

TEACHERS COLLEGE  
COLUMBIA UNIVERSITY

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DEPARTMENT OF ARTS & HUMANITIES

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# Arts & Humanities

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## 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.

# Applied Linguistics & Teaching of English to Speakers of Other Languages (TESOL)

Department of - Arts & Humanities

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## Program Description

The Applied Linguistics (AL) and Teaching English to Speakers of Other Languages (TESOL) Program provides students with a solid foundation in language so that pedagogical and research questions related to language, language use, second language pedagogy, second language acquisition, second language assessment, and TESOL PK-12 education may be formulated, examined, and resolved. More specifically, the AL and TESOL Program helps students develop strategies, grounded in theory, research, and practice, to teach second and foreign languages, develop curricula, and assess language performance in a wide variety of national and international contexts. Below are detailed descriptions of the degree offerings in the AL and TESOL Program.

The major in Applied Linguistics (AL) 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 AL major emphasizes study in the following:

- Conversation analysis
- Pragmatics
- Discourse analysis
- Foreign language pedagogy
- Interlanguage analysis
- Language phonetics/phonology
- Second language assessment
- Second language acquisition
- Second language literacy
- Sociolinguistics
- Technology in applied linguistics

The major 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 TESOL concentration emphasizes study in the following areas:

- Classroom interaction
- Content area education for ESL students
- Language teacher education
- Second language acquisition
- Second language assessment

- Second language literacy
- Second language teaching methodologies
- Teaching of the language skills
- Technology in language teaching and learning

Graduates from the Program typically teach ESL or EFL in elementary or secondary schools, in colleges or universities, in language schools or institutes in the United States or abroad, or in businesses or international organizations. Others work for assessment companies such as ETS, Cambridge ESOL, or Pearson, publishers, or technology companies that produce ESL/EFL products. Finally, many graduates work as language program administrators or teacher educators in schools, colleges, and universities around the world.

As New York City offers one of the most diverse settings in the world for teaching ESL, the program collaborates with a number of schools in the city to provide students with opportunities to teach or do research in these settings. In addition, the AL and TESOL 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 about the CLP, see the website at <http://www.tc.columbia.edu/communitylanguage/>.

## Degree Summary

### **M.A. - Master of Arts**

- Applied Linguistics (LING)
- TESOL - Teaching of English to Speakers of Other Languages (TESL)
- TESOL with Initial PK-12 Certification (TESL-INIT)

### **Ed.M. - Master of Education in Applied Linguistics (LING)**

- Second Language Acquisition
- Second Language Assessment
- Language Use

### **Ed.M. - Master of Education in TESOL (TESL) [Not accepting applications at this time]**

### **Ed.D. - Doctor of Education in Applied Linguistics (LING)**

- Second Language Acquisition
- Second Language Assessment
- Language Use

### **Ed.D. - Doctor of Education in TESOL (TESL) [Not accepting applications at this time]**

For a complete listing of degree requirements, please continue on to this program's "Degrees" section in this document

# Degree Requirements

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## Master of Arts (36-37 points)

The Applied Linguistics and TESOL Program offers a Master of Arts degree with three tracks: Applied Linguistics, TESOL General, and TESOL K-12 with Initial Certification. Please see the track descriptions below for detailed curriculum information.

Students earning the Masters of Arts degree have four types of requirements: general courses, core courses (specific to each track), elective and breadth courses, and an exit project. All course decisions should be made in consultation with the student's faculty advisor. The core, elective, and breadth courses for each track are included below.

### General Courses (15 points):

- 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)
- One Language use course from the following:
  - A&HL 4001: Sociolinguistics and education (3)
  - A&HL 4104: Discourse analysis (3)
  - A&HL 4105: Conversation analysis (3)
  - A&HL 4106: Text and textuality (3)

### Core Courses (9 points; see below for each track)

### Elective and Breadth Courses (12 points; for AL and TESOL General, see below for TESOL PK-12):

- Elective courses or workshops in Applied Linguistics and TESOL (3-6 points):
  - A&HL 4001: Sociolinguistics and education (3)
  - A&HL 4089: Teaching writing to ESL students (3)
  - A&HL 4104: Discourse analysis (3)
  - A&HL 4105: Conversation analysis (3)
  - A&HL 4106: Text and textuality (3)
  - A&HL 5008: Interlanguage analysis (3)
  - A&HL 5011: Technology-based language teaching and material design (3)
  - A&HL 5020: Interactional sociolinguistics (3)
  - A&HL 5085: Advanced syntax (3)
  - A&HL 5087: SLA in the classroom (3)
  - A&HL 5105: Classroom discourse (3)
  - A&HL 5106: Language socialization (3)
  - A&HL 5512: Historical perspectives on language testing research (3)
  - A&HL 5519: Instructed second language acquisition and assessment (3)
  - A&HL 6031: Advanced conversation analysis (3)
  - A&HL 6040: Classroom-based language assessment (3)
  - A&HL 6060: Generalizability theory for second language assessment research (3)
  - A&HL 6087: Advanced second language acquisition (3)
  - A&HL 6089: Second language performance assessment (3)
  - A&HL 6097: Task-based language learning (3)
- Required out-of-program breadth TC courses (6 points total):
  - Chosen with advisor's approval.

**Exit Project:**

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

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

## Master of Arts in Applied Linguistics (36 points)

The Applied Linguistics track offers a 36-point Masters of Arts degree for students wishing to pursue research.

### Core Courses (specific to Applied Linguistics track) (9 points):

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

## Master of Arts in TESOL, General Track (36 points)

The TESOL General track 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 PK-12 Certification in ESL.

### Core Courses (specific to TESOL track) (9 points):

- A&HL 4077      TESOL classroom practices (3)
- A&HL 5301      Practicum I: Integrated skills (3)
- One course from the following:
  - A&HL 6301      Practicum II: Listening (3)
  - A&HL 6302      Practicum II: Speaking (3)
  - A&HL 6303      Practicum II: Reading (3)
  - A&HL 6304      Practicum II: Writing (3)

## Master of Arts in TESOL, PK-12 Initial Certification Track (37 points)

The TESOL PK-12 Initial Certification track offers a 37-point 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 a state other than New York are advised to consult the certification requirements for that state.

Candidates applying for initial certification in New York will be required to take and pass the edTPA. Information about edTPA is incorporated into the TESOL PK-12 Initial Certification curriculum. edTPA is a student-centered multiple measure assessment of teaching. For more information, please visit the edTPA website.

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

### General Courses and Exit Project (12 points; see above)

#### Core Courses in TESOL, PK-12 (13 points):

- A&HL 4076 TESOL methodologies for PK-6 (3)
- A&HL 4171 TESOL methodologies for 7-12 (3)
- A&HL 4185 Pedagogical approaches in the content areas for teachers of PK-12 ESL (3)
- A&HL 4776 Supervised student teaching in TESOL: PK-6 (2)
- A&HL 4777 Supervised student teaching in TESOL: 7-12 (2)

#### Elective and Breadth Courses (12 points; different from above)

- Elective courses or workshops in Applied Linguistics and TESOL (3 points):
  - A&HL 4001 Sociolinguistics (3)
  - A&HL 4104 Discourse analysis (3)
  - A&HL 4105 Conversation analysis (3)
  - A&HL 4106 Text and textuality (3)
  - A&HL 5105 Classroom discourse (3)
  - A&HL 5106 Language socialization (3)
  - A&HL 5011 Tech-based language teaching and materials design (3)
  - A&HL 5087 Second language acquisition in the classroom (3)
  - A&HL 6040 Classroom-based language assessment (3)
- One out-of-program course from each of the following three categories (9 points):
  - Bilingual/bicultural education or Foundations of education and urban education (3)
    - A&HB 4020 Bilingualism and disabilities
    - A&HB 4021 Foundations of bilingual/bicultural education
    - A&HB 4024 Linguistics foundations of bilingual/bicultural education
    - A&HB 4075 Cross-cultural communication and classroom ecology
    - A&HB 4121 Bilingual/bicultural curriculum design
    - A&HH 4076 History of urban education
    - C&T 4078 Curriculum and teaching in urban areas
    - C&T 4501 Teaching and learning in the multicultural classroom
    - EDPS 4022 Sociology of urban education
    - ITSF 4060 Latinos in urban schools
    - Various topics courses in Bilingual/Bicultural Education
  - Elementary and secondary education (3)
    - A&HF 4090 Philosophies of education
    - A&HF 4091 Call to teach
    - A&HW 4036 The teaching of social studies
    - A&HW 5030 Diversity and the social studies curriculum
    - A&HW 5223 Oral history as a multidisciplinary teaching tool
    - C&T 4124 Curriculum development in elementary education
    - C&T 4133 Learning and teaching in the intermediate reading and writing classroom
    - C&T 4141 Literature for older children
    - C&T 4151 Teaching of writing
    - C&T 5037 Literacy, culture, and the teaching of reading
    - HUDK 4022 Developmental psychology: Childhood

