a writing sample and two letters of recommendation. A third letter is encouraged. Also, applicants to this degree ordinarily already possess an M.A. in English, education, or a related field and have at least three years of teaching experience at the secondary level.

In addition to the general Teachers College admission requirements, applicants to the doctoral programs in English Education are required to submit three letters of recommendation. Letters from college professors that can speak to an applicant's potential as a scholar and researcher are especially valued. Additionally, applicants to the doctoral programs in English Education usually already possess an M.A. in English, education, or a related field and have five or more years of classroom teaching experience.

[Apply Now](#)

DEGREES OFFERED

TEACHING OF ENGLISH (ENGL)

Master of Arts (M.A.)
Master of Education (Ed.M.)
Doctor of Education (Ed.D.)
Doctor of Education in the College
Teaching of English (Ed.D.C.T.)

TEACHING OF ENGLISH LANGUAGE ARTS 7-12 - INITIAL CERTIFICATION (ENGL-INIT)

Master of Arts (M.A.)

TEACHING OF ENGLISH - PROFESSIONAL CERTIFICATION (ENGL-PROF)

Master of Arts (M.A.)

TEACHING OF ENGLISH - TRANSITIONAL B (ENGL-TRAN)

Master of Arts (M.A.)

ENGLISH EDUCATION (ENGD)

Doctor of Philosophy (Ph.D.)

CONTACT INFORMATION

Phone: 212.678.3070

Fax: 212.678.8197

Email:

Coordinator:

[Arts & Humanities »](#)

ENGLISH EDUCATION

FINANCIAL AID

Visit the [Office of Student Aid](#) for information on financial assistance.

DEGREES OFFERED

TEACHING OF ENGLISH (ENGL)

Master of Arts (M.A.)
Master of Education (Ed.M.)
Doctor of Education (Ed.D.)
Doctor of Education in the College
Teaching of English (Ed.D.C.T.)

TEACHING OF ENGLISH LANGUAGE ARTS 7-12 - INITIAL CERTIFICATION (ENGL-INIT)

Master of Arts (M.A.)

TEACHING OF ENGLISH - PROFESSIONAL CERTIFICATION (ENGL-PROF)

Master of Arts (M.A.)

TEACHING OF ENGLISH - TRANSITIONAL B (ENGL-TRAN)

Master of Arts (M.A.)

ENGLISH EDUCATION (ENGD)

Doctor of Philosophy (Ph.D.)

CONTACT INFORMATION

Phone: 212.678.3070

Fax: 212.678.8197

Email:

Coordinator:

[Arts & Humanities](#) »

ENGLISH EDUCATION

PROGRAM FACULTY

FACULTY

- [Hill, Marc](#)
Associate Professor of English Education
- [Miller, Janet](#)
Professor of English Education
- [Morrell, Ernest](#)
Professor of Education
- [Sealey-Ruiz, Yolanda](#)
Assistant Professor of English Education
- [Vinz, Ruth](#)
Enid & Lester Morse Chair

LECTURERS

- [Blau, Sheridan](#)
Distinguished Senior Lecturer
- [Zumhagen, Pat](#)
Lecturer

ADJUNCT PROFESSORS

- [Cella, Lorraine](#)
Adjunct Assistant Professor of Education
- [Cohen, Robert](#)

INSTRUCTORS

- [Akhand, Uzma](#)
- [Ball, Cadhia Keturah](#)
- [Blom, Nathan](#)
- [Browne, John](#)
- [Choo, Suzanne](#)
- [Gordon, Erick](#)
Instructor
- [Gowers, Jennifer](#)
- [LaBonte, Karen](#)
Instructor
- [Lenger Kang, Roberta](#)
- [Lynch, Thomas](#)
- [McKibbin, Kerry](#)
- [McRae, Jillian](#)
- [Ozier, Lance](#)
- [Porter, Julie](#)
- [Riqolosi-Ibarquen, Laura](#)
- [Troise, Melissa](#)

DEGREES OFFERED

TEACHING OF ENGLISH (ENGL)

Master of Arts (M.A.)
Master of Education (Ed.M.)
Doctor of Education (Ed.D.)
Doctor of Education in the College
Teaching of English (Ed.D.C.T.)

TEACHING OF ENGLISH LANGUAGE ARTS 7-12 - INITIAL CERTIFICATION (ENGL-INIT)

Master of Arts (M.A.)

TEACHING OF ENGLISH - PROFESSIONAL CERTIFICATION (ENGL-PROF)

Master of Arts (M.A.)

TEACHING OF ENGLISH - TRANSITIONAL B (ENGL-TRAN)

Master of Arts (M.A.)

ENGLISH EDUCATION (ENGD)

Doctor of Philosophy (Ph.D.)

CONTACT INFORMATION

Phone: 212.678.3070

Fax: 212.678.8197

Email:

Coordinator:

[Arts & Humanities »](#)

ENGLISH EDUCATION

PROGRAM COURSES

A&HE 4050 LITERATURE AND TEACHING

An examination of multiple approaches to reading traditional and contemporary texts using theory, criticism, and textual practices. Special fee required.

Faculty: [Zumhagen, Pat](#)

A&HE 4051 CRITICAL APPROACHES TO LITERATURE

Literary selections are examined through various critical frameworks emphasizing the way texts are constructed and how readers negotiate meaning with texts. Special fee required.

Faculty: [Blau, Sheridan](#) [Lynch, Thomas](#)

A&HE 4052 ADOLESCENTS AND LITERATURE

This course focuses on young adult literature, including discussions on issues of adolescent diversity, urban experience, gender and the teaching of adolescents, and literature. Special fee required.

Faculty: [Cella, Lorraine](#)

A&HE 4053 CULTURAL PERSPECTIVES AND LITERATURE

Contemporary literary selections are explored within particular socio-cultural contexts, including geographical, ethnic, and political perspectives. Special fee required.

Faculty: TBD

A&HE 4056 FEMINIST PERSPECTIVES AND LITERATURE

An examination of women writers of the 20th century, exploring common themes: growing up female, marriage and the family, women as artists, and minority women within a critical feminist framework. Special fee required.

Faculty: [Zumhagen, Pat](#)

A&HE 4057 ENGLISH METHODS

This course focuses on practical aspects of teaching English, including lesson and unit plans, effective teaching strategies, evaluation and assessment, curriculum design, and integration of language arts. Special fee required.

Faculty: [Cella, Lorraine](#) [Gordon, Erick](#) [LaBonte, Karen](#) [Troise, Melissa](#) [Zumhagen, Pat](#)

A&HE 4058 TEACHING OF READING

The course focuses on helping teachers examine theoretical and pedagogical principles relevant to teaching literary and non-literary texts with emphasis on helping struggling adolescent and young adult readers. Special fee required.

Faculty: [Browne, John](#) [Cella, Lorraine](#) [Troise, Melissa](#)

A&HE 4100 TEACHING DRAMA AND THEATER

Students will examine challenges and opportunities in the production, performance, and the educative power of drama. Special fee required.

Faculty: [Gordon, Erick](#) [Zumhagen, Pat](#)

A&HE 4150 TEACHING LITERACIES IN SECONDARY MATHS, SCIENCES, AND THE HUMANITIES

DEGREES OFFERED

TEACHING OF ENGLISH (ENGL)

Master of Arts (M.A.)
Master of Education (Ed.M.)
Doctor of Education (Ed.D.)
Doctor of Education in the College
Teaching of English (Ed.D.C.T.)

TEACHING OF ENGLISH LANGUAGE ARTS 7-12 - INITIAL CERTIFICATION (ENGL-INIT)

Master of Arts (M.A.)

TEACHING OF ENGLISH - PROFESSIONAL CERTIFICATION (ENGL-PROF)

Master of Arts (M.A.)

TEACHING OF ENGLISH - TRANSITIONAL B (ENGL-TRAN)

Master of Arts (M.A.)

ENGLISH EDUCATION (ENGD)

Doctor of Philosophy (Ph.D.)

CONTACT INFORMATION

Phone: 212.678.3070

Fax: 212.678.8197

Email:

Coordinator:

Prepares secondary teachers in disciplines other than English to meet new literacy requirements for both teachers and students. The effective use of listening, speaking, reading, writing, and other modes of representing to promote learning will be demonstrated. Special fee required.

Faculty: TBD

A&HE 4151 TEACHING OF WRITING

The course integrates theory and practice for teachers. Topics include the textual character of genres, critical perspectives on writing instruction, research on writing, evaluation and assessment of writing, and classroom methods for teaching writing. This course is taught with A&HE 4156, Writing: Nonfiction, as part of a 6-credit block. Special fee required.

Faculty: [Gordon, Erick LaBonte, Karen McKibbin, Kerry Sealey-Ruiz, Yolanda](#)

A&HE 4152 LITERACIES AND TECHNOLOGIES IN THE SECONDARY ENGLISH CLASSROOM

This course focuses on how new technologies have impacted and enabled emerging practices in the learning and teaching of English. Special fee required.

Faculty: TBD

A&HE 4155 CRITICAL ISSUES IN THE SECONDARY ENGLISH CLASSROOM

An examination of critical issues that shape and reshape the teaching and learning of literacies in English classrooms. Special fee required.

Faculty: TBD

A&HE 4156 WRITING: NONFICTION

A non-fiction writing workshop. This course is taught as part of 6 credit block with A&HE 4151: Teaching of writing. Special fee required.

Faculty: [Gordon, Erick LaBonte, Karen McKibbin, Kerry Sealey-Ruiz, Yolanda](#)

A&HE 4157 WRITING: FICTION AND PERSONAL NARRATIVE

A fiction writing class combined with close readings of selected contemporary writers. Special fee required.

Faculty: [Vinz, Ruth](#)

A&HE 4158 WRITING: POETRY

A poetry writing class combined with close readings of selected contemporary poets. Special fee required.

Faculty: TBD

A&HE 4550 TEACHING OF POETRY

Experience in reading and writing poetry, designing curriculum, and determining effective teaching practices. Special fee required.

Faculty: [Gordon, Erick Vinz, Ruth](#)

A&HE 4551 TEACHING OF SHAKESPEARE

An examination of diverse theoretical perspectives and pedagogical principles for teaching Shakespeare. Special fee required

Faculty: [Browne, John](#)

A&HE 4552 CURRICULUM AND ASSESSMENT IN THE SECONDARY ENGLISH CLASSROOM

Dominant curriculum theories of the 20th century, related assessment and evaluation methods and traditions, and current approaches to assessing student and teacher learning in the secondary English classroom. Special fee required.

Faculty: TBD

A&HE 4556 SEMINAR FOR INSERVICE TEACHERS

This seminar is designed to support practicing teachers as they compose and expand their

teaching lives. The seminar will provide teachers with a community of colleagues with whom they can explore instructional strategies, pedagogy, and the challenges of contemporary teaching. This course is ordinarily offered online for students in the INSTEP MA program only. Offered fall semester only.

Faculty: [Browne, John](#)

A&HE 4557 SEMINAR IN THE TEACHING OF ENGLISH

This course offers inservice teachers a supportive community of fellow inservice teachers and will focus on praxis - the reciprocity of theory and practice - in public and independent schools. Offered spring semester only

Faculty: TBD

A&HE 4561 TEACHING NARRATIVE AND STORY

An examination of narrative theories, narrative design, and philosophies of composition.

Faculty: TBD

A&HE 4750 SUPERVISED TEACHING OF ENGLISH

Majors only. Students may satisfy state certification requirements by participating in the supervised teaching program in the Fall and Spring semesters. Students should plan to reserve part of each day Monday through Friday for classroom experience. Special fee required.

Faculty: [Gordon, Erick](#), [LaBonte, Karen](#), [Lynch, Thomas](#), [McKibbin, Kerry](#), [Zumhagen, Pat](#)

A&HE 4751 FIELDWORK AND OBSERVATION IN SECONDARY ENGLISH

Majors only. A series of guided observations of schools, teachers, and students, which are supplemented by opportunities to report and systematically reflect on observations. Special fee required.

Faculty: [Akhand, Uzma](#), [Ball, Cadhla](#), [Keturah LaBonte, Karen](#), [McKibbin, Kerry](#), [Zumhagen, Pat](#)

A&HE 4904 INDEPENDENT STUDY IN TEACHING ENGLISH

Permission of instructor required. Research and independent study under the direction of a faculty member. Students work individually or with others.

Faculty: [Vinz, Ruth](#)

A&HE 5149 RESEARCH WRITING: GENRES, TECHNIQUES, AND CONNECTIONS

Examines the conventions and practices of discourse communities, including the philosophical and intellectual traditions that influence the writing and publication of research.

Faculty: [Vinz, Ruth](#)

A&HE 5150 RESEARCH IN PRACTICE

Examines the role of practitioner qualitative research in knowledge production, teaching, and learning. Special fee required.

Faculty: TBD

A&HE 5151 PERSPECTIVES ON "POPULAR" TEXTS IN ENGLISH CLASSROOMS

This course examines "popular" texts and popular culture through modern and post-modern theoretical lenses. Special fee required.

Faculty: TBD

A&HE 5154 RHETORIC AND TEACHING

The course examines the applicability of rhetorical theories and composition research. Special fee required.

Faculty: TBD

A&HE 5204 FIELDWORK IN TEACHING ENGLISH

Provides opportunities for students to participate in workshops conducted by master practitioners and to develop projects for implementation in schools and other field settings.

Faculty: TBD

A&HE 5504 RESEARCH PAPER: TEACHING OF ENGLISH

Required of all Ed.M., Ed.D. and Ph.D. students. This course facilitates the writing of a paper representing the results of an independent research project. Usually requires enrollment for 2 semesters, each earning 3 credits. Special fee required.

Faculty: [Miller, Janet](#) [Vinz, Ruth](#)

A&HE 5514 LITERATURE AND LITERARY STUDY

This course is an advanced seminar in literature and in critical theory as it relates to the reading, writing, and teaching of literature. May include an intensive study of a particular literary text, author, genre, or period. Special fee required.

Faculty: [Blau, Sheridan](#)

A&HE 5518 TEACHING ENGLISH IN DIVERSE SOCIAL/CULTURAL CONTEXTS

This course examines how gender, class, race, ethnicity, and sexual orientation issues may impact learning and teaching in classrooms. This course also emphasizes and models culturally responsive teaching. Special fee required.

Faculty: [Akhand, Uzma](#) [Sealey-Ruiz, Yolanda](#)

A&HE 5590 MASTER'S SEMINAR: REFLECTIVE PRACTICE

This course allows students to reflect systematically on their teaching practice and to complete a classroom-based inquiry project as a contribution to their ongoing professional development and professional knowledge in the field of English education. Special fee required.

Faculty: [Browne, John](#) [Cella, Lorraine](#) [Gordon, Erick](#)

A&HE 6011 THE POLITICS OF TEACHING ENGLISH

An examination of politically-sensitive issues in curriculum, instruction, and assessment with an introduction to political theories that interrogate policy and practice in the English language arts. Special fee required.

Faculty: TBD

A&HE 6015 COLLEGE TEACHING OF ENGLISH

An examination of problems and issues in the teaching of English to diverse populations of students in contemporary college classrooms. Special fee required.

Faculty: TBD

A&HE 6151 NARRATIVE RESEARCH IN ENGLISH EDUCATION

Permission of instructor required. A survey of approaches to and examples of narrative research, including oral history, life history, biography, autobiography, and autoethnography. Special fee required.

Faculty: [Miller, Janet](#)

A&HE 6152 ADVANCED NARRATIVE RESEARCH IN ENGLISH EDUCATION

This advanced course will provide context for students to build on their prior knowledge of various genres of narrative research (biography, autobiography, testimonial, oral history, or life history, for example), to engage in sustained study of a variety of theoretical and methodological perspectives that might frame their research, and to develop further their own narrative research projects.

Faculty: [Miller, Janet](#)

A&HE 6204 ADVANCED FIELDWORK IN TEACHING ENGLISH

Permission of instructor required. Provides opportunities for instructional experimentation and research in classrooms and other field settings.

Faculty: [Miller, Janet](#)

A&HE 6404 INTERNSHIP IN COLLEGE TEACHING OF ENGLISH

Permission of instructor required. Provides opportunities to function in an apprenticeship role in teaching or research in the context of a college English classroom or other field setting.

Faculty: [Miller, Janet](#) [Vinz, Ruth](#)

A&HE 6450 INTERNSHIP IN TEACHING ENGLISH

Permission of instructor required. Provides opportunities to function in an apprenticeship role in teaching or research in the context of a secondary English classroom or other field setting. Special fee required.

Faculty: [Miller, Janet](#) [Vinz, Ruth](#)

A&HE 6504 DOCTORAL SEMINAR: TEACHING OF ENGLISH

Must be taken at least once during course of doctoral study. Doctoral seminar will focus on research and theory in a special domain of English education. Designed to help students gain expertise in a particular area and to help students develop research projects in that area. Special fee required.

Faculty: [Vinz, Ruth](#)

A&HE 6514 POSTMODERN TEXTUAL THEORIES

Teachers will examine literary and theoretical texts central to postmodern theory. Students will explore, through a diverse range of means and media, texts deemed pivotal to postmodern approaches and principles. Special fee required.

Faculty: [Vinz, Ruth](#)

A&HE 6904 RESEARCH AND INDEPENDENT STUDY

Permission of instructor required. Advanced research and independent study under the direction of a faculty member. Students work individually or with others.

Faculty: [Miller, Janet](#) [Vinz, Ruth](#)

A&HE 7504 DISSERTATION SEMINAR: TEACHING OF ENGLISH

Permission of instructor required. Designed to help students complete an acceptable dissertation proposal. Special fee required.

Faculty: [Miller, Janet](#) [Vinz, Ruth](#)

A&HE 8904 DISSERTATION ADVISEMENT IN TEACHING ENGLISH

Permission of instructor required. All Ed.D. and Ph.D. students upon successful defense of dissertation proposal must be continuously registered for Dissertation Advisement until the final defense of the dissertation. Fee to equal 3 points at current tuition rate for each term.

Faculty: [Miller, Janet](#)

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HISTORY AND EDUCATION

The Program in History and Education is one of the oldest at Teachers College, the history of education having been one of the first components of the university study of education. Many of the earliest doctoral dissertations at Teachers College dealt with historical subjects, even in the case of students aspiring to careers in curriculum, guidance, and administration.

The program prepares people to teach in graduate schools of education, undergraduate departments of education, departments of history, theological seminaries, or other academic institutions, and to work as research scholars in institutes, government bureaus, or social service agencies where a deep understanding of education in historical perspective is essential.

The program addresses important educational questions first, by examining the ideas, individuals, and institutions of the past to determine their influence on their own times and second, by bringing historical knowledge and perspective to bear on current educational issues. The program offers courses covering the educational history of America, urban areas, women, immigrants, and African-Americans.

The program is open to students of broad and diverse backgrounds who can give evidence of academic competence and personal qualities suggesting high probability of professional success. Each student in the program is expected to take courses in the history of education, as well as in the more generalized fields of social, political, and cultural history. Students can also take subject matter courses in cognate areas aimed at complementing and supporting their specialized areas of interest within the history of education. In addition, most students engage in continuous independent research under the supervision of a faculty member.

Students in the program are encouraged, with their advisor's guidance, to make full use of resources offered by other programs at Teachers College, Columbia University, the Jewish Theological Seminary, and Union Theological Seminary.

Note: If you are interested in becoming a certified public school teacher, please see the program in Teaching of Social Studies in this department. The program in History and Education does not lead to public school certification.

DEGREES OFFERED

History and Education (HIST)

Master of Arts (M.A.)
Master of Education (Ed.M.)
Doctor of Education (Ed.D.)
Doctor of Philosophy (Ph.D.)

CONTACT INFORMATION

Phone: (212) 678-4138

Fax: (212) 678-3746

Email: bcw5@columbia.edu

Coordinator:

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HISTORY AND EDUCATION

DEGREE INFORMATION/REQUIREMENTS

- [General](#)
- [Master of Arts in History and Education \(HIST\)](#)
- [Master of Education in History and Education \(HIST\)](#)
- [Doctor of Education in History and Education \(HIST\)](#)
- [Doctor of Philosophy in History and Education \(HIST\)](#)

General

All courses should be determined with the advice and approval of the student's advisor.

Master of Arts (30 or 32 points)

The Master of Arts offers two approaches:

1. 30 points and a formal master's essay, or
2. 32 points and a special project. Topics and preparation of the essay or the special project are to be determined in consultation with the student's advisor. At least 15 of the points taken for the degree must be in the field of history and education. At least three Teachers College courses (for at least 2 points each) must be taken outside of the program in History and Education.

Master of Education (60 points)

The Master of Education requires 60 points, at least 30 of which must be completed under the auspices of Teachers College. Students must take at least 30 points in history and education and at least three Teachers College courses (for at least 2 points each) outside the program.

Doctor of Education (90 points)

The Doctor of Education requires 90 points with emphasis on broad preparation for a variety of teaching, research and administrative responsibilities informed by an understanding of historical development and context. Candidates should be in touch with the Office of Doctoral Studies to be certain of complying with the latest procedures, deadlines, and documents.

Doctor of Philosophy (75 points)

The Doctor of Philosophy requires 75 points, including demonstrated proficiency in two foreign languages. Program emphasis on historical research in education. Candidates should be in touch with the Office of Doctoral Studies to be certain of complying with the latest procedures, deadlines, and documents.

DEGREES OFFERED

History and Education (HIST)

Master of Arts (M.A.)
Master of Education (Ed.M.)
Doctor of Education (Ed.D.)
Doctor of Philosophy (Ph.D.)

CONTACT INFORMATION

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Coordinator:

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HISTORY AND EDUCATION

APPLICATION INFORMATION

A sample of historical writing is required for Ed.M., Ed.D., and Ph.D. applicants.
Master's students may begin in the fall or spring only. Doctoral applicants are accepted for the fall term only. GRE is required.

[Apply Now](#)

DEGREES OFFERED

History and Education (HIST)

Master of Arts (M.A.)
Master of Education (Ed.M.)
Doctor of Education (Ed.D.)
Doctor of Philosophy (Ph.D.)

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Email: bcw5@columbia.edu

Coordinator:

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HISTORY AND EDUCATION

PROGRAM FACULTY

FACULTY

- [Erickson, Ansley](#)
Assistant Professor of History and Education
- [Waite, Cally](#)
Associate Professor of History & Education

LECTURERS

- [Weneck, Bette](#)
Lecturer

DEGREES OFFERED

History and Education (HIST)

Master of Arts (M.A.)
Master of Education (Ed.M.)
Doctor of Education (Ed.D.)
Doctor of Philosophy (Ph.D.)

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Coordinator:

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HISTORY AND EDUCATION

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&HH 4074 HISTORICAL VISIONS OF TEACHERS AND TEACHING

Professor Waite. A critical examination of popular representations of teachers during the 20th century.

Faculty: [Waite](#), [Cally](#)

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: [Erickson](#), [Ansley Weneck](#), [Bette](#)

A&HH 4901 RESEARCH AND INDEPENDENT STUDY

Faculty. Permission of instructor required.

Faculty: [Erickson](#), [Ansley McClintock](#), [Robert McClintock](#), [Robert Waite](#), [Cally](#)

A&HH 5070 HISTORY AND THEORY OF HIGHER EDUCATION

Professor Waite. Fundamental ideas that have shaped liberal education in the United States and basic issues that arise in the formulation of purposes, policies, and educational programs in colleges and universities.

Faculty: [Waite](#), [Cally](#)

A&HH 5076 HISTORY OF AFRICAN-AMERICAN EDUCATION

Professor Waite. An exploration of informal and formal education from slavery to the present.

Faculty: [Waite](#), [Cally](#)

A&HH 5670 COLLOQUIUM IN HISTORY AND EDUCATION

Professor Waite. Discussion of research and teaching topics in history and education.

Faculty: [Waite](#), [Cally](#)

A&HH 6041 HISTORICAL METHOD

Faculty. Permission of instructor required. Methods, principles, and problems of historical research and interpretation. Designed for students throughout the College undertaking systematic inquiries on historical topics.

Faculty: [Waite](#), [Cally](#)

A&HH 6901 RESEARCH AND INDEPENDENT STUDY

Faculty. Permission of instructor required.

Faculty: [McClintock](#), [Robert McClintock](#), [Robert](#)

A&HH 6970 ADVANCED DOCTORAL SEMINAR

Presentation of dissertation proposals and drafts and explorations of the employment

DEGREES OFFERED

History and Education (HIST)

Master of Arts (M.A.)

Master of Education (Ed.M.)

Doctor of Education (Ed.D.)

Doctor of Philosophy (Ph.D.)

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Email: bcw5@columbia.edu

Coordinator:

prospects of specialists in history and education.

Faculty: [Erickson, Ansley Waite, Cally](#)

A&HH 7501 DISSERTATION SEMINAR IN HISTORY AND EDUCATION

Faculty. Permission of instructor required. Required of doctoral students in the semester following successful completion of certification examinations.

Faculty: [Erickson, Ansley Waite, Cally](#)

A&HH 8901 DISSERTATION ADVISEMENT IN HISTORY AND EDUCATION

Faculty. Individual advisement on doctoral dissertations. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration for Ed.D./Ph.D. degrees

Faculty: [Erickson, Ansley Waite, Cally](#)

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MUSIC AND MUSIC EDUCATION

The Program in Music and Music Education embraces humanistic values as they relate to contemporary musical and educational life while respecting the musical traditions of the past. The faculty in Music and Music Education recognize the importance and uniqueness of the arts in our society and strive to offer flexible and individualized programs for the preparation of musician-educators. Faculty members are seasoned practitioners, who reflect a wide range of expertise in comprehensive musicianship, early childhood music, instrumental and jazz pedagogy, vocal and choral performance, assessment, improvisation, jazz, technology, and the full spectrum of public and private school music through graduate school and research practices.

The degree programs in Music and Music Education are each built around a core of courses considered central to exemplary music education. Beyond the core, students have flexibility to plan with their advisor individual programs designed to meet particular needs and goals.

In addition to courses in music and music education, students are expected to select courses from other offerings of Teachers College and Columbia University in order to fulfill degree requirements.

Students in the degree programs can prepare for the following positions:

- teacher of music in early childhood settings, elementary, and secondary schools;
- teacher and administrator of music in colleges and universities;
- teacher of music in private school and studios;
- researcher and teacher-educator of music in institutions of higher learning; and
- teacher, curriculum specialist, and teacher-educator in interdisciplinary areas of arts and humanities, music, and special education, new technology in music education, and adult education.

Within the four degrees offered, there are nine programs of study for Music and Music Education.

1. M.A.

- a. M.A. (general)
- b. M.A. with PreK-12 Initial New York State Certification
- c. M.A. with NYS Professional Certification
- d. M.A. with NYS Professional Certification Summer (INSTEP)

2. Ed.M.

- a. Ed.M. (general)
- b. Ed.M. with Initial New York State Certification

3. Ed.D.

4. Ed.D.C.T.

DEGREES OFFERED

Music and Music Education (MUSC)

Master of Arts (M.A.)
Master of Education (Ed.M.)
Doctor of Education (Ed.D.)
Doctor of Education in the College
Teaching of Music (Ed.D.C.T.)

Music and Music Education - INITIAL
CERTIFICATION (MUSC-INIT)

Master of Arts (M.A.)
Master of Education (Ed.M.)

Music and Music Education -
PROFESSIONAL CERTIFICATION
(MUSC-PROF)

Master of Arts (M.A.)

CONTACT INFORMATION

Phone: (212) 678-3285

Fax: (212) 678-4048

Email: musiced@tc.edu

Coordinator:

- a. Ed.D.C.T. (general)
- b. Ed.D.C.T. Cohort

1) *M.A.*

a) The traditional M.A. program is a post-bachelor's degree program that provides graduate studies with a balance of work in performance, comprehensive musicianship, pedagogy, and research. The degree program is designed to allow flexibility in course selection, so that each student may prepare for his or her professional career in music education.

b) M.A. with PreK-12 Initial Certification

The M.A. degree with Teacher Certification is a program designed for students with an undergraduate degree in music who wish to prepare for teaching music in the public schools. The 40-point degree program leads to both the M.A. degree and New York State Teacher of Music, PreK-12 Certification. All requirements for certification can be completed in this M.A. program if the candidate is identified at the first registration.

Students in this M.A. program take coursework followed by two semesters of carefully guided student teaching in schools that reflect the Music Program's philosophy of authentic and relevant musical pedagogy.

c) M.A. with Professional Certification

The M.A. Professional Certification Program is designed for music educators, (a) certified to teach in other states, or (b) who hold New York State Initial certification to meet the New York State requirements for the Professional Certification in Music Education. For professionals teaching in other states, the program provides advanced professional experiences built upon previous professional work. The program requires graduate studies with work in pedagogy, research, comprehensive musicianship, and performance. The degree program is designed to allow some flexibility in course selection, so that each student may build upon his or her previous academic work and teaching experience, as well as prepare for his or her professional career in music education.

d) M.A. Summer INSTEP

The INSTEP program is a summer program that focuses on the needs of beginning teachers by offering them the opportunity to acquire their Master's degree by enrolling primarily in the summer. The program is guided by pedagogical and philosophical underpinnings that reflect current trends in rethinking and reconceiving the teaching of Music. This M.A. program meets the recently conceived state and national teacher preparation standards.

2) *Ed.M.*

a) The Master of Education degree (Ed.M.) in Music and Music Education is an advanced professional degree for practitioners in music education that is designed to prepare graduates for a career in elementary schools, secondary schools, and colleges. It is awarded upon satisfactory completion of 60 points of graduate study.

Major emphasis is placed on the improvement of instruction and curriculum.

b) Ed.M. with Initial New York State Certification

The Ed.M. degree with Initial Teacher Certification is a program designed for students with a master's degree in music who wish to prepare for teaching music in the public schools. The 62-point degree program leads to both the Ed.M. degree and New York State Teacher of Music, PreK-12 Initial Certification. All requirements for certification can be completed in the Ed.M. program if the candidate is identified at the first registration. Students in this Ed.M. program take coursework followed by two semesters of carefully guided student teaching in schools that reflect the Music Program's philosophy of authentic and relevant musical pedagogy.

3) *Ed.D.*

The Doctor of Education offers preparation for professional careers in a variety of settings. The Ed.D prepares students for positions in the teaching and supervision of music in elementary and secondary schools, the teaching and administration of music in early childhood settings, the teaching of music in private schools and private studios, the teaching and administration of music in colleges and universities, and careers in music and interdisciplinary areas, such as the arts and humanities, and special and adult education.

4) *Ed.D.C.T.*

a) Ed.D. in College Teaching offers preparation for professional careers in a variety of settings. The Ed.D.C.T. is designed primarily for students with a high level of performance skills whose goal or present position is focused on the teaching of performance in higher education.

b) *Ed.D.C.T. Cohort*

The Doctoral Cohort Program is a unique offering designed for music faculty members holding full-time academic appointments who are interested in completing a doctoral program.

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MUSIC AND MUSIC EDUCATION

DEGREE INFORMATION/REQUIREMENTS

- [Master of Arts \(32 points\)](#)
- [Master of Arts Professional Certification Program \(32 Points\)](#)
- [INSTEP M.A. \(32 Points\)](#)
- [Master of Arts leading toward PreK-12 Initial New York State Certification \(40 points\)](#)
- [Master of Education with PreK-12 Certification](#)
- [Master of Education \(60 points\)](#)
- [Doctor of Education and Doctor of Education in The College Teaching of an Academic Subject \(90 points\)](#)

Master of Arts (32 points)

A minimum of 32 points is required. Some programs may exceed the minimum number due to professional goals, special interests, or deficiencies in undergraduate work. No more than 12 points of graduate credit from other faculties of the University may be applied to the minimum point requirement, and no transfer points will be accepted from other institutions.

A student enrolled in the 32-point master's degree is expected to plan a program of study with an advisor that reflects a balance of work in each of four areas of music study, based upon the training, experience and specific needs of the student. The four areas of music study are: (1) Pedagogy, (2) Research, (3) Comprehensive Musicianship, and (4) Music Performance.

In order to broaden the student's background, in addition to the coursework in music, three Teachers College courses (a course is defined as one for which at least 2 points are earned) outside of the Program (A&HM) are required.