- HUDK 4023      Developmental psychology: Adolescence
- MSTC 4040      Science in childhood education
- MSTC 4042      Multicultural science education
- MSTC 4044      Biology curriculum and methods laboratory
- MSTC 4046      Chemistry curriculum and methods laboratory
- MSTC 4140      Lab methods and experiences
- MSTM 5010      Mathematics in elementary school
- MSTM 5011      Mathematics in secondary school
- Teaching students with learning disabilities (3)
  - C&T 4000      Disability, exclusion, and schooling
  - C&T 4001      Differentiating instruction in inclusive classrooms
  - C&T 4046      Curriculum and instruction in secondary inclusive education
  - C&T 4047      Curriculum development in secondary inclusive education
  - C&T 4301      Formal assessment of exceptional students
  - C&T 5080      Access to full participation in schools
  - HBSE 4001      Teaching students with disabilities in inclusive classrooms

## Master of Education (60 points)

The Applied Linguistics and TESOL Program offers a Master of Education degree with one track in TESOL, PK-12 Education, and three tracks in Applied Linguistics (LING): second language acquisition, second language assessment, and language use. Please see the track descriptions below for detailed curriculum information. Note that students' major program will be either TESOL or Applied Linguistics; tracks will not appear on student academic records. Students can normally expect to complete the Ed.M. in Applied Linguistics or TESOL in six semesters (i.e., three years). At this time, we are not accepting applications for the Ed.M. in TESOL degree.

Students earning the Master of Education degrees have six types of requirements: prerequisites and/or transfer courses, core courses, elective courses, research methods and statistics courses, breadth courses, and an Ed.M. exit project. All course decisions should be made in consultation with the student's faculty advisor. Students across all tracks are required to complete 9 credits of elective courses in Applied Linguistics and TESOL as well as an exit project outside of their coursework. Students with an M.A. from Teachers College can use up to 36 credits of their M.A. course work toward their Ed.M. program. Students with an M.A. from other accredited institutions or who completed their M.A. at TC but outside of AL or TESOL can transfer a total of 30 credits (up to 15 additional credits of coursework on topics not listed under Pre-requisite Courses for AL below), subject to the approval of a faculty advisor.

### Pre-requisite Courses (15 points):

- 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)
- One course from the following:
  - A&HL 4001      Sociolinguistics and education (3)
  - A&HL 4104      Discourse analysis (3)
  - A&HL 4105      Conversation analysis (3)
  - A&HL 4106      Text and textuality (3)

Requirements for core courses, research methods and statistics courses, and breadth courses vary from track to track.



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## Master of Education in Applied Linguistics (60 pts; 2nd Lang. Acquisition Track)

The second language acquisition track requires 60 points beyond the bachelor's degree, with a minimum of 30 points taken under the auspices of Teachers College. The Ed.M. may serve as continued professional development or as groundwork for future doctoral studies in Applied Linguistics or TESOL.

**General Courses, Elective Courses, Transfer Courses, and Exit Project (39 points; see above)**

**Core Courses in Second Language Acquisition (15 points):**

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

**Research Methods and Statistics for Second Language Acquisition (6 points):**

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

**Required Out-of-Program Breadth TC Courses (6 points total, chosen with advisor's approval). Below is a sample of such courses.**

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

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## Master of Education in Applied Linguistics (60 pts; 2nd Lang. Assessment Track)

The second language assessment track requires 60 points beyond the bachelor's degree, with a minimum of 30 points taken under the auspices of Teachers College. The Ed.M. may serve as continued professional development or as groundwork for future doctoral studies in Applied Linguistics or TESOL.

**General Courses, Elective Courses, Transfer Courses, and Exit Project (39 points; see above)**

**Core Courses in Second Language Assessment (9 points):**

- A&HL 5512 Historical perspectives on language testing research (3)
- A&HL 5519 Instructed second language acquisition and assessment (3)
- A&HL 6000 Second language test validation (3)
- A&HL 6040 Classroom-based language assessment (3)
- A&HL 6060 Generalizability theory for second language testing research (3)
- A&HL 6089 Second language performance assessment (3)
- A&HL 6407 Internship in applied linguistics and TESOL: Assessment lab (3)
- Various topics courses (3)

**Research Methods and Statistics for Second Language Assessment (also serves to fulfill the Out-of-Department breadth requirement) (6 points). Below is a sample of such courses.**

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

**Other Elective Out-of-Program (6 points total, chosen with advisor's approval). Below is a sample of such courses.**

- HUDK 4029 Human cognition and learning (2-3)
- HUDK 4035 Technology and human development (2-3)
- HUDK 4074 Reading comprehension strategies and study skills (2-3)
- HUDK 4080 Educational psychology (2-3)
- HUDK 5023 Cognitive development (2-3)
- HUDK 5024 Language development (2-3)
- HUDK 5039 Design of intelligent learning environments (2-3)
- HUDK 5055 Evaluation of institutions, program, and curricula (2-3)
- HUDM 6051 Psychometric theory I (2-3)
- HUDM 6122 Multivariate analysis I (2-3)
- MSTU 4008 Information technology and education (2-3)
- MSTU 4036 Hypermedia and education (2-3)
- MSTU 4133 Cognition and computers (2-3)

## Master of Education in Applied Linguistics (60 pts; Language Use Track)

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

**Core Courses in Language Use (9 points):**

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

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

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

**Required Out-of-Program Breadth Courses (6 points total, chosen with advisor's approval). Below is a sample of such courses.**

- ITSF 5003      Culture and communication (2-3)
- ITSF 5016      Ethnography of education (2-3)
- Additional courses chosen with advisor's approval

## Master of Education in TESOL

*At this time, we are not accepting applications for this degree.*

The degree requires 60 graduate points beyond the bachelor's degree, with a minimum of 30 points taken under the auspices of Teachers College. The Ed.M. may serve as continued professional development or as groundwork for future doctoral studies in Applied Linguistics or TESOL. For the focus on TESOL PK-12 education, students will complete the following requirements:

**Elective Courses, Transfer Courses, and Exit Project (12 points; see above)**

**General Courses (27 points; differ from above)**

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

**Core Courses in TESOL PK-12 Education (9 points):**

- A&HL 4030      Second language literacy development (3)
- A&HL 4104      Discourse analysis (3)
- A&HL 5577      Language teacher education: Supervision (3)

- A&HL 6207      Advanced fieldwork in AL and TESOL: Research practicum in L2 literacy (3)
- Various topics courses (3)

**Research Methods and Statistics for TESOL PK-12 Education (6 points):**

- A&HL 5575      Research literacy in applied linguistics and TESOL (3)
- One course from the following:
  - C&T 5502      Introduction to qualitative research in curriculum & teaching (3)
  - HUDM 4050      Introduction to measurement (3)
  - HUDM 4122      Probability and statistical inference (3)
  - ITSF 5000      Methods of inquiry: Ethnography and participant observation (3)
  - ITSF 5016      Ethnography of education (3)

**Required Out-of-Program Breadth Courses (6 points total, chosen with advisor's approval). Below is a sample of such courses.**

- Various topical courses in bilingual/bicultural education (2-3)
- A&HF 4194      Dialogue and difference in the multicultural classroom (2-3)
- A&HW 5030      Diversity and the social studies curriculum (2-3)
- BBSN 5070      Neural bases of language and cognitive development (2-3)
- BBSQ 5044      Speech and language perception and processing (2-3)
- C&T 4001      Differentiating instruction in inclusive classrooms (2-3)
- HUDK 4029      Human cognition and learning (2-3)
- ITSF 4025      Languages, society, and schools (2-3)
- MSTC 4007      Urban and multicultural science education (2-3)
- MSTM 5010      Mathematics in the elementary school (2-3)
- MSTU 4008      Information technology and education (2-3)
- ORLJ 5046      Intercultural communications in organizational contexts (2-3)

## Doctor of Education (90 points)

The Applied Linguistics and TESOL Program offers a Doctor of Education degree with three tracks: second language acquisition, second language assessment, and language use. Please see the track descriptions below for detailed curriculum information. At this time, we are not accepting applications for the Ed.D. in TESOL degree.

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 the Ed.M. program.

Doctoral students have four types of requirements: concentration requirements, elective and breadth course requirements, research methods and statistics requirements, and doctoral candidacy requirements. All course decisions should be made in consultation with the student's faculty advisor.