Specifically, students are expected to enroll in:

(1) At least two courses from the Music Pedagogy Courses, selected from the following:

- A&HM 4021 Designing musical experiences for young children
- A&HM 5020 Foundations of music education
- A&HM 5025 Creativity and problem solving in music education
- A&HM 5026 Music skills and the creative strategy

(2) At least one course from the Research Area (A&HM 5022, A&HM 5023, A&H 5001, A&H 5002 may be used to fulfill this requirement)

(3) At least one course from the Comprehensive Musicianship Area

(4) At least two courses from the Music Performance Area

(5) Out of program electives: three courses for at least 2 points each. To be decided together with advisor. All TC courses are eligible, excluding those beginning with A&HM.

DEGREES OFFERED

Music and Music Education (MUSC)

Master of Arts (M.A.)
Master of Education (Ed.M.)
Doctor of Education (Ed.D.)
Doctor of Education in the College
Teaching of Music (Ed.D.C.T.)

Music and Music Education - INITIAL
CERTIFICATION (MUSC-INIT)

Master of Arts (M.A.)
Master of Education (Ed.M.)

Music and Music Education -
PROFESSIONAL CERTIFICATION
(MUSC-PROF)

Master of Arts (M.A.)

CONTACT INFORMATION

Phone: (212) 678-3285

Fax: (212) 678-4048

Email: musiced@tc.edu

Coordinator:

(6) The remaining courses in music can be selected from any of the four areas, in consultation with an advisor

In order to graduate, a student must complete the necessary coursework, compile and present a portfolio, and demonstrate competent musicianship in performance as approved by the program faculty.

Master of Arts Professional Certification Program (32 Points)

This Master of Arts Program is designed for music educators: (a) certified to teach in other states, or (b) holding New York State Initial certificates to meet the New York State requirements for Professional Certification in Music Education. For professionals teaching in other states, the program provides advanced professional experiences built upon previous professional work. The program requires graduate studies with work in pedagogy, research, comprehensive musicianship, and performance. The degree program is designed to allow some flexibility in course selection, so that each student may build upon his or her previous academic work and teaching experience, as well as prepare for his or her professional career in music education.

INSTEP M.A. (32 Points)

A three-year, summer Master of Arts program that may lead to a New York State Professional Certification. Contact Professor Harold Abeles for details (abeles@tc.edu).

I. Admission

Admission requires that students must hold initial state teaching certification in music.

II. Program of Study

A minimum of 32 points is required. Some students' coursework may exceed the minimum number due to professional goals or special interests. No more than 12 points of graduate credit from other faculties of Columbia University may be applied to the minimum point requirement, and no graduate credits will be accepted from other institutions. A student enrolled in the 32-point master's degree is expected to plan a program of study with an advisor that reflects work in each of four areas of music study, based upon the training, experience and specific needs of the student.

The four areas of music study are: (1) Pedagogy, (2) Research, (3) Comprehensive Musicianship, and (4) Music Performance.

Specifically, students are expected to enroll in:

(a) At least one course from the following (3 points):

- A&HM 5020 Foundations of music education
- A&HM 5027 Philosophy of music education

(b) At least one course from the following (3 points):

- A&HM 4021 Designing musical experiences for young children
- A&HM 5025 Creativity and problem-solving in music education

(c) At least one course from the Research area to be selected from the following (2-3 points):

- A&H 5001 Research methods in arts education
- A&H 5002 Assessment strategies for the arts
- A&HM 5022 Children's musical development
- A&HM 5023 Vocal pedagogy

(d) At least one course from the Comprehensive Musicianship area to be selected from the following (3 points):

- A&HM 5032 Comprehensive musicianship I
- A&HM 5033 Comprehensive musicianship II

(e) Two or three courses from the following (a minimum of 6 points):

- A&H 4008 Creative arts laboratory
- A&HM 4029 Introduction to new technologies in music education
- A&HM 4050 Conducting and score reading
- A&HM 5026 Music skills and the creative strategy
- A&HM 5021 Instrumental instruction for children
- A&HM 5042 Choral literature survey
- A&HM 5047 Creative strategies for teaching music literature
- A&HM 5050 Advanced conducting and interpretation
- A&HM 5052 Vocal literature and interpretation
- A&HM 4059 Jazz Improvisation I
- A&HM 4060 Jazz Improvisation II

(f) At least one course from the Music Performance area (2 points)

(g) Completion of at least three Teachers College courses, for a minimum of 2 points each, at Teachers College outside of the Music Program. (6-9 points)

In order to broaden the student's background (in addition to the coursework in music), three Teachers College courses outside of the program (A&HM) are required. Only one of these three courses may be in A&HA (Visual Arts) or A&HG (Arts Administration). These should be selected in consultation with a faculty advisor.

(h) The remaining courses can be selected from any of the four areas in music or from outside of music, in consultation with a faculty advisor. (6-12 points)

(i) Submit a portfolio to the Music Program Secretary by week 10 of the semester in which you plan to graduate. A list of portfolio requirements is available in the Music Office.

Master of Arts w/Initial Certification (40 points)

The M.A. degree leading toward Initial New York State Teacher Certification is a program designed for students with an undergraduate degree in music who wish to prepare for teaching music in the public schools. The 40-point degree program leads to both the M.A. degree and New York State Teacher of Music certification, PreK-12.

Teachers College courses required to fulfill state certification requirements (19 points):

- A&HM 4021 Designing musical experiences for young children
- A&HM 4029 Introduction to new technologies in music education
- A&HM 5020 Foundations of music education
- A&HM 5022 Children's musical development
- A&HM 5025 Creativity and problem-solving in music education
- A&HM 5026 Music skills and the creative strategy
- Special Education course in consultation with advisor

Elective music pedagogy courses (4-6 points): Consult a faculty advisor.

Required music content courses (5-7 points):

- Applied music (2-4)
- A&HM 5032 Comprehensive or 5033 musicianship I or II (3)

Required fieldwork courses (6 points):

- A&HM 4701 Supervised teaching in music education
- A&HM 4711 Supervised teaching in music education: 7-12

Note: To be certified by New York State, there are additional requirements. Please see the Teacher Education section of this bulletin for details.

Required out-of-program courses:

Two TC courses (in addition to the course in Special Education) each for a minimum of 2 points, selected from outside the program in Music and Music Education (A&HM).

In order to graduate, students must complete the necessary coursework, complete student teaching, the summative project, and demonstrate competent musicianship in performance.

Master of Education with PreK-12 Certification

The Ed.M. with Teacher Certification is a program designed for students with a Master's Degree in music performance who wish to prepare for teaching music in the public schools. The 62-point degree program leads to both the Ed.M. Degree and New York State Teacher of Music, PreK-12 Certification. All requirements for certification can be completed in the Ed.M. Program if the candidate is identified at the first registration. Students in this Ed.M. Program take coursework followed by two semesters of carefully guided student teaching in schools that reflect the Music Program's philosophy of authentic and relevant musical pedagogy. Students may transfer up to 28 points from previous graduate work.

PEDAGOGY AND RESEARCH: Total 21 points

- A&HM 5022, Children's musical development, 3
- A&HM 4021, Designing musical experiences for young children, 3
(Prerequisite: A&HM 5022)
- A&HM 5020, Foundations of music education, 3
- A&HM 5025, Creativity and problem solving in music education, 3
- A&HM 5026, Music skills and the creative strategy, 3
(Prerequisite: A&HM 5025)
- A&HM 4029, Introduction to new technologies in music education, 2
- Pedagogy Elective, 2

COLLEGE CERTIFICATION REQUIREMENTS

- HBSE 4000 OR C&T 4000 Intro to Special Education/ Disability in Contexts (2, 3)
- NYS Child abuse workshop (0)
(<http://www.childabuseworkshop.com>)
- NYS Violence prevention workshop (0)
(<http://www.violenceworkshop.com>)

COMPREHENSIVE MUSICIANSHIP: Total 3 points

- A&HM 5032, Comprehensive musicianship I, 3 or
- A&HM 5033, Comprehensive musicianship II, 3

STUDENT TEACHING: Total 6 points

- A&HM 4701, Supervised teaching in music education: Elementary, 3
- A&HM 4711, Supervised teaching in music education: 7-12, 3

OUT OF PROGRAM ELECTIVES: Total 4 points

- Two courses for at least 2 points each not in Music Education (i.e., not with A&HM subject code).

TRANSFER POINTS: UP TO 28 points

The process of transferring points is called the Advanced Standing Review (ASR). If you are transferring points to Teachers College, begin by requesting the ASR at the Office of Admission. In order to award your transfer credits, your advisor will meet with you individually. After you have requested the ASR in the Office of Admission and received confirmation from the Music office that your eligible transfer credits are ready for review, make an appointment with your advisor to review the transcript(s). Make sure to do this no later than the semester before you plan to graduate. You will receive a confirmation letter with a list of your transfer credits.

PORTFOLIO: SUBMITTED IN THE TENTH WEEK OF YOUR LAST SEMESTER

The portfolio is submitted to the Director of Student Teaching during the last semester of student teaching.

Each student will create a professional portfolio to be used as a tool for applying for teaching positions. The portfolio is to be similar to the M.A. portfolio required for graduation; additional items are noted with an asterisk (*). The copy submitted will not be returned to the students. Portfolio contents: 1. *DVD of performance, including program notes or lesson plan. Your performance must be approved by your advisor 2-3 months ahead of the performance date. Choose one of the following options: a) School-based performance; b) Children's concert; c) Solo or ensemble recital. 2. DVD of a recorded sample of student teaching with written reflections (2-3 pages). 3. Three detailed lesson plans. These lesson plans are usually those prepared for the final project. 4. Personal statement reflecting on your learning process and growth regarding your philosophy of music education. This philosophy should include reflection on your learning process and growth regarding your musicianship, scholarship, pedagogy and teaching. 5. Updated resume. 6. *Two or three letters of recommendation.

PROGRAM ELECTIVES: AT LEAST 4 POINTS - Total varies (may be counted by transfer points)

To be decided together with advisor, suggested courses below are among many of the available options that could fulfill this requirement.

- A&HM 4023, Choral pedagogy, 3
- A&HM 5023, Vocal pedagogy I, 3
- A&HM 4050, Ensemble rehearsal and performance, 2-3
- A&HM 5050, Advanced conducting and interpretation, 2-3
- A&HM 5021, Instrumental instruction for children, 3

Master of Education (60 points)

Description: The Master of Education degree (Ed.M.) in Music and Music Education is an advanced professional degree for practitioners in music education that is designed to prepare graduates for a career in elementary schools, secondary schools, and colleges. It is awarded upon satisfactory completion of 60 points of graduate study. Major emphasis is placed on the improvement of instruction and curriculum. Candidates who show clear promise of success in further graduate study may apply for the doctoral program.

Program: The general course requirement is a minimum of 60 graduate semester hours, 30 points of which may be transferred from graduate coursework at another institution. Transferable credits are determined by the Admissions office. Candidates who have earned a Master of Arts degree from Teachers College must complete at least 45 of the 60 graduate points at Teachers College.

Programs of study and courses for the degree are divided into four general areas. A program of study should reflect a balance of courses in these areas: (1) Pedagogy, (2) Research, (3) Comprehensive Musicianship, and (4) Music Performance.

Non-Departmental Requirements: In addition to the music program courses, each candidate is expected to complete four courses of at least 2 credits each from outside the Program in Music Education (A&HM). These electives are to be selected from areas deemed appropriate in consultation with the faculty advisor.

Graduation Requirements: Candidates for the Ed.M. degree must complete a scholarly paper demonstrating their ability to synthesize research. The paper is usually completed in A&HM 5031, Synthesizing research in music education, an online 3-point course.

Doctoral Degrees

Requirements include:

- 1) Satisfactory completion of a program of 90 graduate points beyond the baccalaureate degree,
- 2) Successful performance on a departmental certification examination, and
- 3) Preparation and defense of a dissertation.

At least 54 points of work must be completed at Teachers College. A maximum of 36 graduate points may be accepted from other recognized graduate schools. Transfer credits are evaluated and allocated by the Admissions Office for consideration by the Music Program. Final determinations are made by the program faculty.

Doctoral students must complete a minimum of 15 points of coursework in areas other than those in the Music Program. For the Ed.D. in College Teaching program, two of these courses must be in the area of higher education.

To ensure breadth in professional background, coursework should result in competency in

the following four broad areas: (1) Pedagogy, (2) Research, (3) Comprehensive Musician-ship, and (4) Music Performance. Refer to the catalog for course listings under these general headings.

The preparation and the defense of a dissertation is required for the doctoral degree. When writing the dissertation, each candidate has a sponsor and an additional committee member. Most often the sponsor is a faculty member of the Program in Music and Music Education. Committee members may be chosen from among the professorial faculty elsewhere at Teachers College or the University. Topics are selected from a variety of areas to meet professional needs and interests. Students should consult the appropriate bulletins of the Office of Doctoral Studies and Doctoral Handbook on the Music Education program website: www.tc.columbia.edu/a&h/MusicEd for more specific information.

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MUSIC AND MUSIC EDUCATION

APPLICATION INFORMATION

Master's Programs (M.A., M.A. with PreK-12 certification, M.A. with professional certification, Ed.M.)

Please visit the Admissions website for information concerning the application process.

Applicants for Masters Programs must have an undergraduate degree with a major in music or music education, or an undergraduate degree with evidence of sufficient musical training and experience to qualify the student for graduate work in this field. The complete application will include:

1. Completed Application Form
2. Application Fee
3. Personal Statement
4. Official Transcript(s)
5. Letters of Reference
6. Resume

The GRE is not required.

Applicants are responsible for collecting and submitting all necessary application materials by the designated program deadline (available on the Office of Admission website). Online applicants may have letters of reference submitted electronically. All applicants must collect and submit supporting documentation, such as transcripts and test scores (i.e., TOEFL), directly to the Teachers College Office of Admission.

Doctoral Programs (Ed.D. and Ed.D.C.T.)

Please visit the Admissions website for information concerning the application process.

Applicants for the Ed.D. normally have previously received a Master of Arts or Master of Music degree. Applicants for the Ed.D. and the Ed.D.C.T. are expected to have several years of professional experience as an educator or performing musician prior to beginning the doctoral program. Both doctoral programs are very selective and admit only a few students each year. The complete application will include:

1. Completed Application Form
2. Application Fee
3. Personal Statement
4. Official Transcript(s)
5. Letters of Reference
6. Resume
7. Writing Sample
8. Audition (Ed.D.C.T. only)

The GRE is not required.

DEGREES OFFERED

Music and Music Education (MUSC)

Master of Arts (M.A.)
Master of Education (Ed.M.)
Doctor of Education (Ed.D.)
Doctor of Education in the College
Teaching of Music (Ed.D.C.T.)

Music and Music Education - INITIAL
CERTIFICATION (MUSC-INIT)

Master of Arts (M.A.)
Master of Education (Ed.M.)

Music and Music Education -
PROFESSIONAL CERTIFICATION
(MUSC-PROF)

Master of Arts (M.A.)

CONTACT INFORMATION

Phone: (212) 678-3285

Fax: (212) 678-4048

Email: musiced@tc.edu

Coordinator:

Personal Statement

As part of the application process, for your personal statement, please thoughtfully consider the questions below and write a 750-1000 word response.

1. What are your professional career goals?

How do you envision your future?

Where do you expect to be in five or ten years?

What do you expect to be doing?

2. What are your plans for completion of the degree?

How do you anticipate your enrollment status?

How long do you expect it will take?

How many credits do you anticipate taking each semester?

3. What are your scholarly interests?

Writing Sample

- Academic paper or scholarly article.

Audition

- Applicants for the Ed.D.C.T. must submit a recent recording (CD/DVD) of a performance or arrange for an audition through the music program office.
- Applications for the Ed.D. and the Ed.D.C.T. are reviewed once each year for fall admission.
- Applicants are responsible for collecting and submitting all necessary application materials by the designated program deadline (visit the Office of Admission website for details).
- Online applicants may have their letters of reference submitted electronically. All applicants must collect and submit all supporting documentation, including transcripts and test scores (i.e., TOEFL), directly to the Teachers College Office of Admission.

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MUSIC AND MUSIC EDUCATION

PROGRAM FACULTY

FACULTY

- [Abeles, Harold](#)
Professor of Music Education
- [Allsup, Randall](#)
Associate Professor of Music Education
- [Custodero, Lori](#)
Associate Professor of Music Education
- [Pogonowski, Lenore](#)
Associate Professor of Music Education

LECTURERS

- [Goffi-Fynn, Jeanne](#)
Lecturer
- [Manning, Dwight](#)
Senior Lecturer

ADJUNCT PROFESSORS

- [Allen, Virginia](#)
Adjunct Assistant Professor of Education & Psych.
- [Frankel, James](#)
Adjunct Assistant Professor of Music Education
- [St. John, Patricia](#)
Adjunct Associate Professor of Music Education
- [Thomas, Richard](#)
Adjunct Professor

INSTRUCTORS

- [Barto, Mary](#)
- [Bixler, Martha](#)
- [Chen, Evelyn](#)
- [Fossner, Alvin](#)
- [Gavalchin, John](#)
- [Henderson, Andrew](#)
- [Kopetz-Korf, Ada](#)
- [Miranda, Angelo](#)
- [Perry, Sarah](#)
- [Sinsabaugh, Katherine](#)
- [Stewart, Jocelyn](#)
- [Yoshizawa, Haruko](#)

DEGREES OFFERED

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MUSIC AND MUSIC EDUCATION

PROGRAM COURSES

A&H 5001 RESEARCH METHODS IN ARTS EDUCATION

Professor Abeles. An examination of research studies and strategies for conducting research in the arts.

Faculty: TBD

A&H 5002 ASSESSMENT STRATEGIES FOR THE ARTS

Professor Abeles. An examination of traditional and alternative strategies for assessing art objects and artistic performance, knowledge of the arts, and attitudes toward the arts.

Faculty: TBD

A&HM 4021 DESIGNING MUSICAL EXPERIENCES FOR YOUNG CHILDREN

Professor St. John. Permission of instructor required. Prerequisite: A&HM 5022. Overview of appropriate interactive practices, environmental design, and curriculum planning for young children from birth through age 7. Includes observations of exemplary teaching as well as practicum experience. Special fee: \$40.

Faculty: [Custodero](#), [Lori St. John](#), [Patricia](#)

A&HM 4022 THE ARTISTIC LIVES OF YOUNG CHILDREN

For pre-service and in-service teachers of young children interested in integrative pedagogy focused on children's engagement with music, art, movement, and dramatic play. Creative expression is explored within cultural, expressive, developmental, and curricular contexts through personal reflection, observation, and instructional design.

Faculty: [Custodero](#), [Lori St. John](#), [Patricia](#)

A&HM 4023 CHORAL PEDAGOGY

Professor Goffi-Fynn. Recommended for vocal-choral majors. A study of the choir as a performing medium. Rehearsal techniques and procedures as they apply to the development of artistic choral performance. Choral literature available for school, community, and church groups at all levels of proficiency. Materials fee: \$75.

Faculty: [Goffi-Fynn](#), [Jeanne](#)

A&HM 4029 INTRODUCTION TO NEW TECHNOLOGIES IN MUSIC EDUCATION

Professor Franke. Understanding the principles of creating and teaching with synthesizers, MIDI and computers, and emphasizing the application to music education. Materials fee: \$75.

Faculty: [Frankel](#), [James](#)

A&HM 4050 ENSEMBLE REHEARSAL AND PERFORMANCE

Focus on conducting strategies, rehearsal techniques, and performance programming for instrumental and choral groups encountered in K-12 schooling. Emphasis on preparation for musical teaching through score study, development of non-verbal communicative skills, and attention to group engagement. Final projects may focus either on band, orchestra, choral, or K-6 repertoire

Faculty: TBD

DEGREES OFFERED

Music and Music Education (MUSC)

Master of Arts (M.A.)

Master of Education (Ed.M.)

Doctor of Education (Ed.D.)

Doctor of Education in the College

Teaching of Music (Ed.D.C.T.)

Music and Music Education - INITIAL
CERTIFICATION (MUSC-INIT)

Master of Arts (M.A.)

Master of Education (Ed.M.)

Music and Music Education -
PROFESSIONAL CERTIFICATION
(MUSC-PROF)

Master of Arts (M.A.)

CONTACT INFORMATION

Phone: (212) 678-3285

Fax: (212) 678-4048

Email: musiced@tc.edu

Coordinator:

A&HM 4056 CHAMBER MUSIC

Professor Manning. For music majors only. The study and performance of chamber works from the Baroque through contemporary periods. Special fee: \$50.

Faculty: [Manning, Dwight](#)

A&HM 4201 FIELDWORK IN MUSIC EDUCATION

For Music majors only. Professional activities in the field under the supervision of a member of the Music Education Program faculty.

Faculty: TBD

A&HM 4357 ENSEMBLE PERFORMANCE: MUSIC--INSTRUMENTAL

For music majors only. For instrumental and vocal majors, a course designed for performance by chamber ensembles. Repertoire determined by registration. Public concert performances each semester.

Faculty: [Allsup, Randall](#) [Pogonowski, Lenore](#)

A&HM 4701 SUPERVISED TEACHING IN MUSIC EDUCATION:

ELEMENTARY

M.A. candidates who are student teaching must complete a minimum of 36 points. A variety of supervised teaching experiences (preK-6), supplemented by conferences, evaluation, and seminars. The student completes 200 hours in schools observing, assisting, teaching, and evaluating. Required of those seeking state certification in music in New York State and other states.

Faculty: [Albright, Robert](#) [Allsup, Randall](#)

A&HM 4711 SUPERVISED TEACHING IN MUSIC EDUCATION: 7-12

Faculty/Staff.

Faculty: [Albright, Robert](#) [Allsup, Randall](#)

A&HM 4901 RESEARCH AND INDEPENDENT STUDY IN MUSIC

EDUCATION

For Music majors only. Research and independent study under the direction of a member of the Music Education Program faculty.

Faculty: [Abeles, Harold](#) [Allsup, Randall](#) [Custodero, Lori](#) [Goffi-Fynn, Jeanne](#)

A&HM 5003 INTRODUCTION TO THE PERCEPTION AND COGNITION OF MUSIC PERFORMANCE

An examination of acoustic and psychological foundations of music.

Faculty: [Abeles, Harold](#)

A&HM 5020 FOUNDATIONS OF MUSIC EDUCATION

An examination of the historical, philosophical, psychological, and sociological bases of music education, emphasizing the implications for the development of curriculum, policy, and administrative leadership.

Faculty: [Abeles, Harold](#) [Custodero, Lori](#)

A&HM 5021 INSTRUMENTAL INSTRUCTION FOR CHILDREN

Prerequisite: A&HM 5022. For private and group music teachers. Developmentally appropriate strategies and materials for instrumental instruction, integrating improvisation, composition, movement, singing, and ensemble playing. Special fee: \$30.

Faculty: [Custodero, Lori](#)

A&HM 5022 CHILDREN'S MUSICAL DEVELOPMENT

Overview of significant issues and current research regarding the development of musical skills and understandings in children through early adolescence. Includes observations of children's spontaneous music-making.

Faculty: [Custodero, Lori](#)

A&HM 5023 VOCAL PEDAGOGY

Professor Goffi-Fynn. Permission of instructor required. Investigation and application of recent research in voice production and pedagogy. Directed teaching of voice comprised of student assignments, observed lessons, and lesson evaluation. Diagnosis of vocal condition and the design of lesson plans to effect change and growth will be emphasized. Special fee: \$50.

Faculty: [Goffi-Fynn, Jeanne](#)

A&HM 5025 CREATIVITY AND PROBLEM-SOLVING IN MUSIC

EDUCATION

Permission of instructor required. Designed for initial and professional majors to experience and explore critical thinking as a means for establishing a framework for music learning at all levels.

Faculty: [Allsup, Randall](#) [Pogonowski, Lenore](#)

A&HM 5026 MUSIC SKILLS AND THE CREATIVE STRATEGY

Prerequisite: A&HM 5025. Designed for initial and professional majors to examine and experience problem-solving techniques for developing musical skills within the framework of the creative strategy.

Faculty: [Allsup, Randall](#) [Pogonowski, Lenore](#)

A&HM 5027 PHILOSOPHICAL PERSPECTIVES ON MUSIC EDUCATION

An investigation of the influential philosophical texts that inform music teaching and learning. Topics involve the examination of aesthetic and praxial philosophies; ethical practices; and historical, critical, and cultural perspectives.

Faculty: [Allsup, Randall](#)

A&HM 5029 INTERMEDIATE AND ADVANCED APPLICATIONS OF NEW TECHNOLOGIES IN MUSIC EDUCATION

Specific demonstrations with new music technology emphasizing the development of creative strategies for music education at various levels.

Faculty: [Frankel, James](#)

A&HM 5031 SYNTHESIZING RESEARCH IN MUSIC EDUCATION

Professor Abeles. Prerequisite A&H 5001. Required for Ed.M. and Ed.D. students. This course develops students' ability to analyze research journals and to summarize research in music education. Students write a synthesis of research in an area of music education.

Faculty: TBD

A&HM 5032 COMPREHENSIVE MUSICIANSHIP I

Through analysis, composition, critical listening, improvisation, and performance, 17th- and 18th-century theoretical constructs are explored, including an overview of the development of harmony and polyphony leading up to these eras.

Faculty: [Pogonowski, Lenore](#)

A&HM 5033 COMPREHENSIVE MUSICIANSHIP II

An examination of 19th-century theoretical constructs through analysis, composition, critical listening, improvisation, and performance.

Faculty: [Pogonowski, Lenore](#)

A&HM 5047 CREATIVE STRATEGIES FOR TEACHING MUSIC

LITERATURE

Selected works from the repertoire serve as the basis for demonstrating how to develop creative music strategies for teaching and enhancing the learning of music literature at all levels, including college teaching. Materials fee: \$30.

Faculty: [Pogonowski, Lenore](#)

A&HM 5047 CREATIVE STRATEGIES FOR TEACHING MUSIC

LITERATURE

Selected works from the repertoire serve as the basis for demonstrating how to develop creative music strategies for teaching and enhancing the learning of music literature at all

levels, including college teaching.

Faculty: [Pogonowski, Lenore](#)

A&HM 5052 VOCAL LITERATURE AND INTERPRETATION

For students of singing, accompanying, and coaching. Offers performing and teaching command of representative literature, techniques of interpretation and presentation; German, Italian, and French diction for singers.

Faculty: [Goffi-Fynn, Jeanne](#)

A&HM 5058 RECITAL I

Faculty/Staff, Professor Goffi-Fynn. For Music majors only. Co-requisite: simultaneous registration for applied music instruction or special permission. The student will create and perform a recital. Along with selection of repertoire chosen with advisor, the student will secure a date, designing programs and flyers, and arrange for any advertising, personnel, and rehearsals. Group (chamber) works are accepted, as well as children's programs, or solo programs reflecting the individuality of performers. Suggested time frame is 30-60 minutes. Option to register for 0 point or 1 point to receive additional coaching from the applied music instructor.

Faculty: [Goffi-Fynn, Jeanne](#)

A&HM 5156 PERCUSSION INSTRUCTION: MUSIC ED MAJOR

Hours arranged at mutually convenient times between student and instructor. Goals will be decided at initial meeting for the term. Written permission from the Music Education Program, Room 520A Horace Mann, required. For intermediate and advanced Music majors only. With permission of advisor, students may register continuously for this course. Special fee: \$110.

Faculty: [Miranda, Angelo](#)

A&HM 5158 INSTRUMENTAL MUSIC INSTRUCTION: TROMBONE, BARITONE

Hours arranged at mutually convenient times between student and instructor. Goals will be decided at initial meeting for the term. Written permission from the Music Education Program, Room 520A Horace Mann, required. For intermediate and advanced Music majors only. With permission of advisor, students may register continuously for this course. Special fee: \$110.

Faculty: TBD

A&HM 5160 OBOE INSTRUCTION: MUSIC ED MAJOR

Hours arranged at mutually convenient times between student and instructor. Goals will be decided at initial meeting for the term. Written permission from the Music Education Program, Room 520A Horace Mann, required. For intermediate and advanced Music majors only. With permission of advisor, students may register continuously for this course. Special fee: \$110.

Faculty: TBD

A&HM 5161 SAXOPHONE INSTRUCTION: MUSIC ED MAJOR

Hours arranged at mutually convenient times between student and instructor. Goals will be decided at initial meeting for the term. Written permission from the Music Education Program, Room 520A Horace Mann, required. For intermediate and advanced Music majors only. With permission of advisor, students may register continuously for this course. Special fee: \$110.

Faculty: TBD

A&HM 5162 FLUTE INSTRUCTION: MUSIC ED MAJOR

Hours arranged at mutually convenient times between student and instructor. Goals will be decided at initial meeting for the term. Written permission from the Music Education Program, Room 520A Horace Mann, required. For intermediate and advanced Music majors only. With permission of advisor, students may register continuously for this course. Special fee: \$110.

Faculty: TBD

A&HM 5164 BASSOON INSTRUCTION: MUSIC ED MAJOR

Contact hours arranged at mutually convenient times between student and instructor. Goals will be decided at initial meeting for the term. Written permission from the Music Education Program, Room 520A Horace Mann, required. For intermediate and advanced Music majors only. With permission of advisor, students may register continuously for the course numbers below. Special fee: \$110.

Faculty: TBD

A&HM 5166 INSTRUMENTAL MUSIC INSTRUCTION: GUITAR

Written permission from the Music Education Program, Room 520A Horace Mann, required. For intermediate and advanced Music majors only. With permission of advisor, students may register continuously for the course numbers below. Special fee: \$110.

Faculty: TBD

A&HM 5167 SYNTHESIZER INSTRUCTION: MUSIC ED MAJOR

Hours arranged at mutually convenient times between student and instructor. Goals will be decided at initial meeting for the term. Written permission from the Music Education Program, Room 520A Horace Mann, required. For intermediate and advanced Music majors only. With permission of advisor, students may register continuously for this course. Special fee: \$110.

Faculty: TBD

A&HM 5169 WOODWINDS INSTRUCTION: MUSIC ED MAJOR

Hours arranged at mutually convenient times between student and instructor. Goals will be decided at initial meeting for the term. Written permission from the Music Education Program, Room 520A Horace Mann, required. For intermediate and advanced Music majors only. With permission of advisor, students may register continuously for this course. Special fee: \$110.

Faculty: TBD

A&HM 5201 FIELDWORK IN MUSIC EDUCATION

Faculty/Staff. For Music majors only. Professional activities in the field under the supervision of a member of the Music Education Program faculty.

Faculty: [Custodero, Lori](#)

A&HM 5350 PIANO INSTRUCTION FOR MUSIC MAJORS

Contact hours arranged at mutually convenient times between student and instructor. Goals will be decided at initial meeting for the term. Written permission from the Music Education Program, Room 520A Horace Mann, required. Individual instruction includes repertory, technical and musical problems, performing experience, and intensive understanding of teaching strategies. With the permission of the advisor, students may register continuously for this course. Special fee: \$110.

Faculty: TBD

A&HM 5352 VOICE INSTRUCTION FOR MUSIC MAJORS

Hours arranged at mutually convenient times between student and instructor. Goals will be decided at initial meeting for the term. For Music majors only. Written permission from the Music Education Program, Room 520A Horace Mann, required. Advanced individual voice instruction includes repertory, technical, and musical problems, performing experience, and intensive understanding of teaching strategies. With the permission of the advisor, a student may register continuously for this course. Special fee: \$110.

Faculty: [Goffi-Fynn, Jeanne](#)

A&HM 5353 ORGAN INSTRUCTION: MUSIC ED MAJOR

Contact hours arranged at mutually convenient times between student and instructor. Goals will be decided at initial meeting for the term. Written permission from the Music Education Program, Room 520A Horace Mann, required. For experienced organists and music majors. Individual instruction on technical problems, repertory and performance practice. With the permission of the advisor, a student may register continuously for this course. Special fee: \$110.

Faculty: TBD

A&HM 5901 RESEARCH AND INDEPENDENT STUDY IN MUSIC

EDUCATION

For Music majors only. Research and independent study under the direction of a member of the Music Education Program faculty.

Faculty: [Abeles, Harold](#) [Custodero, Lori](#) [Manning, Dwight](#)

A&HM 6001 TEACHING AND ADMINISTRATION OF MUSIC IN COLLEGE

Major issues relating to the curriculum, instruction, and administration of programs of Music and Music Education in colleges and universities.

Faculty: [Abeles, Harold](#)

A&HM 6023 THE TEACHING OF APPLIED MUSIC IN COLLEGE

Music majors only. Theory and practice of applied music instruction in college for both major and non-major students. Emphasis on developing a student-centered learning environment. Required for music students who wish to be student instructors in the Applied Music Program.