**Transfer Courses (45 or 60 points):**

- Students with an M.A. or Ed.M. from Teachers College can use up to 60 prior TC credits toward their Ed.D. program. Students from other institutions may be eligible to transfer up to 45 points from previous graduate study at an accredited institution. All points transferred must be from coursework relevant to the degree program enrolled in, and any transfer of points must meet the approval of the student's faculty advisor.

**Candidacy Requirements (15 points; courses may be retaken):**

- A&HL 5507      Research paper in applied linguistics (3)
- A&HL 6507      Doctoral seminar in applied linguistics (3)

- A&HL 7507      Dissertation seminar in applied linguistics (3)
- A&HL 8907      Dissertation advisement TESOL and applied linguistics (0)

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

Doctoral preparation involves three successive stages:

1. Development of qualitative and quantitative research literature and methods
2. Identification of a dissertation topic
3. Presentation of a prospectus

Doctoral students are required to demonstrate research preparedness in a substantive area by passing the research paper at the 5500 level, the certification exam and certification at the 6500 level, and the dissertation proposal at the 7500 level.

## Doctor of Education in Applied Linguistics (90 pts; 2nd Lang. Acquisition Track)

The second language acquisition track requires a minimum of 90 points beyond the bachelor's degree.

### Concentration Requirements for Second Language Acquisition (15 points):

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

### Research Methods and Statistics Requirements for Second Language Acquisition (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.

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

**Elective and Breadth Course Requirements for Second Language Acquisition (15 points):**

- Elective courses or workshops in Applied Linguistics and TESOL (9 points):
  - Chosen with advisor's approval
- Out-of-program breadth courses (6 points of any combination):
  - BBS 5068           Brain and behavior I (2)
  - BBS 5069           Brain and behavior II (2)
  - HBSK 4074          Development of reading comprehension strategies and study skills (2-3)
  - HBSK 5096          Psychology of memory (2-3)
  - HUDK 4015          Psychology of thinking (2-3)
  - HUDK 4029          Human cognition and learning (2-3)
  - HUDK 4035          Technology and human development (2-3)
  - HUDK 4080          Educational psychology (2-3)
  - HUDK 5021          Personality development and socialization in childhood (2-3)
  - HUDK 5023          Cognitive development (2-3)
  - HUDK 5024          Language development (2-3)
  - HUDK 5025          Spatial thinking (2-3)
  - HUDK 5029          Personality development and socialization across the lifespan (2-3)
  - HUDK 5030          Visual explanations (2-3)
  - HUDK 5039          Design of intelligent learning environments (2-3)
  - HUDK 5090          Psychology of language and reading (2-3)
  - MSTU 4133          Cognition and computers (2-3)

**Transfer Courses (up to 45 points; see above)**

**Candidacy Requirements (15 points; see above)**

## Doctor of Education in Applied Linguistics (90 pts; 2nd Lang. Assessment Track)

The second language assessment track requires a minimum of 90 graduate points beyond the bachelor's degree.

**Concentration Requirements for Second Language Assessment (6-9 points):**

- A&HL 5512          Historical perspectives on language testing research (3)
- A&HL 5519          Instructed second language acquisition and assessment (3)
- A&HL 6000          Second language test validation (3)
- A&HL 6040          Classroom-based language assessment (3)
- A&HL 6060          Generalizability theory for second language testing (3)
- A&HL 6089          Second language performance assessment (3)
- A&HL 6407          Internship in applied linguistics and TESOL: Assessment lab (3)
- Various topics courses (3)

**Research Methods and Statistics Requirements for Second Language Assessment (also serves to fulfill the 6-point, Out-of-Department breadth requirement) (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.

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

- HUDM 4050 Introduction to measurement (3)
- HUDM 4122 Probability and statistical interference (3)
- HUDM 5122 Applied regression analysis (3)
- One course from the following:
  - C&T 5502 Introduction to qualitative research in curriculum and teaching (3)
  - HUDM 5123 Linear models and experimental design (3)
  - HUDM 5124 Multidimensional scaling and clustering (3)
  - HUDM 6030 Multilevel and longitudinal data analysis (3)
  - HUDM 6051 Psychometric theory I (3)
  - HUDM 6052 Psychometric theory II (3)
  - HUDM 6055 Latent structure analysis (3)
  - HUDM 6122 Multivariate analysis I (3)
  - HUDM 6123 Multivariate analysis II (3)
  - Various topics courses (3) (needs advisor's approval)

#### **Elective and Breadth Course Requirements for Second Language Assessment (12-15 points):**

- Elective courses or workshops in Applied Linguistics and TESOL (9 points):
  - Chosen with advisor's approval
- Required out-of-program breadth courses, including the courses below or those in the Research Methods and Statistics section above (6 points of any combination):
  - HUDK 4029 Human cognition and learning (2-3)
  - HUDK 4035 Technology and human development (2-3)
  - HUDK 4074 Reading comprehension strategies and study skills (2-3)
  - HUDK 4080 Educational psychology (2-3)
  - HUDK 5023 Cognitive development (2-3)
  - HUDK 5024 Language development (2-3)
  - HUDK 5039 Design of intelligent learning environments (2-3)
  - MSTU 4008 Information technology and education (2-3)
  - MSTU 4036 Hypermedia and education (2-3)
  - MSTU 4133 Cognition and computers (2-3)

#### **Transfer Courses (up to 45 points; see above)**

#### **Candidacy Requirements (15 points; see above)**

## Doctor of Education in Applied Linguistics (90 pts; Language Use Track)

The language use track requires a minimum of 90 graduate points beyond the bachelor's degree.

#### **Concentration Requirements for Language Use (9 points):**

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

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

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

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

**Elective and Breadth Course Requirements for Language Use (15 points):**

- Elective courses or workshops in Applied Linguistics and TESOL (9 points):
  - Chosen with advisor's approval
- Required out-of-program breadth courses (6 points of any combination):
  - ITSF 5003    Culture and communication (2-3)
  - ITSF 5016    Ethnography of education (2-3)
  - Additional courses chosen with advisor's approval

**Transfer Courses (up to 45 points; see above)**

**Candidacy Requirements (15 points; see above)**

## Doctor of Education in TESOL (90 points; PK-12 education track)

*At this time, we are not accepting applications for this degree.*

The TESOL PK-12 education track requires a minimum of 90 graduate points beyond the bachelor's degree.

**Concentration Requirements for TESOL PK-12 Education (9-15 points):**

- A&HL 4030            Second language literacy development (3)
- A&HL 4104            Discourse analysis (3)
- A&HL 5577            Language teacher education: Supervision (3)
- A&HL 6207            Advanced fieldwork in AL and TESOL
- Various topics courses (3)

**Research Methods and Statistics Requirements for TESOL PK-12 Education (15 points; chosen with advisor's approval):**

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

- A&HL 5575            Research literacy in applied linguistics and TESOL (3)
- Four courses from the following:
  - C&T 5502            Introduction to qualitative research in curriculum & teaching (3)
  - HUDM 4050            Introduction to measurement (3)



- HUDM 4122 Probability and statistical inference (3)
- ITSF 5000 Methods of inquiry: Ethnography and participant observation (3)
- ITSF 5016 Ethnography of education (3)

**Elective and Breadth Course Requirements for Second Language Acquisition (15 points):**

- Elective courses or workshops in Applied Linguistics and TESOL (9 points):
  - A&HL 4105 Conversation analysis (3)
  - A&HL 5008 Interlanguage analysis (3)
  - A&HL 5011 Technology-based language teaching and materials design (3)
  - A&HL 5087 Second language acquisition in the classroom (3)
  - A&HL 5105 Classroom discourse (3)
  - A&HL 6040 Classroom-based language assessment (3)
- Out-of-program breadth courses (6 points of any combination):
  - Various topical courses in bilingual/bicultural education (2-3)
  - A&HE 4150 Teaching literacies in secondary maths, science, and the humanities (2-3)
  - A&HF 4194 Dialogue and difference in the multicultural classroom (2-3)
  - A&HW 5030 Diversity and the social studies curriculum (2-3)
  - BBSN 5070 Neural bases of language and cognitive development (2-3)
  - BBSQ 5044 Speech and language perception and processing (2-3)
  - C&T 4001 Differentiating instruction in inclusive classrooms (2-3)
  - HUDK 4029 Human cognition and learning (2-3)
  - ITSF 4025 Languages, society, and schools (2-3)
  - MSTC 4007 Urban and multicultural science education (2-3)
  - MSTM 5010 Mathematics in the elementary school (2-3)
  - MSTU 4008 Information technology and education (2-3)
  - ORLJ 5046 Intercultural communications in organizational contexts (2-3)

**Transfer Courses (up to 45 points; see above)**

**Candidacy Requirements (15 points; see above)**

# Application Information

## For all applicants:

Applications for all degree programs are accepted for the Fall application deadlines as advertised by the College.

All non-native speakers of English and applicants who did not complete undergraduate education in English-medium schools in an English-speaking country must submit one of the following:

- a total minimum score of 102 on the TOEFL iBT exam with 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 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 and academic responsibilities. Students having difficulty in achieving these standards will be required to take additional coursework or seek help from the TC Writing Center. Expired scores will not be accepted.

## For M.A. applicants (PK-12 Track *only*):

All applicants to the PK-12 Initial Certification M.A. program must submit a GRE score.

## For Ed.M. and Ed.D. applicants:

An academic writing sample is required for all Ed.M. and Ed.D. applications.

Ed.M. and Ed.D. applicants must have an M.A. in Applied Linguistics, TESOL, or a related field.

Ed.M. applicants may request to transfer up to 30 points into the Applied Linguistics Program from previous graduate study at an accredited institution. Ed.D. students may request to transfer up to 45 points 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. All transfer of points must be relevant to the degree program enrolled in and must meet the approval of a faculty advisor.

# Faculty List

## Faculty

ZHAOHONG HAN  
Professor of Language and Education

HANSUN ZHANG WARING  
Associate Professor of Applied Linguistics & TESOL

JAMES ENOS PURPURA  
Professor of Language and Education

## Lecturers

CATHRYN CROSBY  
Lecturer

PAYMAN VAFAEE  
Lecturer

VIVIAN LINDHARDSEN  
Lecturer

HOWARD A. WILLIAMS  
Senior Lecturer

HOA T.H. NGUYEN  
Lecturer

## Adjunct

DOMENICA L. DELPRETE  
Instructional Staff

LINDA WINE  
Adjunct Assistant Professor

KIRBY COOK GRABOWSKI  
Adjunct Assistant Professor

## Instructors

SHAFINAZ AHMED  
Instructor

NANCY BOBLETT  
FT Instructor (TEMP LING-TESL)

JOHN LOUIS BALBI  
Peace Corps Fellows Program Mentor

ELIZABETH REDDINGTON

## Course List

### **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.

### **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.

### **A&HL 4003 Schools of Linguistic Analysis**

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

### **A&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.

### **A&HL 4030 Second Language Literacy Development**

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

### **A&HL 4076 TESOL Methodologies for PK-6**

Teaching ESL to elementary students focusing on early literacy development and content instruction.

### **A&HL 4077 TESOL Classroom Practices**

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

### **A&HL 4078 TESOL Materials**

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

### **A&HL 4080 Teaching in Linguistically Diverse Classrooms**

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

### **A&HL 4085 Pedagogical English grammar**

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

### **A&HL 4086 Language Classroom Observation**

Introduction to the systematic observation of teaching in diverse contexts.

### **A&HL 4087 Introduction to second language acquisition**

Prerequisite: A&HL 4085; A&HL 4101. An introduction to the field of second language acquisition with a focus on the mechanisms driving, and factors influencing, second language learning.

### **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.

### **A&HL 4089 Teaching writing to ESL students**

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

### **A&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.

### **A&HL 4104 Discourse analysis**

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

### **A&HL 4105 Conversation Analysis**

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

### **A&HL 4106 Text and Textuality**

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

### **A&HL 4162 Specialized TESOL Methodology: Cooperative Learning ESL Classroom**

Not all workshops are offered each term or year. Selections are offered according to student interest and staff availability. Workshops usually meet over 1 or 2 weekends.

### **A&HL 4164 TESOL Methodologies: Language for Specific Purposes**

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

### **A&HL 4165 TESOL Methodologies: English for Academic Purposes**

Not all workshops are offered each term or year. Selections are offered according to student interest and staff availability. Workshops usually meet over 1 or 2 weekends.

### **A&HL 4166 TESOL Methodologies: Computer-assisted Language Learning**

Not all workshops are offered each term or year. Selections are offered according to student interest and staff availability. Workshops usually meet over 1 or 2 weekends.

### **A&HL 4167 TESOL Methodologies: Media-assisted Language Learning**

Not all workshops are offered each term or year. Selections are offered according to student interest and staff availability. Workshops usually meet over 1 or 2 weekends.

### **A&HL 4168 TESOL Methodologies: Culture and Second Language Teaching**

Not all workshops are offered each term or year. Selections are offered according to student interest and staff availability. Workshops usually meet over 1 or 2 weekends.

### **A&HL 4169 TESOL Methodologies: Literature in the ESOL Class**

Not all workshops are offered each term or year. Selections are offered according to student interest and staff availability. Workshops usually meet over 1 or 2 weekends.

### **A&HL 4171 TESOL Methodologies for 7-12**

Teaching ESL to secondary students, focusing on content area ESL and second language literacy.

**A&HL 4172 TESOL Methodologies: Teaching EFL to Children**

Not all workshops are offered each term or year. Selections are offered according to student interest and staff availability. Workshops usually meet over 1 or 2 weekends.

**A&HL 4173 TESOL methodologies: Task-based language learning**

Not all workshops are offered each term or year. Selections are offered according to student interest and staff availability. Workshops usually meet over 1 or 2 weekends.

**A&HL 4174 TESOL Methodologies: Teaching Second Language Grammar**

Not all workshops are offered each term or year. Selections are offered according to student interest and staff availability. Workshops usually meet over 1 or 2 weekends.

**A&HL 4175 TESOL Methodologies: Facilitating Autonomy in Language Learning**

Not all workshops are offered each term or year. Selections are offered according to student interest and staff availability. Workshops usually meet over 1 or 2 weekends.

**A&HL 4176 TESOL Methodologies: Teaching Listening**

Not all workshops are offered each term or year. Selections are offered according to student interest and staff availability. Workshops usually meet over 1 or 2 weekends.

**A&HL 4177 TESOL Methodologies: Teaching Speaking**

Not all workshops are offered each term or year. Selections are offered according to student interest and staff availability. Workshops usually meet over 1 or 2 weekends.

**A&HL 4178 TESOL Methodologies: Teaching Reading**

Not all workshops are offered each term or year. Selections are offered according to student interest and staff availability. Workshops usually meet over 1 or 2 weekends.

**A&HL 4179 TESOL Methodologies: Teaching Writing**

Not all workshops are offered each term or year. Selections are offered according to student interest and staff availability. Workshops usually meet over 1 or 2 weekends.

**A&HL 4180 TESOL methodologies: Trends in TESOL methodologies**

Not all workshops are offered each term or year. Selections are offered according to student interest and staff availability. Workshops usually meet over 1 or 2 weekends.

**A&HL 4181 Specialized TESOL Methodology: Integrated Skills**

Not all workshops are offered each term or year. Selections are offered according to student interest and staff availability. Workshops usually meet over 1 or 2 weekends.

**A&HL 4185 Pedagogical Approaches in the Content Areas for Teachers of PK-12 ESL**

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

**A&HL 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 for TESOL and Applied Linguistics students, and point does not count toward degree; out of program students may take it for 2 points.

**A&HL 4776 Supervised Student Teaching in TESOL: PK-6**

Permission of instructor required. A supervised teaching experience for M.A. students who work toward a New York State teaching certificate in TESOL PK-6 (Preschool to 12th grade).

**A&HL 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).

**A&HL 4819 Experiences in Learning Another Language: Trends**

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

**A&HL 4907 Research and Independent Study: Applied Linguistics**

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

**A&HL 4997 TESOL/AL MA Project Writing**

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

**A&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.

**A&HL 5011 Technology-based Language Teaching and Material Design**

Focuses on how social media and Internet-mediated communication are used in language teaching. Main emphasis is placed on fostering intercultural learning and multiliteracies in hybrid or blended instruction formats.

**A&HL 5020 Interactional Sociolinguistics**

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

**A&HL 5085 Advanced Syntax**

Permission of instructor required *or* Prerequisite: A&HL 4085. Survey of generative syntax.

**A&HL 5087 SLA in the Classroom**

Prerequisite: A&HL 4087. 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.

**A&HL 5105 Classroom Discourse**

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

**A&HL 5106 Language Socialization**

An introduction to the field of language socialization. Through critical reading analyses of a body of classic and current work, students will become familiar with the theoretical background of language socialization as well as how systematic analyses of both first and second language socialization are

conducted both in and outside homes. The goal is to cultivate an appreciation for the major findings in the study of language socialization and to develop an ability to perform disciplined analyses of social interaction from the language socialization perspective.

### **A&HL 5207 Fieldwork in TESOL**

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

### **A&HL 5301 Practicum I : Integrated Skills**

Prerequisite: A&HL 4077, A&HL 4085, and A&HL 4101. 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).