Faculty: [Goffi-Fynn, Jeanne](#)

A&HM 6058 RECITAL II

Faculty/Staff, Professor Goffi-Fynn. For Music majors only. Co-requisite: simultaneous registration for applied music instruction or special permission. The student will create and perform a recital. Along with selection of repertoire chosen with advisor, the student will secure a date, designing programs and flyers, and arrange for any advertising, personnel, and rehearsals. Group (chamber) works are accepted, as well as children's programs, or solo programs reflecting the individuality of performers. Suggested time frame is 30-60 minutes. Option to register for 0 point or 1 point to receive additional coaching from the applied music instructor.

Faculty: TBD

A&HM 6481 INTERNSHIP IN THE TEACHING OF COLLEGE MUSIC

Guided experiences in the teaching of music in departments of metropolitan-area colleges.

Faculty: [Goffi-Fynn, Jeanne](#)

A&HM 6501 DOCTORAL SEMINAR IN MUSIC EDUCATION

Permission required from advisor and sign-up in the Music Education Program (520A Horace Mann) is also required. For Music majors only. Music doctoral candidates will identify their area of research interest and narrow their dissertation topic.

Faculty: [Abeles, Harold](#) [Allsup, Randall](#) [Custodero, Lori](#) [Goffi-Fynn, Jeanne](#) [Pogonowski, Lenore](#)

A&HM 6901 ADVANCED STUDY IN MUSIC EDUCATION

For Music majors only. Permission required from advisor and sign-up in the Music Education Program (520A Horace Mann) is also required. Research and independent study under the direction of a member of the Music Education faculty. Different sections will be offered for specific subject areas. Each section will require subject's specific prerequisites.

Faculty: [Frankel, James](#) [Goffi-Fynn, Jeanne](#) [Konowitz, Bertram](#)

A&HM 6971 RESEARCH AND INDEPENDENT STUDY IN MUSIC EDUCATION

Permission required from advisor, and sign-up in the Music Education Program (520A Horace Mann) is also required. Research and independent study under the direction of a faculty member in Music Education.

Faculty: [Abeles, Harold](#) [Allsup, Randall](#) [Custodero, Lori](#) [Goffi-Fynn, Jeanne](#) [Pogonowski, Lenore](#)

A&HM 7501 DISSERTATION SEMINAR IN MUSIC EDUCATION

Permission required from advisor, and sign-up in the Music Education Program (520A Horace Mann) is also required. For Music majors only. A required group tutorial for music

doctoral students to help develop or refine topics of inquiry for research. The teaching format is flexible and may include faculty/student presentations, group discussions, and critiques. Preparation and presentation of dissertation proposal for approval. Students may register for a maximum of one term.

Faculty: [Abeles, Harold](#), [Allsup, Randall](#), [Custodero, Lori](#), [Goffi-Fynn, Jeanne](#), [Pogonowski, Lenore](#)

A&HM 8900 DISSERTATION ADVISEMENT IN MUSIC EDUCATION

Permission required from advisor, and sign-up in the Music Education Program (520A Horace Mann) is also required. Individual advisement on doctoral dissertations for music majors only. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration for Ed.D. degree.

Faculty: [Abeles, Harold](#), [Allsup, Randall](#), [Custodero, Lori](#), [Goffi-Fynn, Jeanne](#), [Pogonowski, Lenore](#)

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PHILOSOPHY AND EDUCATION

This program has shaped the historical course of philosophy of education in America. From the groundbreaking work of John Dewey and William Heard Kilpatrick to the achievements of their most recent successors, Jonas Soltis and Maxine Greene, the program's philosopher-scholars have been leaders in the field. The Philosophy and Education Program offers students a unique opportunity to develop their humanistic and critical thinking about education.

Faculty and students in the program devote this thinking to a wide variety of questions, including:

- What visions of the human being animate contemporary schooling?
- How can education be a force for social reform?
- What is the role of aesthetic experience and the imagination in education?
- What type of education befits a multi-cultural society?
- What is the nature of the teacher-student relationship?

Other areas of interest include:

- The education of democratic citizens
- Moral education
- Critical thinking
- Education and technology
- The ethics of teaching

The Philosophy and Education Program provides an opportunity for educators to broaden and deepen their understanding of the processes and aims of education through inquiry into the fields of aesthetics, ethics and moral philosophy, social and political philosophy, and epistemology and the philosophy of science. Study of a variety of historical and conceptual frameworks enables students to develop theoretical perspectives on education and to effectively analyze and critique arguments in contemporary educational debates.

Recent dissertations include studies of equity in access to education, Nietzsche's conception of education, the ethics of school choice, cosmopolitanism and education, the nature of authentic learning, Matthew Arnold's conception of liberal education, and human rights education in light of Kant's moral philosophy.

DEGREES OFFERED

Philosophy and Education (PHIL)

Master of Arts (M.A.)
Master of Education (Ed.M.)
Doctor of Education (Ed.D.)
Doctor of Philosophy (Ph.D.)

CONTACT INFORMATION

Phone: (212) 678-4138

Fax: 212.678.3746

Email: hansen@tc.columbia.edu

Coordinator:

[Arts & Humanities »](#)

PHILOSOPHY AND EDUCATION

DEGREE INFORMATION/REQUIREMENTS

- [M.A. in Philosophy and Education](#)
- [Ed. M in Philosophy and Education](#)
- [Ed.D in Philosophy and Education](#)
- [Ph.D in Philosophy and Education](#)

Master of Arts (M.A., 32 points)

The Master of Arts degree program is designed to introduce educators and professionals with a wide variety of interests to the study of philosophy and education. In addition to the required 12 points in Philosophy and Education courses, students may use their electives to develop an area of educational interest (e.g., educational policy, curriculum and teaching, developmental psychology, etc.) and to develop an area of philosophical interest (e.g., ethics, social philosophy, epistemology, etc.).

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

Similar to the Master of Arts degree program, the Master of Education degree program is designed to provide a more in depth and intensive introduction to the study of philosophy and education. In addition to the required 18 points in Philosophy and Education courses and 3 points required from the Philosophy Department at Columbia University, students may use their electives to develop an area of educational interest (e.g., educational policy, curriculum and teaching, developmental psychology, etc.) and to develop an area of philosophical interest (e.g., ethics, social philosophy, epistemology, etc.).

Doctor of Education (Ed.D., 90 points)

The Ed.D. degree program is flexible and responsive to individual student backgrounds and needs. Each student takes responsibility, in consultation with his or her advisor, for designing a course of study that will meet the program requirements while catering to the individual's interests and professional goals.

At the center of that course of study are the program's research and professional development curriculum and other classes in philosophy and education. In addition to the required 36 points in Philosophy and Education courses, students are also required to do coursework in the following areas: 9 points of philosophy through the Columbia Philosophy Department or inter-university doctoral consortium, foundations of education, and educational breadth. These requirements are modest, leaving room for students to craft a personalized course of study. Additionally, 16 points in the Philosophy and Education requirements are in the program's professional development sequence.

Doctor of Philosophy (Ph.D., 75 points)

The Ph.D. degree program is flexible and responsive to individual student backgrounds and needs. Each student takes responsibility, in consultation with his or her advisor, for designing a course of study that will meet the program requirements while catering to the

DEGREES OFFERED

Philosophy and Education (PHIL)

Master of Arts (M.A.)

Master of Education (Ed.M.)

Doctor of Education (Ed.D.)

Doctor of Philosophy (Ph.D.)

CONTACT INFORMATION

Phone: (212) 678-4138

Fax: 212.678.3746

Email: hansen@tc.columbia.edu

Coordinator:

individual's interests and professional goals.

At the center of that course of study are the program's research and professional development curriculum and other classes in philosophy and education. In addition to the required 36 points in Philosophy and Education courses, students are also required to do coursework in the following areas: 12 points in philosophy, through the Columbia Philosophy Department or inter-university doctoral consortium, foundations of education, and educational breadth. These requirements are modest, leaving room for students to craft a personalized course of study. Additionally, 18 points in the Philosophy and Education requirements are in the program's professional development sequence.

Exact requirements vary for each doctoral program. For example, students in the Ed.D. program will also develop a minor in an educational field such as educational policy, curriculum theory, or comparative education. Candidates should also contact the Office of Doctoral Studies about university and college-wide requirements, procedures, and deadlines for doctoral students. The doctoral programs require students to demonstrate reading proficiency in one of the following languages: French, German, Greek, or Latin. In rare cases, such as for writing the dissertation, another language can be approved in consultation with program faculty.

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PHILOSOPHY AND EDUCATION

APPLICATION INFORMATION

A background in philosophy is required for Ed.M. and Ed.D. applications. Additionally, an undergraduate major in philosophy is strongly recommended for the Ph.D. application. Applicants to both the Ph.D. and Ed.D. programs must submit GRE scores. A sample of philosophical writing is required for all programs except the M.A. application.

[Apply Now](#)

DEGREES OFFERED

Philosophy and Education (PHIL)

Master of Arts (M.A.)

Master of Education (Ed.M.)

Doctor of Education (Ed.D.)

Doctor of Philosophy (Ph.D.)

CONTACT INFORMATION

Phone: (212) 678-4138

Fax: 212.678.3746

Email: hansen@tc.columbia.edu

Coordinator:

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PHILOSOPHY AND EDUCATION

FINANCIAL AID

Visit the [Office of Student Aid](#) for information on financial assistance.

DEGREES OFFERED

Philosophy and Education (PHIL)

Master of Arts (M.A.)

Master of Education (Ed.M.)

Doctor of Education (Ed.D.)

Doctor of Philosophy (Ph.D.)

CONTACT INFORMATION

Phone: (212) 678-4138

Fax: 212.678.3746

Email: hansen@tc.columbia.edu

Coordinator:

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PHILOSOPHY AND EDUCATION

PROGRAM FACULTY

FACULTY

- [Hansen, David](#)
John L. & Sue Ann Weinberg Professor- Historical & Philosophical Foundations Education
- [Lavery, Megan](#)
Associate Prof Philosophy & Ed

EMERITI

- [Greene, Maxine](#)
Professor Emeritus

ADJUNCT PROFESSORS

- [Aloni, Nimrod](#)
Adjunct Professor
- [De Marzio, Darryl](#)
Adjunct Assistant Professor

DEGREES OFFERED

Philosophy and Education (PHIL)

Master of Arts (M.A.)
Master of Education (Ed.M.)
Doctor of Education (Ed.D.)
Doctor of Philosophy (Ph.D.)

CONTACT INFORMATION

Phone: (212) 678-4138

Fax: 212.678.3746

Email: hansen@tc.columbia.edu

Coordinator:

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PHILOSOPHY AND EDUCATION

PROGRAM COURSES

A&HF 4090 PHILOSOPHIES OF EDUCATION

Professors Hansen or Laverty. An introduction to seminal texts, central questions, and rival traditions in philosophy of education. An invitation to develop one's own philosophy of education.

Faculty: TBD

A&HF 4091 THE CALL TO TEACH

Faculty. Reading and discussion of philosophical and other works that illuminate what it means to be a teacher, whether of children, youth, or adults. Consideration of motives, rewards, and challenges in teaching.

Faculty: TBD

A&HF 4092 EDUCATION AND THE AESTHETIC EXPERIENCE

Professor Greene or Faculty. An invitation to engage with works of art which challenge conventional ways of thinking and perceiving; consideration of the relation of art, imagination, and education.

Faculty: [Greene, Maxine](#)

A&HF 4094 SCHOOL AND SOCIETY

An examination of historical and contemporary conceptions of the relation between schools and society. Consideration of issues in social and political philosophy that bear on the question of why have schools at all.

Faculty: TBD

A&HF 4190 AMERICAN PHILOSOPHIES OF EDUCATION

Professor Hansen. Major American thinkers and outlooks and their impact on education: Thoreau, Emerson, Fuller, and transcendentalism; Pierce, James, Dewey, and pragmatism; Douglass, Du Bois, and African-American education; Anthony, Stanton, Addams, and feminism.

Faculty: TBD

A&HF 4194 DIALOGUE AND DIFFERENCE IN THE MULTICULTURAL CLASSROOM

Professor Laverty. Philosophical exploration of the pedagogical, psychological, social, and political issues surrounding the recognition and misrecognition of difference. Consideration of theories of dialogue from Plato to Freire.

Faculty: TBD

A&HF 4196 IDENTITY AND IDEALS: VISIONS OF HUMAN FLOURISHING

Professors Hansen or Laverty. An introduction to influential philosophical perspectives on what it means to be a successful, whole, and flourishing human being. Attention to issues of personal identity and personal ideals and how these can evolve over time.

Faculty: TBD

A&HF 4900 INDEPENDENT STUDY IN PHILOSOPHY AND EDUCATION

DEGREES OFFERED

Philosophy and Education (PHIL)

Master of Arts (M.A.)

Master of Education (Ed.M.)

Doctor of Education (Ed.D.)

Doctor of Philosophy (Ph.D.)

CONTACT INFORMATION

Phone: (212) 678-4138

Fax: 212.678.3746

Email: hansen@tc.columbia.edu

Coordinator:

Faculty. Permission of instructor required.

Faculty: [Broughton, John](#) [Greene, Maxine](#) [Hansen, David](#) [Laverty, Megan](#)

A&HF 5090 THE PHILOSOPHY OF JOHN DEWEY

Professors Hansen or Laverty. For all doctoral students; master's students by permission of instructor. An analysis of the principal works of John Dewey.

Faculty: TBD

A&HF 5093 WAYS OF KNOWING

Professor Hansen. For doctoral students, especially in Philosophy and Education; masters students by permission. Readings in epistemology in the context of teaching, learning, and educational research, from classical and enlightenment sources to feminist, hermeneutic, psychoanalytic, and postmodern critiques. Topics include objectivity and subjectivity and problems of interpretation in the arts, humanities, and natural and social sciences.

Faculty: TBD

A&HF 5190 CRITICAL PERSPECTIVES IN PHILOSOPHY AND EDUCATION

Faculty. For doctoral students, especially in Philosophy and Education; master's students by permission. Close reading and discussion of classic and contemporary critical theories. Examination of class, gender, race, and sexuality issues in canon, classroom, and society.

Faculty: TBD

A&HF 5590 VOICES IN PHILOSOPHY AND EDUCATION

Faculty. For doctoral students, especially in Philosophy and Education; master's students by permission. Topics vary. Close reading and discussion of one or more key thinkers in philosophy of education and the history of ideas (e.g., Plato, Kant, Pragmatism, The Frankfurt School, Maxine Greene).

Faculty: TBD

A&HF 5591 EDUCATIONAL DEBATES IN PHILOSOPHICAL PERSPECTIVE

Professors Hansen or Laverty. For all doctoral students; master's students by permission. Topics vary. Convened to promote philosophical discussion of a contemporary educational issue (e.g., patriotism, privatization, standards, technology) or ongoing debate (e.g., liberal education, moral education, teacher education).

Faculty: TBD

A&HF 5596 TOPICS IN EDUCATIONAL ETHICS AND MORAL PHILOSOPHY

Professors Hansen or Laverty. For doctoral students, especially in Philosophy and Education; master's students by permission of instructor. Topics vary but may include any of the following: the moral sources of educational aims, the nature of ideals, the ethics of teaching, moral education, and meta-ethics.

Faculty: [Greene, Maxine](#)

A&HF 5600 COLLOQUIUM IN PHILOSOPHY AND EDUCATION

Professors Hansen or Laverty. For majors only. A series of formal presentations and discussions with scholars in the field of Philosophy and Education. Offered every fall and spring semester. Special fee: \$55.

Faculty: TBD

A&HF 6000 DOCTORAL PROSEMINAR: ANCIENT PHILOSOPHY AND EDUCATION

Professors Hansen or Laverty. Permission of instructor required. For first- and second-year doctoral students in Philosophy and Education. Close reading and discussion of primary texts in ancient philosophy that have shaped the field of philosophy of education. Complements A&HF 6100.

Faculty: TBD

A&HF 6100 DOCTORAL PROSEMINAR: MODERN PHILOSOPHY AND EDUCATION

Professors Hansen or Lavery. Permission of instructor required. For first- and second-year doctoral students in Philosophy and Education. Close reading and discussion of primary texts in modern philosophy that have shaped the field of philosophy of education. Complements A&HF 6000.

Faculty: TBD

A&HF 6500 DISSERTATION PROPOSAL WORKSHOP IN PHILOSOPHY AND EDUCATION

Professors Hansen or Lavery. Permission of instructor required. Prerequisites: A&HF 6000 and A&HF 6100. An ongoing writing workshop required of all doctoral students after completion of the Proseminar sequence and until defense of the proposal. Students develop research interests, hone philosophical skills, and draft dissertation proposals. Offered every Fall and Spring semester.

Faculty: TBD

A&HF 6590 ADVANCED SEMINAR IN PHILOSOPHY AND EDUCATION

Professors Hansen or Lavery. For doctoral students in Philosophy and Education or by permission of instructor. Topics vary and may range from close reading of a single text to exploration of a key concept or problematic. Past topics include: "Contemporary Theories of Democratic Education"; "The Gadamer-Habermas Debate"; and "Pedagogical Desire from Plato to Freud."

Faculty: TBD

A&HF 6900 ADVANCED RESEARCH IN PHILOSOPHY AND EDUCATION

Professors Hansen or Lavery. Permission of instructor required. For doctoral students in Philosophy and Education only.

Faculty: [Broughton, John](#) [Hansen, David](#) [Lavery, Megan](#)

A&HF 7500 DISSERTATION SEMINAR IN PHILOSOPHY AND EDUCATION

Professors Hansen and Lavery. Permission of instructor required. Required of doctoral students in the semester following successful completion of the doctoral certification process or in the semester in which the student defends the dissertation proposal, whichever comes first.

Faculty: [Broughton, John](#) [Hansen, David](#) [Lavery, Megan](#)

A&HF 8900 DISSERTATION ADVISEMENT IN PHILOSOPHY AND EDUCATION

Faculty. Permission of instructor required. Individual advisement on doctoral dissertations. For requirements, see section in catalog on Continuous Registration for Ed.D./Ph.D. degrees. Fee to equal 3 points at current tuition rate for each term.

Faculty: [Broughton, John](#) [Hansen, David](#) [Lavery, Megan](#) [Noddings, Nel](#)

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SOCIAL STUDIES EDUCATION

The Social Studies Program is rooted in a diverse set of humanities and social sciences, from history and political science to geography and sociology, with a particular focus on making this subject matter resonant in the lives of young people. The program examines the many contexts in which social studies education is enacted and relies upon deep theorizing and engaged practice in the realms of curriculum and pedagogy. We recognize the importance of the urban context in which we are situated and work to serve this vibrant city, particularly historically marginalized students within it, as we recognize the globally interdependent nature of education.

Social studies educators must have a deep understanding of various fields and be thoughtfully engaged in teaching, cognizant of the diverse and fluid needs of students, and alive to the interplay of various contexts that shape and inform social education. The program prepares students for professional lives in schools, universities, and allied institutions. The faculty's experience as teachers and engagement as scholars in fields like history, civics, economics, geography, and social studies are well suited to that purpose. These strengths, along with the full resources of Teachers College and Columbia University Graduate School of Arts and Sciences, are available to every student.

DEGREES OFFERED

Teaching of Social Studies (SSTE)

Master of Arts (M.A.)
Master of Education (Ed.M.)
Doctor of Education (Ed.D.)
Doctor of Philosophy (Ph.D.)

Teaching of Social Studies - INITIAL
CERTIFICATION (SSTE-INIT)

Master of Arts (M.A.)

Teaching of Social Studies
- PROFESSIONAL CERTIFICATION
(SSTE-PROF)

Master of Arts (M.A.)

CONTACT INFORMATION

Phone: (212) 678-4083

Fax:

Email: gaudelli@tc.edu

Coordinator: Professor William
Gaudelli

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SOCIAL STUDIES EDUCATION

DEGREE INFORMATION/REQUIREMENTS

- [General Information](#)
- [MA: TEACHING OF SOCIAL STUDIES \(SSTE\)](#)
- [InStep Master of Arts in Social Studies for inservice teachers \(32 points\)](#)
- [Master of Arts in Social Studies with Initial Teacher Certification \(SSTE-INIT\)](#)
- [Master of Arts in Social Studies with Initial Teacher Certification \(38 points\)](#)
- [Ed.M: TEACHING OF SOCIAL STUDIES \(SSTE\)](#)
- [Ed.D: TEACHING OF SOCIAL STUDIES \(SSTE\)](#)
- [Ph.D: Teaching of Social Studies \(SSTE\)](#)

General Information

The Master of Arts offers the following three tracks:

Master of Arts

This program leads only to New York State professional certification for those teachers already holding New York State initial certification. Program faculty cannot advise students about certification in other states or alternative New York State pathways to certification.

The program is designed for experienced teachers and those engaged in private school teaching. It requires a minimum of 32 points and a master's thesis. This degree program focuses on social studies teaching in middle and high schools and fulfills the requirements for New York State Professional Certification. [See Website at <http://www.tc.edu/a&h/arted>]

Master of Arts in Social Studies with Initial Teacher Certification

This program leads only to New York State initial certification. Program faculty cannot advise students about certification in other states or alternative New York State pathways to certification.

This program requires a minimum of 38 points and an integrative project. It is designed for those with little or no experience teaching secondary social studies. Successful completion of this program of study leads to the M.A. degree and recommendation for New York State Initial Certification (grades 7-12). Student teaching is undertaken in cooperating middle and high schools, in the New York Metropolitan area. A committee of social studies faculty and cooperating professionals from the schools to which students are assigned supervise and evaluate the student teacher's work.

In order to complete all degree requirements successfully, this program typically demands two terms of the academic year and two summer sessions, which can be taken in the same summer.

Master of Arts (Intensive Summer Master's Program)

This program leads only to New York State professional certification for those

DEGREES OFFERED

Teaching of Social Studies (SSTE)

Master of Arts (M.A.)
Master of Education (Ed.M.)
Doctor of Education (Ed.D.)
Doctor of Philosophy (Ph.D.)

Teaching of Social Studies - INITIAL
CERTIFICATION (SSTE-INIT)

Master of Arts (M.A.)

Teaching of Social Studies
- PROFESSIONAL CERTIFICATION
(SSTE-PROF)

Master of Arts (M.A.)

CONTACT INFORMATION

Phone: (212) 678-4083

Fax:

Email: gaudelli@tc.edu

Coordinator: Professor William
Gaudelli

teachers already holding New York State initial certification. Program faculty cannot advise students about certification in other states or alternative New York State pathways to certification.

A three-year, summer Master of Arts degree is also offered. This program can be used for New York State Professional Certification for those individuals who hold Initial Certification and have necessary credentials. It is designed for teachers from both public and private schools. Jay Shuttleworth serves as the InStep Coordinator for social studies, and he can be reached at jms150@columbia.edu.

Master of Arts (M.A., 32 points)

This program is designed for experienced teachers and those engaged in private school teaching. It requires a minimum of 32 points and a master's thesis. This degree program focuses on social studies teaching in middle and high schools and fulfills the requirements for New York State Professional Certification. Points should be distributed as follows:

Social Studies Core Courses (11 points):

- A&HW 5031 Teacher education in social studies
- A&HW 5232 Fieldwork: Social studies teacher education
- A&HW 6530 Curriculum development, research, and supervision

Students should choose ONE of the following courses:

- A&HW 5030 Diversity and the social studies curriculum
- A&HW 5035 History of the social studies since 1880
- A&HW 5037 Advanced methods of teaching social studies
- A&HW 5530 History of American social thought

Social Studies Content Courses (12-15 points):

In consultation with an advisor, students should select courses to round out their knowledge of the subject matters taught in secondary schools. Courses taken at Teachers College include attention to both content and pedagogy. Courses can also be taken at Columbia University.

Professional Development Courses (6-9 points):

Three Teachers College courses (2-3 points each) outside the Social Studies Program, chosen with advisor approval.

Further Requirements:

Students must also complete a master's thesis, selected with advisor approval.

InStep Master of Arts in Social Studies for inservice teachers (32 points)

A three-year, summer Master of Arts degree is also offered. This program can be used for New York State Professional Certification for those individuals who hold Initial Certification and have necessary credentials. It is designed for teachers from both public and private schools. Jay Shuttleworth serves as the InStep Coordinator for social studies and she can be reached at jms150@columbia.edu.

Please note that all students must take a minimum of 12 points in content/pedagogy and three out-of-program courses in professional development for a minimum of 2 credits each.

Typical curriculum for INSTEP includes: Summer #1:

- Advanced methods of social studies curriculum (A&HW 5037)
- Social Studies Content w/Pedagogy Course
- Seminar (A&HW 5931)
- Out-of-Program Course

Summer #2:

- Curriculum development, research, and supervision (A&HW 6530) or Teacher education in the social studies (A&HW 5031)
- Out-of-Program Course
- Social Studies Content w/Pedagogy Course
- Seminar (A&HW 5931)

January Weekend Between Summers #2 and #3:

- Action Research Mid-Year Seminar (A&HW 5232)

Summer #3:

- Out-of-Program Course
- Seminar (A&HW 5931)
- Social Studies Content w/Pedagogy Course

Graduation Requirement:

Master's Project in Action Research

Master of Arts in Social Studies with Initial Teacher Certification (38 points)

This program requires a minimum of 38 points and an integrative project. It is designed for those with little or no experience teaching secondary social studies. Successful completion of this program of study leads to the M.A. degree and recommendation for New York State Initial Certification (grades 7-12). Student teaching is undertaken in cooperating middle and high schools, in the New York Metropolitan area. A committee of social studies faculty and cooperating professionals from the schools to which students are assigned supervise and evaluate the student teacher's work.

In order to complete all degree requirements successfully, this program typically demands two terms of the academic year and two summer sessions, which can be taken in the same summer.

The 38 points should be distributed as follows:

Social Studies Core Courses (9 points):

Required courses:

- A&HW 4036 The teaching of social studies
- A&HW 5037 Advanced methods of social studies curriculum

Students should also take one of the following:

- A&HW 5030 Diversity and the social studies curriculum
- A&HW 5035 History of the social studies since 1880
- A&HW 5530 History of American social thought

Social Studies Content Courses (10-12 points):

In consultation with an advisor, students should select courses to round out their knowledge of the subject matters taught in secondary schools. Content courses taken at

Teachers College include attention to both content and pedagogy. Courses can also be taken at Columbia University.

Professional Development Courses (6-9 points):

To satisfy the college's breadth requirement students must take three Teachers College courses (for this purpose a course is defined as one in which 2 or 3 points are earned) outside the major program. Selected with advisor approval.

Student Teaching (10 points):

- A&HW 4530 Seminar for student teachers in social studies*
- A&HW 4729 Observation in the social studies
- A&HW 4730 Supervised student teaching in social studies**

*Students enroll for 2 points in both the fall and spring.

** Students enroll for 3 points in both the fall and spring.

Further Requirements:

Students must complete an integrative master's project. They must also satisfy the New York State certification requirement for study of a language other than English. (For additional requirements, please refer to the Teacher Education area of the Academic Resources section of this bulletin.)

Master of Arts in Social Studies with Initial Teacher Certification (38 points)

This program requires a minimum of 38 points and an integrative project. It is designed for those with little or no experience teaching secondary social studies. Successful completion of this program of study leads to the M.A. degree and recommendation for New York State Initial Certification (grades 7-12). Student teaching is undertaken in cooperating middle and high schools, in the New York Metropolitan area. A committee of social studies faculty and cooperating professionals from the schools to which students are assigned supervise and evaluate the student teacher's work.

In order to complete all degree requirements successfully, this program typically demands two terms of the academic year and two summer sessions, which can be taken in the same summer.

The 38 points should be distributed as follows:

Social Studies Core Courses (9 points):

Required courses:

- A&HW 4036 The teaching of social studies
- A&HW 5037 Advanced methods of social studies curriculum

Students should also take one of the following:

- A&HW 5030 Diversity and the social studies curriculum
- A&HW 5035 History of the social studies since 1880
- A&HW 5530 History of American social thought

Social Studies Content Courses (10-12 points): In consultation with an advisor, students should select courses to round out their knowledge of the subject matters taught in secondary schools. Content courses taken at Teachers College include attention to both content and pedagogy. Courses can also be taken at Columbia University.

Professional Development Courses (6-9 points): To satisfy the college's breadth requirement students must take three Teachers College courses (for this purpose a course is defined as one in which 2 or 3 points are earned) outside the major program. Selected

with advisor approval.

Student Teaching (10 points):

- A&HW 4530 Seminar for student teachers in social studies*
- A&HW 4729 Observation in the social studies
- A&HW 4730 Supervised student teaching in social studies**

*Students enroll for 2 points in both the fall and spring.

** Students enroll for 3 points in both the fall and spring.

Further Requirements:

Students must complete an integrative master's project. They must also satisfy the New York State certification requirement for study of a language other than English. (For additional requirements, please refer to the Teacher Education area of the Academic Resources section of this bulletin.)

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

This program requires a minimum of 60 points and an integrative project. The degree is intended for experienced educators; it is aimed at developing leaders in social studies education for settings such as community colleges, high schools, curriculum agencies, publishing companies, foundations and museums. Emphasis is on specialized work in curriculum development and the subject matters, methods, and materials of instruction. This degree program is also suitable for students contemplating future doctoral study. The program is flexible in nature and can be tailored to the student's specific career goals.

Social Studies Foundations, Methods and Professional Content

(30 points minimum):

The courses in this area are intended to familiarize students with the historical development and current state of social studies education and to provide experience in research on educational practices. Students should consult with an advisor to determine what additional research courses outside the program will be needed in their individual programs of study; these out-of-program courses may be used to satisfy requirements in this area.

Courses in the major field (15 points minimum):

Required courses:

- A&HW 5031 Teacher education in social studies
- A&HW 5232 Fieldwork: Social studies teacher education
- A&HW 5530 History of American social thought
- A&HW 6530 Curriculum development, research, and supervision
- A&HH 4070 History of education in the United States
- A&HW 6500 Seminar in the history of social studies

Electives:

- A&HW 5037 Advanced methods of social studies curriculum
- A&HW 5203 Fieldwork in social studies
- A&HW 6935 Studies in history and in the teaching of history and social studies

Curriculum Study (12 points):

Required courses:

- A&HW 5030 Diversity and the social studies curriculum (or a comparable course in

diversity)

- One course in media and technology

Social Studies Content Electives (15 points minimum):

A wide variety of courses combining content and pedagogy is offered in the program. Content courses are also available at Columbia University but should be approved by a program advisor before registration.

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

All students at Teachers College must take at least three out-of-program courses. (For this requirement, a course is defined as one in which at least 2 points is earned). Selected with advisor's approval.

Independent Study for the Master's Thesis (6 points):

- A&HW 5931 Guided investigations in the teaching of social studies
- A&HW 6030 Research in social studies education

Master's Project:

The master's thesis will develop out of each student's particular program of study. A student will work with an advisor to conceptualize, prepare, and write the integrative project. Students will enroll in the two courses above (A&HW 5931, A&HW 6030) in sequence across two semesters in order to plan and write the Ed.M. thesis in close consultation with the advisor.

Doctor of Education (Ed.D., 90 points)

The Doctor of Education in Social Studies requires 90 points of graduate study and a dissertation. The Ed.D. program in Social Studies leads to a professional degree designed to meet the needs of individuals preparing for careers of leadership and applied research in schools, universities, and community educational programs.

Courses in the major field (15 points minimum):

Required courses:

- A&HW 5030 Diversity and the social studies curriculum
- A&HW 5031 Teacher education in social studies
- A&HW 5530 History of American social thought
- A&HW 6500 Seminar in the history of social studies
- A&HW 6530 Curriculum development, research, and supervision

Research courses, seminars, and individual work (15 points minimum):

Required courses:

- A&HW 5503 Research paper in social studies (done in conjunction with the fourth round of doctoral seminar)
- A&HW 6503 Doctoral seminar in social studies (taken four times consecutively during the first two years of the program)
- A&HW 7503 Dissertation seminar in social studies (taken at the time of presentation of the doctoral proposal)

Other offerings:

- A&HW 6030 Research in social studies education
- A&HW 6203 Advanced fieldwork in social studies

- A&HW 6903 Research and independent study in social studies
- A&HH 6041 Historical method

Students are encouraged to take courses in both qualitative and quantitative research methodologies selected in consultation with an advisor.