### **A&HL 5383 Specialized Practicum for ESOL Teachers: In-service II**

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

### **A&HL 5507 Research Paper: TESOL/Applied Linguistics**

Research paper in TESOL / Applied linguistics.

### **A&HL 5512 Historical Perspectives on Language Testing Research**

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

### **A&HL 5519 Instructed Second Language Acquisition and Assessment**

Permission of instructor required. 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.

### **A&HL 5575 Research Literacy in Applied Linguistics and TESOL**

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

### **A&HL 5577 Language Teacher Education: Supervision**

Introduces models of language teacher supervision with required field hours.

### **A&HL 6000 Second Language Test Validation**

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

### **A&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.

### **A&HL 6040 Classroom-based Language Assessment**

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

### **A&HL 6060 Generalizability Theory for Second Language Assessment Research**

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

### **A&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.

### **A&HL 6089 Second Language Performance Assessment**

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

### **A&HL 6207 Advanced Fieldwork in Applied Linguistics and TESOL**

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

### **A&HL 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).

### **A&HL 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).

### **A&HL 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).

### **A&HL 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).

### **A&HL 6407 Internship in Applied Linguistics and TESOL**

Faculty.

**A&HL 6507 Doctoral Seminar in Applied Linguistics and TESOL**

Doctoral preparation.

**A&HL 6586 Seminar in Observation**

Faculty.

**A&HL 6587 Seminar in Second Language Acquisition: Acquisitional and Cross-cultural Pragmatics**

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

**A&HL 7507 Dissertation Seminar in Applied Linguistics and TESOL**

Dissertation proposal.

**A&HL 8907 Dissertation Advisement in Applied Linguistics and TESOL**

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

# Art & Art Education

Department of - Arts & Humanities

## Contact Information

**Phone:** (212) 678-3360

**Email:** arted@tc.edu

**Director:** Dr. Mary Hafeli

## Program Description

Our program acknowledges teaching and learning in broad terms spanning infancy to the elderly, in sites that include schools, universities, art colleges, museums, community centers, 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. Our work with students draws upon deep knowledge in the practice and history of art, design and popular culture, understanding and engagement with contemporary movements and debates, and well-grounded insights about artistic development and the worlds that contextualize individual lives. We expect that our students will be able to translate their knowledge into curricular and instructional practices that nurture human development and challenge learning across a diversity of life spans.

The program's curriculum and courses cross-pollinate theory and practice in fresh and innovative ways. Working with traditional and digital tools and materials, we foster our students' personal development 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, and we design conferences and symposia that invite individuals and groups to engage with us in dialogue on contemporary issues, cultures, and practices. We maintain a lively schedule of Macy Art Gallery exhibitions and professional development offerings each year that allows us to confront themes, ideas, and practices representing the varied worlds of art and education.

Research holds a critical and central place in our program, as faculty and students identify questions and engage problems that define our discipline today and anticipate future concerns. Working collaboratively through a series of seminars, our doctoral candidates "make new knowledge" through rigorous scholarship and critical reflection, forging new directions in the field. Our master's students and student teachers engage in classroom and other forms of grounded and action-based research and produce the kinds of insights needed to move the praxis of art education forward. Above all, we recognize that for artists and art educators, research necessitates exploring and experimenting with multiple ways of knowing and varied ways of presenting research in art and art education.

The faculty of the program are experienced 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 vibrant ways.

## OPTIONAL CONCENTRATIONS

*(for M.A., Ed.M., Ed.D., and Ed.D.C.T. students—not available for M.A. init students)*

### Museum Education:

Students may choose to take a Museum Education 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 an overview of educational programs in museums throughout New York City. The museum concentration consists of four courses selected from the list below, which must be taken in addition to other master's or doctoral requirements:

- A&H 4000 - Art Museum Roundtable
- A&HA 4090 - Museum education issues I: Culture of art museums
- A&HA 5085 - Varieties of visual experience: Museums and education
- A&HA 5090 - Museum education issues II: Missions and standards
- A&HA 5804 - Museums as resource

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

### **Art Pedagogy and Teaching P-12:**

Students looking to gain P-12 teaching experience without New York State art teacher certification may complete the Art Pedagogy and Teaching P-12 concentration as part of their degree. This concentration combines courses in artistic development of children and adolescents, curriculum development, studio-based practice with applications for teaching, cultural diversity in art teaching and learning, and special education, along with a school-based art teaching internship.

*Note: The Art Pedagogy and Teaching P-12 concentration does not lead to New York State P-12 art teacher certification. Students who wish to become certified art teachers should apply to the Art and Art Education Program's M.A. with Initial Teacher Certification program.*

The Art Pedagogy and Teaching P-12 concentration consists of the courses listed below, which must be taken in addition to other master's or doctoral requirements:

- A&HA 4080 - Artistic development of children
- A&HA 4281 - Field observations (two semesters)
- A&HA 4088 - Artistic development: Adolescence-adulthood
- A&HA 4087 - Processes and structures in the visual arts
- A&HA 4089 - New media new forms: Technological trends in art education
- A&HA 4081 - Curriculum design in art education
- A&HA 4102 - Challenging thinking: Lesson planning
- A&HA 4079 - Exploring cultural diversity: Implications for arts education
- A&HA 5202 - Fieldwork in art education

Students in this concentration must complete, as one of their out-of-program courses, a teaching-based course in special education. Students in this concentration must also secure and complete an internship or residency in a P-12 school setting, in consultation with their advisor. *Note: Students who wish to also learn how to become clinical supervisors of art teachers in schools must complete, in addition to the courses above: A&HA 4722 Supervised teaching in art education: Elementary, A&HA 4702 Supervised teaching in art education: Secondary, and A&HA 6520 Seminar in clinical supervision in the arts: K-12. References to this concentration will not appear on student transcripts or records.*

### **Creative Technologies:**

Students may also choose to take a Creative Technologies concentration as part of their degree. This concentration explores and strengthens the relationship between art, technology, and education. The goal is to prepare artists and art teachers to be leaders in educational ecologies that interweave digital tools and creative materials in multi- and cross-disciplinary, collaborative, and playful pedagogies. The state-approved advanced certificate is a 15-credit point offering within the Art and Art Education program. **Students who complete the certificate requirements will receive official acknowledgement of certificate completion on their records.**

Required courses:

- A&HA 4089 New media, new forms
- A&HA 4084 Digital foundations in creative technologies
- A&HA 5128 Studio in creative technologies
- A&HA 5125 Inquiry-based art & design
- A&HA 5063 Adv. studio in creative technologies
- A&HA 5120 Creative technologies research seminar
- A&HA 5601 Creative technologies colloquium

## Degree Summary

### 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.)

For a complete listing of degree requirements, please continue on to this program's "Degrees" section in this document

# Degree Requirements

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

### Required courses in Art Education (17 points minimum):

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

### Required courses outside the program (6 points minimum):

 Chosen with advisor approval.

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

### Additional courses within and outside the Program:

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

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

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## Master of Arts with Teacher Certification (40 points)

### Required Courses in Art Education (34 points):

- 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 (1 point)
- A&HA 4081 - Curriculum design in art education (2 points)
- A&HA 4085 - Historical foundations of 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 2 (1 point)
- A&HA 4089 - New media, new forms (2 points)
- A&HA 4860 - Cross-cultural conversations in the arts (1 point)
- A&HA 4102 - Challenging thinking: Plan lessons (2 points)
- 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 - Varieties of visual experience: Museums and education (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)
- A&HA 4202 - Fieldwork in art education - edTPA workshop (1 point, with corequisite Supervised student teaching)
- Three studio courses (2 points each)

**Required courses outside the program (6 points):**

Students in the M.A. with Teacher Certification program must take six (6) points offered outside the Art and Art Education Program at Teachers College. Any course that does not start with A&HA qualifies as an out-of-program, or breadth, course. *Students going for certification must earn three (3) credits in a Special Education course (required by the NYSED for certification) as part of the out-of-program requirement.*

*Note:*

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

**Certification Information**

To gain Initial Teacher Certification students must:

1. 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.
5. Take NY State examinations and fulfill portfolio requirements.

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

6. Complete online tutorial: Child Abuse and Violence Detection.
7. Complete Dignity for All Students Act (DASA) workshop.

*Students will receive all pertinent information to complete items 1-7 in the Supervised Teaching seminar.*

## Master of Education (60 points)

**Required Art Education courses (17 points minimum):**

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

- Three studio courses (2-3 points each)
- A&HA 6510 - Advanced seminar in art education research (2 points)

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

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

**Additional courses within and outside the Program:**

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

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

## Doctor of Education (90 points)

**Required courses in Art Education (22 points minimum):**

- A&HA 4080 - Artistic development of children (2 points)
- A&HA 4085 - Historical foundations of art education (2 points)
- A&HA 4088 - Artistic development: adolescence to adulthood (2 points)
- A&HA 5064 - Experiments in content: Writing literature reviews (2 points) AND A&HA 6502 - Doctoral seminar: Sponsor integrated seminar 2 (2 points)
- A&HA 5082 - Philosophies of art in education (3 points)
- A&HA 5086 - Art in visual culture (2 points)
- A&HA 6580 - Problems in art education: Conducting collaborative research (3 points)
- Two studio courses (2 points each)

**Required Dissertation Seminar Sequence in Art Education (17 points minimum):**

- A&HA 6XXX - Topics: Doctoral research proseminar (3); Please see Program Handbook for course number.
- A&HA 6502 - Doctoral seminar: Dissertation topic development (2 points) AND A&HA 6502 - Doctoral seminar: Sponsor integrated seminar 1 (2 points)
- A&HA 6510 - Advanced seminar in art education research: Pilot study (2 points) AND 6502 - Doctoral seminar: Sponsor integrated seminar 3 (2 points)
- A&HA 7502 - Dissertation seminar: Dissertation proposal (2) AND 6502 - Doctoral seminar: Sponsor integrated seminar 4 (2 points)
- A&HA 6502 - Doctoral seminar: Sponsor integrated seminar 5 (2-3 points)
- A&HA 8900 - Dissertation advisement (0 points) - as needed

**Suggested courses in Art Education (up to 30 points in the following or other courses):**

- A&HA 4079 - Exploring cultural diversity: implications for art education (2-3 points)
- A&HA 4087 - Processes and structures in the visual arts (2-3 points)
- A&HA 4089 - New media, new forms (2-3 points)
- A&HA 4090 - Museum education issues I: Culture of art museums (2-3 points)
- A&HA 5081 - Advanced curriculum design in art education (3 points)
- A&HA 5125 - Inquiry-based art and design (2 points)
- A&HA 6002 - Teaching and administration of art and art education in college (3 points)
- A&HA 6003 - Critical perspectives and practices in the arts (2 points)
- A&HA 6482 - Internship: Teaching in college/museum programs (3 points)



- A&HA 6010 - Writing for journal publication in the arts (3 points)

**Required Research Methods Courses (6 points minimum):**

- A&H 5001 - Research methods in arts and humanities (3 points) (**REQUIRED**)
- At least one additional course from the following areas: Qualitative methods, narrative methods, interview methods, quantitative methods, visual methods (A&HA 5005 - Visual Arts Research Methods)

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

- Exhibition OR
- Publication OR
- Conference Presentation

**Required Courses Outside the Program (15 points minimum):**

Students in the Ed.D. program must take at least 15 points of coursework offered outside the Art and Art Education Program at Teachers College. Any course that does not start with A&HA qualifies as an out-of-program, or breadth, course. Students should consider taking courses adult learning, the social and cultural bias of teaching and learning, aesthetics and philosophical bases of teaching and learning, student development and counseling, and /or leadership /administration.

*Notes:*

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

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

**Required courses in Art Education (31 points minimum):**

- A&HA 4085 - Historical foundations of art education (2 points)
- A&HA 4088 - Artistic development: Adolescence to adulthood (2 points)
- A&HA 5063 - Advanced studio (2 points)
- A&HA 5064 - Experiments in content: Writing literature reviews (2 points) AND A&HA 6502 - Doctoral seminar: Sponsor integrated seminar 2 (2 points)
- A&HA 5081 - Advanced curriculum design in art education (3 points)
- A&HA 5082 - Philosophies of art in education (3 points)
- A&HA 5086 - Art in visual culture (2 points)
- A&HA 6002 - Teaching and administration of the arts in college: Art (3 points)
- A&HA 6482 - Internship in the teaching of college and museum programs (1 point)
- A&HA 6580 - Problems in art education: Conducting collaborative research (3 points)
- Three advanced studio courses (2 points each)

**Required Dissertation Seminar Sequence in Art Education (17 points minimum):**

- A&HA 6XXX - Topics: Doctoral research proseminar (3); Please see Program Handbook for course number.
- A&HA 6502 - Doctoral seminar: Dissertation topic development (2 points) AND A&HA 6502 - Doctoral seminar: Sponsor integrated seminar 1 (2 points)
- A&HA 6510 - Advanced seminar in art education research: Pilot study (2 points) AND 6502 - Doctoral seminar: Sponsor integrated seminar 3 (2 points)
- A&HA 7502 - Dissertation seminar: Dissertation proposal (2) AND 6502 - Doctoral seminar: Sponsor integrated seminar 4 (2 points)
- A&HA 6502 - Doctoral seminar: Sponsor integrated seminar 5 (2-3 points)
- A&HA 8900 - Dissertation advisement (0 points) - as needed

**Suggested Courses in Art Education (up to 21 points in the following or other courses):**

- A&HA 4079 - Exploring cultural diversity: Implications for art education (2-3 points)
- A&HA 4087 - Processes and structures in the visual arts (2-3 points)
- A&HA 4089 - New media, new forms (2-3 points)
- A&HA 4090 - Museum education issues I: Culture of art museums (3 points)
- A&HA 5125 - Inquiry-based art and design (2 points)
- A&HA 6003 - Critical perspectives and practices in the arts (2 points)
- A&HA 5081 - Advanced curriculum design in art education (3 points)
- A&HA 6002 - Teaching and administration of the arts in college: Art (3 points)
- A&HA 6482 - Internship: Teaching in college/museum programs (3 points)
- A&HA 6010 - Writing for journal publication in the arts (3 points)

**Required Research Methods Courses (6 points minimum):**

- A&H 5001 - Research methods in arts and humanities (3 points) (REQUIRED)
- At least one additional course from the following areas: Qualitative methods, narrative methods, interview methods, quantitative methods, visual methods (A&HA 5005 - Visual Arts Research Methods)

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

- Exhibition OR
- Publication OR
- Conference Presentation

**Required Courses Outside the Program (15 points minimum):**

Students in the Ed.D. program must take at least 15 points of coursework offered outside the Art and Art Education Program at Teachers College. Any course that does not start with A&HA qualifies as an out-of-program, or breadth, course. *Note: students in the College Teaching of Art degree track must take at least two courses in the Adult Learning and Leadership Program: ORLD 4051 - How adults learn, ORLD 4053 - Facilitating adult learning, others in consultation with advisor.*

Students should consider also taking courses in the social and cultural biases of teaching and learning, aesthetics and philosophical bases of teaching and learning, student development and counseling, and/or leadership/administration.

*Notes:*

To complete doctoral certification, students must fulfill all course and doctoral/dissertation seminar requirements and successfully pass faculty review of doctoral qualifying papers and the dissertation proposal. Students are also required to offer a professional presentation. This may include—in consultation with the student's advisor—a conference presentation, a published article, a gallery exhibition, or some other equivalent *advisor-approved* professional presentation. The doctoral certification process is

accomplished through faculty review; students must complete each level satisfactorily before they are given permission to write the dissertation. Candidates should be in touch with the Office of Doctoral Studies to be certain of complying with the latest procedures and deadlines.

# 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](http://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](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 78A  
 525 West 120th Street  
 New York, NY 10027

In addition, doctoral applicants are required to complete an interview with our Program Director, Dr. Mary Hafeli. Interviews can be scheduled by emailing [arted@tc.edu](mailto: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.

## Faculty List

### Faculty

JUDITH M. BURTON  
 Macy Professor of Education

OLGA MARTA HUBARD ORVANANOS  
 Associate Professor of Art Education

MARY CLAIRE HAFELI  
 Professor of Art and Art Education

RICHARD JOCHUM  
 Associate Professor of Art & Education

### Lecturers

IRIS ROBIN BILDSTEIN  
 Lecturer

## Course List

### **A&H 4000 Art Museum Roundtable**

This course guides students in the creation of interdisciplinary secondary-school 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.

### **A&H 5001 Research Methods in Arts and Humanities**

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

### **A&HA 4061 Printmaking Processes**

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

### **A&HA 4062 Printmaking: Etching I**

Intaglio is an ancient process in which artists cut, scratch, or etch the design into a matrix such as plastic or copper. Intaglio and etching produces three-dimensional surfaces using various techniques such as engraving, dry point, and etching, all of which will be explored in depth. This course encourages exploration of personal ideas through hands-on experiences with materials. Limited registration.