Broad and basic areas of professional scholarship (15 points minimum):

In consultation with an advisor, students will select at least one course in each of the following areas: the nature of education; the nature of persons and the learning process; curriculum, schooling, and leadership; and methods of evaluation. Other coursework in this area should be tailored to the individual student's needs; consult an advisor.

Content courses in the major field (15 points minimum):

Soon after beginning this program, students should select an area of emphasis, either American history or modern history, broadly conceived. These courses should be selected for their applicability to the student's area of dissertation research. Coursework in the area of emphasis normally includes attention to the subject matters themselves as well as to questions related to educational programs in those subject matters.

Further requirements:

In addition to the dissertation, there are other requirements. Students should consult an advisor in the Program and read the Doctoral Students Handbook for Social Studies.

Doctor of Philosophy (Ph.D., 75 points)

The Doctor of Philosophy in Social Studies requires 75 points of graduate study and a dissertation. The Ph.D. degree program in Social Studies leads to a strongly research-oriented degree designed for individuals pre-paring for a career in teaching, conducting research, and working in teacher education in a university setting or a private or public policy organization.

Courses in the major field (15 points minimum):

- A&HW 5030 Diversity and the social studies curriculum
- A&HW 5031 Teacher education in social studies
- A&HW 5530 History of American social thought
- A&HW 6500 History of social studies
- A&HW 6530 Curriculum development, research, and supervision

Content courses in the major field (21 points minimum):

Soon after beginning the program, students must select an area of specialization. Students may select either American history or modern history. Students should select courses with an advisor, taking care to include courses relevant to the area of dissertation research. These courses may be taken at either Teachers College or the Graduate School of Arts and Sciences at Columbia University.

Research Courses (18 points minimum):

Required Courses:

- A&HH 6041 Historical method
- A&HW 5503 Research paper in social studies (done in conjunction with the fourth round of doctoral seminar)
- A&HW 6503 Doctoral seminar in social studies (taken four times consecutively during the first two years of the program)
- A&HW 7503 Dissertation seminar in social studies (taken at the time of presentation of the doctoral proposal)

- A&HW 8903 Dissertation advisement in the teaching of social studies

Other offerings:

- A&HW 5931 Guided investigations in the teaching of social studies
- A&HW 6030 Research in social studies education
- A&HW 6203 Advanced fieldwork in social studies
- A&HW 6903 Research and independent study in social studies
- A&HW 6935 Studies in history and in the teaching of history and social studies

Broad and basic areas of professional scholarship (15 points minimum):

Same as "Broad and basic areas of professional scholarship" in Ed.D. degree program. See above.

Further requirements:

In addition to the dissertation, students must satisfy the foreign language requirements equivalent to those of the department of the Columbia University Graduate School of Arts and Sciences with which their work is most closely identified. For Ph.D. students in Social Studies, the usual cognate department in the Graduate School is History or political science, though courses should be selected that support the student's scholarly interest and in close consultation with an academic advisor. Students should read the Requirements for Doctor of Philosophy obtainable from the Office of Doctoral Studies at Teachers College.

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SOCIAL STUDIES EDUCATION

APPLICATION INFORMATION

Standardized tests are not required for the Social Studies Program. M.A. students typically begin in the fall or summer. Ed.M., Ed.D., and Ph.D. students typically begin in fall term and join a cohort of students.

Applicants should indicate on the specialization section of the application whether they wish to pursue teacher certification.

The Master of Arts (38-point program) provides an avenue for New York State Initial Certification. The Master of Arts (32-point program including INSTEP) provides an avenue for Professional Certification in New York State and is designed for experienced teachers and those teaching in private schools.

Applicants to the Master of Arts programs must have taken at least 21 credits in history by the time they complete the M.A. program if they wish to be certified in New York State. Additional coursework is needed in the social sciences (political science, geography, economics, etc.). Those courses that are not listed under a history department, but have substantial history content, may be counted toward the minimum history requirement. All M.A. inquiries should be directed to Mr. Scott Wylie, Social Studies Program Office, Box 80, (212) 678-3173 or ssw2126@columbia.edu.

Applicants to the Master of Education (Ed.M.) degree should be aware that the program generally admits students only after several years of teaching or related professional experience and completion of an M.A. degree in Social Studies education or an appropriate content field. Admission requirements in terms of undergraduate background are the same as the M.A., and the degree does not lead to teacher certification in New York.

An M.A. degree in an appropriate content field or in Social Studies education and several years of teaching experience are generally required for applicants to the Doctor of Education and Doctor of Philosophy degree programs. In addition to the Teachers College admission requirements, doctoral applicants must submit a writing sample and recommendations written by persons qualified to address their potential for doctoral-level work. If the applicant will be in or near New York City, an interview is highly recommended.

Inquiries for the 32 point M.A. and the Ed.M. degrees should be directed to Professor Sandra Schmidt, Box 80, Teachers College; telephone: (212) 678-3174; email: schmidt@tc.edu.

Inquiries for the Ed.D. and Ph.D. degrees should be directed to Professor Anand Marri, Box 80, Teachers College; telephone: (212) 678-4023; email: marri@tc.edu.

General inquiries about the Program in Social Studies should be directed to the Program Coordinator, Professor William Gaudelli, Box 80, Teachers College; telephone : (212) 678-3150; email: wq74@columbia.edu.

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DEGREES OFFERED

Teaching of Social Studies (SSTE)

Master of Arts (M.A.)
Master of Education (Ed.M.)
Doctor of Education (Ed.D.)
Doctor of Philosophy (Ph.D.)

Teaching of Social Studies - INITIAL
CERTIFICATION (SSTE-INIT)

Master of Arts (M.A.)

Teaching of Social Studies
- PROFESSIONAL CERTIFICATION
(SSTE-PROF)

Master of Arts (M.A.)

CONTACT INFORMATION

Phone: (212) 678-4083

Fax:

Email: gaudelli@tc.edu

Coordinator: Professor William
Gaudelli

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SOCIAL STUDIES EDUCATION

FINANCIAL AID

There is currently no additional information available from the program.

See the [Office of Financial Aid](#) for more information

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Master of Arts (M.A.)
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Doctor of Education (Ed.D.)
Doctor of Philosophy (Ph.D.)

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Master of Arts (M.A.)

Teaching of Social Studies
- PROFESSIONAL CERTIFICATION
(SSTE-PROF)

Master of Arts (M.A.)

CONTACT INFORMATION

Phone: (212) 678-4083

Fax:

Email: gaudelli@tc.edu

Coordinator: Professor William
Gaudelli

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SOCIAL STUDIES EDUCATION

PROGRAM FACULTY

FACULTY

- [Gaudelli, William](#)
Associate Professor of Social Studies and Education
- [Marri, Anand](#)
Associate Professor of Social Studies
- [Schmidt, Sandra](#)
Assistant Professor of Social Studies

ADJUNCT PROFESSORS

- [Chandler, Thomas](#)
Adjunct Assistant Professor
- [Dauer, Sheila](#)
Adjunct Assistant Professor
- [Katz, Meredith](#)
Adjunct Assistant Professor
- [Knapp, Ronald](#)
Adjunct Professor of Social Studies
- [Oppenheim, Jean-Marc](#)
Adjunct Associate Professor
- [Tischler, Barbara](#)
Adjunct Assistant Professor of History and Education

INSTRUCTORS

- [Marino, Michael](#)
Instructor
- [Merkel, Alison](#)
- [Rosenfeld, Michael](#)
- [Shuttleworth, Jay](#)
Instructor
- [Taylor, Ashley](#)
Instructor

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Master of Arts (M.A.)

Teaching of Social Studies
- PROFESSIONAL CERTIFICATION
(SSTE-PROF)

Master of Arts (M.A.)

CONTACT INFORMATION

Phone: (212) 678-4083

Fax:

Email: gaudelli@tc.edu

Coordinator: Professor William
Gaudelli

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Instructor
- [Taylor, Ashley](#)
Instructor

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Teaching of Social Studies (SSTE)

Master of Arts (M.A.)
Master of Education (Ed.M.)
Doctor of Education (Ed.D.)
Doctor of Philosophy (Ph.D.)

Teaching of Social Studies - INITIAL
CERTIFICATION (SSTE-INIT)

Master of Arts (M.A.)

Teaching of Social Studies
- PROFESSIONAL CERTIFICATION
(SSTE-PROF)

Master of Arts (M.A.)

CONTACT INFORMATION

Phone: (212) 678-4083

Fax:

Email: gaudelli@tc.edu

Coordinator: Professor William
Gaudelli

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TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

The program in TESOL provides students with a solid foundation in the English language so that pedagogical and research questions related to the teaching, learning and assessment of English as a second or foreign language (ESL/EFL) may be formulated, examined, and resolved. More specifically, the TESOL program helps students develop strategies, firmly grounded in theory, research, and practice, to teach ESL in the U.S., to teach EFL internationally, or to do research on the teaching, learning, or assessment of English as a second or foreign language. The program emphasizes study in the following areas:

- Second language teaching methodologies
- Teaching of the language skills
- Content area education for ESL students
- ESL/EFL materials development and curriculum design
- Language teacher education
- Language teacher observation and supervision
- Second language acquisition
- Second language assessment
- Classroom interaction
- Second language teaching and literacy
- Language program evaluation
- Technology and language teaching and learning

Graduates from the TESOL program typically teach ESL or EFL in elementary or secondary schools, in colleges or universities, in language schools or institutes in the United States or abroad, or in businesses or international organizations. Others work for publishers or computer companies that produce ESL/EFL products. Finally, many TESOL graduates work as language program administrators or teacher educators in schools, colleges, or universities around the world.

As New York City offers one of the most diverse settings in the world for teaching ESL, the TESOL program collaborates with a number of schools in the city to provide students with opportunities to teach or do research in these settings. In addition, the TESOL and Applied Linguistics programs jointly sponsor the Community Language Program (CLP), a program to teach ESL and foreign languages to adults. The CLP serves as an on-site language education lab in which students enrolled in the TESOL program teach the courses, help administer the program, supervise other teachers, and use the CLP as a setting for empirical inquiry. For more information on the CLP, see the website at www.tc.edu/tesol/CLP.

DEGREES OFFERED

TESOL-TEACHING OF ENGLISH TO
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Doctor of Education (Ed.D.)

TESOL- INITIAL CERTIFICATION
(TESL-INIT)

Master of Arts (M.A.)

CONTACT INFORMATION

Phone: (212) 678-3795

Fax:

Email: tesolofc@tc.edu

Coordinator: Professor ZhaoHong Han

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TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

DEGREE INFORMATION/REQUIREMENTS

- [Master of Arts, General Track \(36 points\)](#)
- [Master of Arts with K-12 Certification Track \(38-39 points\)](#)
- [Master of Education \(60 points\)](#)
- [Doctor of Education \(90 points\)](#)
- [Master of Arts with K-12 Certification Track: Teaching Residency Program \(38 Points\)](#)

Master of Arts, General Track (36 points)

A grade average of B or higher is required each semester within the major for all degrees. Students are required to maintain satisfactory academic progress toward degree completion. Consult program of study guides for additional information.

The TESOL program offers three majors in the Master of Arts program: The general track, the K-12 track, and the program in Tokyo.

The TESOL General Track Program offers a 36-point Master of Arts degree for students wishing to teach in any of a variety of settings except in the New York State public schools. The General Track does not prepare students to obtain New York State K-12 Certification in ESL (see below). Students in the TESOL General Track Program take a wide range of courses offered in TESOL and Applied Linguistics.

Required courses:

- A&HT 4077 TESOL classroom practices (3)
- A&HL 4085 Pedagogical English grammar (3)
- A&HL 4087 Introduction to second language acquisition (3)
- A&HL 4088 Second language assessment (3)
- A&HL 4101 Phonetics and phonology (3)
- A&HT 5360 Specialized practica for TESOL teachers – minimum of two (6)

Required courses out-of-program (3 Teachers College courses of at least 2 points each: 6 points minimum) to be chosen with advisor's approval.

Students can normally expect to complete the General M.A. Program in four semesters and one summer.

Elective courses in TESOL or Applied Linguistics: Select from a variety of courses in TESOL or Applied Linguistics (6 points), to be chosen with faculty advisor's approval.

Exit requirement: Final essay (to satisfy College requirement for integrative project).

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Doctor of Education (Ed.D.)

TESOL- INITIAL CERTIFICATION
(TESL-INIT)

Master of Arts (M.A.)

CONTACT INFORMATION

Phone: (212) 678-3795

Fax:

Email: tesolalofc@tc.edu

Coordinator: Professor ZhaoHong Han

Master of Arts with K-12 Certification Track (38-39 points)

A grade average of B or higher is required each semester within the major for all degrees. Students are required to maintain satisfactory academic progress toward degree completion. Consult program of study guides for additional information.

The TESOL program offers three majors in the Master of Arts program: The general track, the K-12 track, and the program in Tokyo.

The TESOL K-12 Certification Program offers a 38-point minimum Master of Arts degree in TESOL leading toward Initial New York State Teacher Certification. We currently have no professional certification program for students who already have initial certification or are teaching full-time. Students wishing to teach in a public school in another state are advised to consult the certification requirements for that state.

Required courses for Initial K-12 Certification Students:

- A&HT 4076 TESOL methodologies for K-6 (3)
- A&HT 4171 TESOL methodologies for 7-12 (3)
- A&HT 4185 Pedagogical approaches in the content areas for teachers of K-12 ESL (3)
- A&HT 5205 Fieldwork in TESOL (1 semester, K-6; 1 semester, 7-12) (1 point each)
- A&HT 4776 Supervised student teaching in TESOL: K-6 (3)
- A&HT 4777 Supervised student teaching in TESOL: 7-12 (3)
- A&HL 4085 Pedagogical English grammar (3)
- A&HL 4101 Phonetics and phonology (3)
- A&HL 4087 Introduction to second language acquisition (3)
- A&HL 4088 Second language assessment (3)

Three TESOL workshops (minimum of 3 for 0-1 point each).

Required courses outside the program (6-9 points):

- A course in Special Education (2-3)
- A course in Bilingual Education (or Foundations of Education/Urban Education) (2-3)
- An elective breadth course in consultation with a faculty advisor (2-3)
- TESOL and Applied Linguistics elective. This requires a faculty advisor's approval (3)

Students can normally expect to complete the TESOL K-12 Certification M.A. Program in four semesters and one summer term.

Master of Education (60 points)

The TESOL Program offers a Master of Education (Ed.M.), requiring a minimum of 60 points of graduate study. The Ed.M. involves in-depth study in one or more areas of TESOL. The Ed.M. is designed to complement former professional training at the M.A. level, and it sometimes serves as initial preparation for entering the doctoral program. Students who did not receive an M.A. in TESOL from Teachers College will be expected to complete specified required courses (see program sheets), from the TESOL M.A. in addition to their program of study. Exemptions based on prior coursework or their equivalent from another program must be approved by the professor teaching the course and the faculty advisor.

Required courses (12 points):

- A&HL 4001 Sociolinguistics and education
- A&HL 4104 Discourse analysis (or A&HL 4105, Conversation analysis, or A&HL 4106, Text and Textuality)
- A&HL 5575 Research literacy in applied linguistics and TESOL

Breadth requirement (6-9 points):

Those students who do not already have a degree from Teachers College must take three courses of at least 2 points each from outside the department with an advisor's approval.

At least one out-of-program course must be:

- C&T 5502 Introduction to qualitative research in curriculum and teaching (2-3)
- HUDM 4050 Introduction to measurement (2-3)
- HUDM 4122 Probability and statistical inference (3)
- ITSF 4092 Qualitative research and evaluation in international education (3)
- ITSF 5000 Methods of inquiry: Ethnography and participant observation (or ITSF 5001 or 5002) (3)
- ORLJ 4009 Understanding behavioral research (3)
- HUDM 5122 Applied Regression Analysis (3)
- HUDM 5123 Linear models and experimental design (3)
- HUDM 6051-2 Psychometric theory I and II (3)
- HUDM 6055 Latent structure analysis (3)
- HUDM 6122 Multivariate analysis I (3)
- One of the qualitative research methods courses offered at the college (To be chosen with faculty advisor's approval).

Electives in TESOL or Applied Linguistics (9): To be chosen with an advisor's approval.

All Ed.M. students must complete an Ed.M. project, written on a research topic arising from their course-related interests and subject to approval by their faculty advisor.

Doctor of Education (90 points)

The TESOL Program offers an Ed.D. in TESOL requiring a minimum of 90 points of graduate study. The Ed.D. involves sustained and in-depth study in an area of specialization in TESOL and is designed for students wishing to pursue empirical research in one of the following areas: language teaching methodology, language in the content areas, language teacher education, second language acquisition, second language assessment, second language literacy, second language classroom interaction, and language program evaluation. Students who did not receive an M.A. or Ed.M. in TESOL from Teachers College will be expected to have completed all the required courses, or their equivalent, from the TESOL Ed.M.

Doctoral students have three types of requirements: concentration requirements, research methods requirements, and doctoral preparation requirements.

Concentration Requirement:

Students are required to take a minimum number of points in their concentrations.

The exact courses should be decided in consultation with their advisor.

Research Requirements (12 points):

To ensure that students have the skills to do scholarly research in their area of concentration, they are required to take a minimum of 12 points in research methods, statistics and measurement. Also, depending on the type of dissertation (see research methods, measurement or statistics courses from the Ed.M.) being written, students may be asked to take additional courses in these areas. The following elective research preparation courses should be taken in consultation with the doctoral advisor:

Required Research Methods Courses:

- C&T 5502 Introduction to qualitative research in curriculum and teaching (2-3)

- HUDM 4050 Introduction to measurement (2-3)
- ORLJ 4009 Understanding behavioral research (3)
- HUDM 4122 Probability and statistical inference (3)
- ITSF 4092 Qualitative research and evaluation in international education (3)
- ITSF 5000 Methods of inquiry: Ethnography and participant observation (or ITSF 5001 or 5002) (3)
- HUDM 5122 Applied Regression Analysis (3)
- HUDM 5123 Linear models and experimental design (3)
- HUDM 6051-2 Psychometric theory I and II (3)
- HUDM 6055 Latent structure analysis (3)
- HUDM 6122 Multivariate analysis I (3)
- One of the qualitative research methods courses offered at the college (To be chosen with faculty advisor's approval). Electives in TESOL or Applied Linguistics (9): To be chosen with an advisor's approval.

In order to progress through these stages, doctoral students are required to take a sequence of doctoral seminars at the 5500, 6500, 7500, and 8900 levels. Students begin to take these courses when they have reached approximately 45-50 points in the program, and after they have been taking courses at Teachers College for a minimum of one year. After that, doctoral students are required to register for and attend doctoral seminar every semester.

Doctoral students are required to demonstrate research preparedness in a substantive area by passing the research paper at the 5500 level, the certification exam at the 6500 level, and the certification paper at the 6500 level. Then, as evidence that they are able to carry out original research under the guidance of a doctoral committee, they must write a dissertation prospectus at the 7500 level as a part of the dissertation seminar, and complete a doctoral dissertation while continuously registered for dissertation advisement at the 8900 level.

To prepare for these requirements, students will need to take one or more of the seminars in consultation with an academic advisor. These seminars occur at the 5500, 6500, 7500 and 8900 levels. All of these seminars are offered each semester. To determine which seminar to register for, consult an academic advisor.

- A&HL 5501/ Research paper in applied A&HT5505/linguistics (1-3 each course) A&HT5507 or
- A&HL 6501/ Doctoral seminar in applied A&HT6505/linguistics (1-3 each course) A&HT6507 or
- A&HL 7501/ Dissertation seminar in A&HT7505/applied linguistics A&HT7507 (1-2 each course) or
- A&HT 8905 Dissertation advisement: TESOL (0)

Doctoral students should consult the Office of Doctoral Studies to be certain of complying with the latest procedures, deadlines, and documents.

Master of Arts with K-12 Certification Track: Teaching Residency Program (38 pts)

An additional M.A. program in TESOL leading to TESOL K-12 New York State Initial Certification is through the Teaching Residents at Teachers College (TR@TC) program. www.tc.edu/teachingresidents

This degree option is restricted to students who do not have previous teaching certification and who have been admitted to TR@TC.

Students in this program complete the core TESOL requirements as well as the out-of-program requirements specific to TR@TC, which focus on middle and high school teaching. Teaching Residents are required to take intensive summer courses, participate in

an ongoing integrating seminar, and engage in a full school year teaching residency in a high-need New York City middle or high school. Upon completion of this program, Teaching Residents are required to teach in a high need New York City school for three additional years.

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TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

APPLICATION INFORMATION

Applications are accepted for the fall and spring application deadlines as advertised by the College. For the K-12 TESOL program, only fall applications will be accepted. Any application received after those dates or incomplete applications will not be reviewed.

A writing sample is required with all Ed.M. and Ed.D. applications. Applicants to the Ed.M. and Ed.D. programs must have an M.A. in TESOL, Applied Linguistics, or a related field.

Ed.M. applicants may request to transfer up to 30 credit points into the TESOL program from previous graduate study at an accredited institution. Applicants who have already earned an M.A. from Teachers College may transfer a maximum of 15 points in related areas from an accredited institution. Ed.D. students may transfer up to 45 points from previous graduate study at an accredited institution. All transfer of credit points must meet the approval of a faculty advisor.

All students are expected to write and speak in a way that is appropriate to their professional responsibilities. Students having difficulty in achieving these standards will be required to take additional coursework or seek help from the TC Writing Center. All non-native speakers of English, including those who have an undergraduate degree from an English-medium university in the U.S. or abroad, must submit either:

- A total minimum score of 102 on the TOEFL IBT exam. Also a minimum score of 26 on the speaking and writing sections and a minimum of 25 on the reading and listening sections; or
- A minimum score of 600 on the paper/pencil TOEFL or a minimum score of 250 on the TOEFL CBT. Also a minimum score of a 50 on the Test of Spoken English (TSE) and a minimum score of 5 on the Test of Written English (TWE); or
- A score of B or better on the Cambridge Certificate of Proficiency in English (CEP); or
- A score of 7.0 or better on the Cambridge International English Language Testing System (IELTS).

Expired scores will not be accepted

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TESOL- INITIAL CERTIFICATION
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Master of Arts (M.A.)

CONTACT INFORMATION

Phone: (212) 678-3795

Fax:

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Coordinator: Professor ZhaoHong Han

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TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

PROGRAM FACULTY

FACULTY

- [Han, ZhaoHong](#)
Professor of Language and Education
- [Purpura, James](#)
Associate Professor of Language and Education
- [Waring, Hansun](#)
Assistant Professor of Applied Linguistics and TESOL

LECTURERS

- [Fuchs, Carolin](#)
Lecturer
- [Grabowski, Kirby](#)
Lecturer
- [Lindhardsen, Vivian](#)
Lecturer
- [Snyder, William](#)
Lecturer
- [Williams, Howard](#)
Lecturer

EMERITI

- [Horowitz, Franklin](#)
Adjunct Associate Professor of Linguistics & Education

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TESOL-TEACHING OF ENGLISH TO
SPEAKERS OF OTHER LANGUAGES
(TESL)

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

TESOL- INITIAL CERTIFICATION
(TESL-INIT)

Master of Arts (M.A.)

CONTACT INFORMATION

Phone: (212) 678-3795

Fax:

Email: tesolofc@tc.edu

Coordinator: Professor ZhaoHong Han

[Arts & Humanities](#) »

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

PROGRAM COURSES

A&HT 4000 SPECIAL TOPICS IN TESOL (1-6)

Provides an in-depth examination of special topics of current theoretical or pedagogical concern in the field of second or foreign language education. Topics may vary from term to term. This course may be repeated for credit with change of topic. Special fee: \$15

Faculty: [Fuchs, Carolin](#)

A&HT 4076 TESOL METHODOLOGIES K-6

Teaches ESL to elementary students focusing on early literacy development and content instruction. Special fee: \$15.

Faculty: [Balbi, John](#) [Hruska, Barbara](#)

A&HT 4077 TESOL CLASSROOM PRACTICES

Introduction to the major language teaching approaches that have been influential in the 20th century. Special fee: \$15.

Faculty: [Fuchs, Carolin](#)

A&HT 4164 TESOL METHODOLOGIES: LANGUAGE FOR SPECIFIC PURPOSES

Workshops usually meet over 1 or 2 weekends. Special fee: \$15.

Faculty: [Fuchs, Carolin](#) [Han, ZhaoHong](#)

A&HT 4165 TESOL METHODOLOGIES: ENGLISH FOR ACADEMIC PURPOSES

Workshops usually meet over 1 or 2 weekends. Special fee: \$15.

Faculty: [Fuchs, Carolin](#)

A&HT 4166 TESOL METHODOLOGIES: COMPUTER-ASSISTED LANGUAGE LEARNING

Workshops usually meet over 1 or 2 weekends. Special fee: \$15.

Faculty: [Fuchs, Carolin](#)

A&HT 4168 TESOL METHODOLOGIES: CULTURE AND SECOND LANGUAGE TEACHING

Workshops usually meet over 1 or 2 weekends. Special fee: \$15.

Faculty: [Hruska, Barbara](#)

A&HT 4169 TESOL METHODOLOGIES: LITERATURE IN THE ESOL CLASS

Workshops usually meet over 1 or 2 weekends. Special fee: \$15.

Faculty: [Fuchs, Carolin](#)

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A&HT 4171 TESOL METHODOLOGIES FOR 7 - 12

Teaching ESL to secondary students, focusing on content area ESL and second language literacy. Special fee: \$15.

Faculty: [Hruska, Barbara](#) [Kieffer, Michael](#) [Lindhardsen, Vivian](#)

A&HT 4173 TESOL METHODOLOGIES: TASK-BASED AND FUNCTIONAL APPROACHES TO LANGUAGE LEARNING

Workshops usually meet over 1 or 2 weekends. Special fee: \$15.

Faculty: [Han, ZhaoHong](#)

A&HT 4174 TESOL METHODOLOGIES: TEACHING SECOND LANGUAGE GRAMMAR

Workshops usually meet over 1 or 2 weekends. Special fee: \$15.

Faculty: [Han, ZhaoHong](#) [Williams, Howard](#)

A&HT 4176 TESOL METHODOLOGIES: TEACHING LISTENING

Workshops usually meet over 1 or 2 weekends. Special fee: \$15.

Faculty: TBD

A&HT 4177 TESOL METHODOLOGIES: TEACHING SPEAKING

Workshops usually meet over 1 or 2 weekends. Special fee: \$15.

Faculty: [Fuchs, Carolin](#)

A&HT 4178 TESOL METHODOLOGIES: TEACHING READING

Workshops usually meet over 1 or 2 weekends. Special fee: \$15.

Faculty: TBD

A&HT 4179 TESOL METHODOLOGIES: TEACHING WRITING

Workshops usually meet over 1 or 2 weekends. Special fee: \$15.

Faculty: TBD

A&HT 4180 TESOL METHODOLOGIES: TRENDS IN TESOL METHODOLOGIES

Workshops usually meet over 1 or 2 weekends. Special fee: \$15.

Faculty: [Fuchs, Carolin](#)

A&HT 4500 ADVANCED ENGLISH LANGUAGE STUDY

Developmental ESL for non-native speakers of English who wish to improve their academic writing and speaking skills; emphasis on writing research papers or giving oral presentations in graduate seminars or other professional venues. Topics and emphasis change each term. Course may be taken more than once. Limit 1 point toward TESOL or Applied Linguistics degree. Special fee: \$15.

Faculty: [Grabowski, Kirby](#)

A&HT 4776 SUPERVISED STUDENT TEACHING IN TESOL: PK-12

Permission of instructor required. A supervised teaching experience for M.A. students who work toward a New York State teaching certificate in TESOL PK-12 (Preschool to 12th grade) Special fee: \$15.

Faculty: [Hruska, Barbara](#)

A&HT 4777 SUPERVISED STUDENT TEACHING IN TESOL: 7-12

Permission of instructor required. A supervised teaching experience for M.A. students who work toward a New York State teaching certificate in TESOL PK-12 (Preschool to 12th grade) Special fee: \$15.

Faculty: [Hruska, Barbara](#)

A&HT 4860 SPECIALIZED TESOL MATERIALS

Workshops usually meet over 1 or 2 weekends. Special fee: \$15.

Faculty: TBD

A&HT 4862 SPECIALIZED TESOL MATERIALS: COOPERATIVE

LEARNING

ty. Workshops usually meet over 1 or 2 weekends. Special fee: \$15.

Faculty: [Hruska, Barbara](#)

A&HT 5000 ADVANCED TOPICS IN TESOL

Provides an in-depth examination of research of current theoretical or pedagogical concerns in the field of second or foreign language education. Emphasis will be on the collection and analysis of data related to the special topic. Topics may vary from term to term. This course may be repeated for credit with change of topic. Special fee: \$15.

Faculty: TBD

A&HT 5087 SLA IN THE CLASSROOM

This course provides an interface between second language acquisition (SLA) theories and classroom practices through: (a) exploring the practical implications of SLA research for second language teaching, and (b) offering an arena for critical reflections on past and current teaching practices. Special fee: \$15.

Faculty: [Han, ZhaoHong](#)

A&HT 5205 FIELDWORK IN TESOL

Permission of instructor required. Required field observation for students in the K-12 certification track. Special Fee: \$15

Faculty: TBD

A&HT 5301 PRACTICUM I : INTEGRATED SKILLS

Helps student teachers refine their understanding of, and skills in, implementing and reflecting on their English language teaching. The course consists of two components: weekly seminars and student teaching in the Community English Program (CEP). Special fee: \$15.

Faculty: [Fuchs, Carolin](#) [Grabowski, Kirby](#) [Lindhardsen, Vivian](#)

A&HT 5505 RESEARCH PAPER: TESOL

Research Paper: TESOL. Special fee: \$15.

Faculty: [Han, ZhaoHong](#)

A&HT 5519 INSTRUCTED SECOND LANGUAGE ACQUISITION AND ASSESSMENT

Prerequisite: A&HL 4088. Examines how teaching, learning and assessment of grammar have been conceptualized, researched and explained in recent decades. Explores differing conceptualizations of language ability as a basis for teaching grammar under different conditions and as a basis for measuring and explaining grammatical acquisition. Special fee: \$15.

Faculty: TBD

A&HT 6301 PRACTICUM II: LISTENING

Helps students develop and practice their skills in teaching listening within an integrated, communicative English language curriculum. The course consists of two components: weekly seminars and student teaching in the Community English Program (CEP). Special fee: \$15.

Faculty: [Lindhardsen, Vivian](#)

A&HT 6302 PRACTICUM II: SPEAKING

Helps students develop and practice their skills in teaching speaking within an integrated, communicative English language curriculum. The course consists of two components: weekly seminars and student teaching in the Community English Program (CEP). Special fee: \$15.

Faculty: [Grabowski, Kirby](#)

A&HT 6303 PRACTICUM II: READING

Helps students develop and practice their skills in teaching reading within an integrated,

communicative English language curriculum. The course consists of two components: weekly seminars and student teaching in the Community English Program (CEP). Special fee: \$15.

Faculty: [Fuchs, Carolin](#)

A&HT 6304 PRACTICUM II: WRITING

Helps students develop and practice their skills in teaching writing within an integrated, communicative English language curriculum. The course consists of two components: weekly seminars and student teaching in the Community English Program (CEP). Special fee: \$15.

Faculty: [Fuchs, Carolin](#)

A&HT 7505 DISSERTATION SEMINAR: TESOL

Dissertation seminar: TESOL

Faculty: [Han, ZhaoHong](#)

[Arts & Humanities »](#)

TEACHING OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES – JAPAN

This program is no longer accepting applications.

The program offers an off-campus M.A. in TESOL in Tokyo designed specifically for teachers of English in Japan. As an extension of the New York TESOL program, this program provides opportunities for current teachers of English to earn an M.A. while teaching part or full-time. This program suits teachers of English in the Japanese school system (elementary, junior high and high schools), as well as those working in the commercial sector, or those in Japan on such programs as the Japan Exchange Teaching (JET) program. Students attend courses, workshops and practica offered on Saturdays and Sundays throughout the year, and the class times are organized so that working teachers are able to attend on the weekends. Students may request to transfer between the New York and Japan TESOL programs subject to approval. All offerings are in English.

DEGREES OFFERED

Teaching of English to Speakers of Other Languages (TESOL-Japan) (TSLJ)

Master of Arts (M.A.)

CONTACT INFORMATION

Phone: (81)-3-3221-9771 (Tokyo)

Fax:

Email:

Coordinator: Dr. William Snyder