### **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.

### **A&HA 4073 Video Art**

This class explores video as a medium for artistic expression and social inquiry. Students will learn how to produce video artworks incorporating aesthetic, conceptual and technical issues, designing visually effective and compelling video experiences. Technical components include all aspects of image production: image recording, basic editing and final output.

### **A&HA 4078 Art for Classroom Teachers: Teaching Art to Children**

This course will combine hands-on materials explorations, discussions of curriculum, presentations of students' artwork, and instructional approaches that support artistic learning and its role in the overall growth and development of infants and young children. Students will explore a variety of art media and techniques and apply what they learn about the unique properties of materials to lesson plans that make meaningful connections between classroom curricula and the arts. Ways in which art experiences can be used to promote and enrich social studies, language arts, math, and science will be discussed throughout the sessions, as well as adaptations for children who come with diverse experiences and special needs. Discussions will include ways to motivate, communicate, and respond to children's artwork.

### **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. Students reflect about curriculum content, pedagogical approaches, and human relations in the diverse art classroom.

### **A&HA 4080 Artistic Development of Children**

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.

### **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.

### **A&HA 4084 Digital Foundations: Creative Technology**

This studio course introduces students to the foundations of physical computing, electronics, and creative coding. In this course, students will learn how to use sensors, micro-controllers, and actuators to create interactive objects and digital experiences that extend beyond the computer screen. Students will develop a critical and creative eye for interactive forms of artistic expression. Weekly hands-on labs, assignments, and readings will help students gain technical proficiency with digital materials and making. Prerequisite: none.

### **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.

### **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.

### **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 studio practice and, in parallel, provoke insights into the role of materials in supporting, integrating, and challenging the artistic growth of students in a variety of educational settings.

### **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.

### **A&HA 4089 New Media, New Forms: Technological Trends in Art Education**

This studio course invites students to survey the many creative possibilities of new media in art education. By engaging in a hands-on dialogue with digital materials, students will explore the impact of technology in the art room, the changing role of the art educator, and the new importance of making in the curriculum. The outcome is a playful and transformative inquiry into new media and how we can utilize them to create new forms. Prerequisite: none.

### **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.

### **A&HA 4092 Introduction to Ceramics**

Enrollment limited. For beginners only. Introduction to the basic techniques of hand building, the potter's wheel, and slab construction with emphasis on personal expression. Surface decoration and three-dimensional design. Stoneware and earthenware clay bodies and firing procedures will be addressed.

### **A&HA 4093 Sculpture as Making**

An exploration into the world of the third dimension through a range of styles and materials. There will be studio experimentation and discussion around working with various digital fabrication and sculptural processes such as laser etching/cutting, 3D printing, digital embroidering, mold making/casting, woodworking, and metalworking. Contemporary art practices and interdisciplinary practice will be a focus of the course, and one of the classes will meet at a museum or gallery. No prior experience required.

### **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.

### **A&HA 4096 Photography for Educators**

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

### **A&HA 4102 Challenging Thinking: Lesson Planning for K-12 Teachers of the Visual Arts**

This lesson plan seminar aims to provide structure, format and context to the development of lesson, acknowledging the pedagogical purviews essential to good art teaching. Lecture and discussion topics are linked to extensions of other courses as a way for students to grasp the interrelatedness of their course studies.

### **A&HA 4173 Video and Art Education**

Studio-based course that explores video methods as a creative tool for expression and learning in the studio art classroom. Students will learn aspects of image production, including recording, digitization, basic editing and final output. Tools and technologies addressed in the course include camcorders, I-pads, I-phones, animation cameras and diverse software (I-movie, I-stop motion, video-apps, and basic Final Cut Pro). The course focuses on the creation of art videos; as such, the class will screen video art from diverse artists, discuss these examples from the perspective of contemporary art and aesthetics, and participate in technical workshops to learn video technologies such as digital story telling, video animation, video journaling, and video sharing in the studio art classroom. In addition to other assignments through the course, students will produce a final art video project, including concept development, presentation, and research. Throughout the course, attention will also be given to issues of media literacy in art education as well as applications to teaching in studio art contexts.

### **A&HA 4202 Fieldwork in Art Education**

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

### **A&HA 4281 Field Observations in Art Education**

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

### **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 full-time in their last full year of the program towards completion of their degree. For majors only. A variety of supervised teaching experiences (7-12), supplemented by conferences, evaluation, and seminars. The student teacher completes 200 hours in each placement observing, assisting, teaching, and evaluating. Mandatory for those seeking state certification in art in New York State and other states.

### **A&HA 4722 Supervised 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 full-time in their last full year of the program towards completion of their degrees. For majors only. A variety of supervised teaching experiences (K-6) supplemented by conferences, evaluation, and seminars. The student teacher completes 200 hours in each placement observing, assisting, teaching, and evaluating. Required of those seeking state certification in New York State and other states.

### **A&HA 4860 Cross-Cultural Conversations in the Arts**

Work conference or institute.

### **A&HA 4902 Research and Independent Study in Art Education**

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

### **A&HA 4985 Crafts Experience at Haystack Mountain**

Permission of instructor required.

### **A&HA 5005 Visual Arts Research Methods**

This course explores research methods and methodologies grounded in the practices, theories, and contexts of the visual arts. Content includes examining current research paradigms, with a focus on art-based educational research 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 visually. The course is delivered through lectures, studio and writing workshops, and group seminars/presentations. Required for M.A. and Ed.M. and recommended for partial fulfillment of Ed.D. methods course requirements.

### **A&HA 5060 Fundamentals of Drawing: Lines and Objects**

Drawing from life, students learn strategies to generate lines, vary their marks, see and draw negative space, light, shadows, shapes, zones and compositions. We reframe our knowledge and habits to in order to see the raw sensory details needed to draw. New observation, concentration, creativity, and idea generation skills will be developed. Almost half the semester is figure drawing from a model -- gesture, volume, and portraiture. All levels welcomed. One class at a museum or gallery.

### **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.

### **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.

### **A&HA 5065 Intermediate Painting**

Permission of Instructor Required. This studio-based course is designed to assist students to continue exploring the diverse possibilities and various processes of using paint, painting media, digital media and tools to explore and construct painting languages, conceptual frameworks, and personal expressions.

### **A&HA 5070 Figure Drawing**



This class both addresses the intimidation of figure drawing and lays out a number of different practical strategies for tackling it. The class is open to students who have experience drawing and those who are beginners.

### **A&HA 5081 Advanced Curriculum Design in Art Education**

Prerequisite: A&HA 4081 or consent of instructor. This course will enable students to design, implement, and evaluate curricula in higher art education. It will address how the teaching, learning, and making of art has changed and how this affects curriculum design in theory and practice. Two questions will be assessed. What do students of art need to learn in order to grow and become successful in their profession? What do teachers need to know about their students in order to facilitate versatile and strong educators?

### **A&HA 5082 Philosophies of Art in Education**

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

### **A&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.

### **A&HA 5086 Art in Visual Culture**

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

### **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.

### **A&HA 5092 Advanced Ceramics**

Further studies of ceramics with an emphasis on individual projects on an advanced level. Educational aspects and personal expression in the medium along with marketing opportunities for the professional craftsperson will be discussed.

### **A&HA 5093 Advanced Sculpture: Mixed Media**

Permission of instructor required. Further studies of sculptural elements with an emphasis on content, craft, and individual development. Advanced sculpture is designed to help those who have taken Introduction to Sculpture to develop a more independent practice.

### **A&HA 5094 Advanced Photography**

This class is designed for students who already have a basic knowledge of the digital camera. The class will focus on a photographic project developed by the student. The project or theme could be documentary, portrait, landscape, or total conceptual image making.

### **A&HA 5120 Creative Technologies Research Seminar**

In this course, students conduct independent-driven research in creative technologies to contribute to the field's advancement. Under faculty supervision, students prepare their research for the course colloquium series. Students will consider hybrid practices, emerging research methodologies, and

ethical implications of creative technologies. Addressing media theories and history, the course makes space for student research via inquiry-based projects that reach into communities within and beyond Teachers College.

### **A&HA 5125 Inquiry-Based Art and Design**

Teachers who search for their own questions inspire students to do the same. They transform their curiosity into knowledge, empowering others to learn and grow with them. This course provides educators with ways to integrate technology into various learning environments. Students will utilize project-based learning, design-thinking and maker-centered learning to develop maker-projects and curricula for a diverse set of communities. The course will enable students to look at contemporary and historic examples of art, design, and technology — as well as the social context in which these works were produced. Prerequisite: none.

### **A&HA 5128 Studio in Creative Technologies**

This studio course enables students to work on technology-infused art and design projects. Students will learn multiple aspects of digital fabrication, 2D and 3D design. Facilitated by an instructor with an extensive background in maker-education, this course provides a rich support structure and the opportunity for peer learning. Workshops will give students the expertise needed to pursue their projects with knowledge and skill. Weekly meetings will allow students to share their processes and to receive feedback. Interested students will have the opportunity to participate in a gallery exhibition. Prerequisite: none.

### **A&H 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.

### **A&HA 5202 Fieldwork in Art Education**

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

### **A&HA 5601 Creative Technologies Colloquium**

The Creative Technologies Colloquium is a critical supplement to A&HA 5120 Creative Technologies Research Seminar. Students in the Seminar are required to enroll in the Creative Technologies Colloquium, which meets six times over the course of the semester. At each Colloquium, students will have an opportunity to present their research in an academic setting to receive feedback from their peers. Furthermore, the colloquium will incorporate outside presenters to serve as a model for students developing their own practice-based research as well as act as a networking event to meet others in the Creative Technologies field.

### **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.

### **A&HA 5902 Research and Independent Study in Art Education**

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

### **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.

### **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 in art and design programs in higher education. The course attends to pedagogical

discourses and practices; the administration and leadership of art as a discipline; and studio practice and art teaching as professional development.

### **A&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.

### **A&HA 6010 Writing for Journal Publication in the Arts**

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

### **A&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.

### **A&HA 6202 Advanced Fieldwork in Art Education**

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

### **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.

### **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 and museums. Sections: (1) Teaching in art programs: college, (2) Teaching in art programs: museum.

### **A&HA 6502 Doctoral Seminar: Arts in Education**

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

### **A&HA 6510 Advanced Seminar in Arts Education Research**

Seminar for master's students who are completing their theses or doctoral students who are completing qualifying papers, developing literature reviews, or exploring and applying research methods. May be repeated.

### **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.

### **A&HA 6580 Problems in Art and Education**

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

### **A&HA 6902 Studio Work in Art and Education: Sculpture**

Permission of instructor required. Enrollment limited. For advanced independent study. Noncredit for majors only.

### **A&HA 6903 Studio Work in Art and Education: Drawing**

Permission of instructor required -- email your proposal for a concrete independent project with timelines before the semester begins. Meet as a group every other week with instructor and peers, also working on your own projects related to drawing (widely defined). Enrollment limited. For advanced independent study. Noncredit for majors only.

#### **A&HA 6904 Studio Work in Art and Education: Painting**

Permission of instructor required. Enrollment limited. For advanced independent study. Noncredit for majors only.

#### **A&HA 6905 Studio Work in Art and Education: Printmaking**

Permission of instructor required. Enrollment limited. For advanced independent study. Noncredit for majors only.

#### **A&HA 6906 Studio Work in Art and Education: Ceramics**

Permission of instructor required. Enrollment limited. For advanced independent study emphasizing exploring personal expression in the medium. Noncredit for majors only.

#### **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.

#### **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.

#### **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.

#### **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 qualifying papers and involves preparation and presentations of dissertation proposal for approval. Sections: (1) Qualifying papers preparation (fall), (2) Dissertation proposal preparation (spring).

#### **A&HA 8900 Dissertation Advisement in Art Education**

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

# Arts Administration

Department of - Arts & Humanities

## Contact Information

**Phone:** (212) 678-3268

**Fax:** (212) 678-4048

**Email:** artsadmin@tc.columbia.edu

## Program Description

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 and social 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 include the following:

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

## Degree Summary

Arts Administration (AADM)

- Master of Arts (M.A.)

For a complete listing of degree requirements, please continue on to this program's "Degrees" section in this document

# Degree Requirements

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## Master of Arts (60 points)

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

The 60 required points are comprised of: 30 points taken from the core program offerings; 6 points of coursework through the Columbia Business School; 6 points of elective business-focused coursework; 6-9 points of coursework outside of the Arts Administration Program to fulfill the breadth requirement through Teachers College courses; and 12-18 points taken as electives at Teachers College or Columbia University. 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, theories regarding the historical foundations and socio-cultural context of the arts, 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.

## 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.

## Faculty List

### Faculty

JENNIFER CARROLL LENA  
Associate Professor of Arts Administration

### Lecturers

GEMMA MANGIONE  
Lecturer

### Adjunct

ROBERT WILLIAM CLARIDA  
Adjunct Professor

I FRED KOENIGSBERG  
Adjunct Professor

### Instructors

KIRSTEN MUNRO  
Instructor

## Course List

### **A&HG 4013 Cultural Policy**

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

### **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.

### **A&HG 4170 Principles and Practice in Arts Administration**

Permission from professor required. Overview of the history of arts administration and current professional practices. In-depth discussion of current debates in performing and visual arts organizations.

### **A&HG 4173 Arts in Context**

Permission of professor 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.

### **A&HG 4174 Law and the Arts I**

Permission from professor 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.

### **A&HG 4175 Law and the Arts II**

Permission from professor 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.

### **A&HG 4176 Support Structures: Development and Fundraising in the Arts and Humanities**

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

### **A&HG 4370 Practicum in arts administration**

Permission from the Program Director via the Professional Development Coordinator required. This is a required course that offers professional development sessions as a supplement to the internship. This course is taken prior to the required internship.

### **A&HG 4470 Internship in arts administration**

Permission from Program Director via the Professional Development 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.

### **A&HG 4575 Masters Seminar in Arts Administration**

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.



**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.

**A&HG 4970 Supervised individual research in arts administration**

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

**A&HG 5173 Principles and Practice in Arts Administration: Performing Arts**

Permission from professor required. Prerequisite: A&HG 4170. A continuation of A&HG 4170 with special reference to administration and practice within performing arts organizations, including music, dance, and theater.

**A&HG 5174 Principles and Practice in Arts Administration: Visual Arts**

Permission from professor 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.

**A&HG 5175 Business Policy and Planning for the Arts Manager**

Permission from professor 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.

**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.

# Bilingual / Bicultural Education

Department of - Arts & Humanities

## Contact Information

**Phone:** 212 678 3758

**Fax:** 212 678 3428

**Email:** bilingual-bicultural@tc.edu

**Director:** Carmen Martínez-Roldán

## Program Description

In our increasingly diverse world, the study of multiple languages-in-education is in demand. The Program in Bilingual / Bicultural Education acknowledges the need to provide students with a foundation for understanding and working with bilingual learners in diverse educational settings. Our program specializes in education that privileges language 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 (<http://www.tc.columbia.edu/a&h/bilingual/>) for FAQs 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:

### **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. in Bilingual Special Education Studies (BiSPED)**

For teacher candidates who wish to explore the learning of children who live at the intersection of differences of language, culture and dis/ability. Graduates from the Bilingual Special Education Studies will be recommended for the initial/professional childhood, bilingual extension, and teaching students with disabilities certifications. Graduates will also have the option of extending their studies to obtain the middle school certification. The program is designed to assist teachers make sense of how multiple layers of difference impact children's learning. Grounded in disability studies in education and cultural historical activity theory, the program invites participants to learn through research in direct contact with children in schools. Teachers graduate from this program ready to teach in bilingual inclusive contexts where children with and without disabilities learn together, but can work in other contexts such as elementary classrooms, bilingual classrooms, or special education classrooms. The program in bilingual/bicultural education at TC is well established and has been successfully preparing teachers for the multilingual and multicultural educational context for decades now. The field of bilingual/bicultural education itself provides a strong understanding of second language and cultural diversity principles exploring and building on children's funds of knowledge and considering the multiple sociocultural factors that impact how children learn. It is within this strength-based sociocultural perspective that we see the need to add the knowledge that is required to distinguish disabilities from linguistic and cultural diversity, and for adequately serve children with a variety of ways of learning.

### **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](http://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 (Bilingual Extension)**

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 Bilingual extension 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.

## **Degree Summary**

### **BILINGUAL/BICULTURAL STUDIES - Academic Track (MA-BILG)**

- Master of Arts (M.A.)

### **BILINGUAL/BICULTURAL CHILDHOOD EDUCATION - Dual Certification (MA-BILC-DU)**

- Master of Arts (M.A.)

### **BILINGUAL SPECIAL EDUCATION STUDIES - BiSPED (MA-BILS-DU)**

- Master of Arts (M.A.)

### **BILINGUAL/BICULTURAL CHILDHOOD EDUCATION - Transitional B Certification (MA-BILC-TR)**

- Master of Arts (M.A.)

### **BILINGUAL/BICULTURAL EDUCATION - Bilingual Extension/Professional (MA-BILG-EX)**

- Master of Arts (M.A.)

### **BILINGUAL/BICULTURAL EDUCATION - Advanced Certificate (CERT-BILG-EX)**

- Certificate

For a complete listing of degree requirements, please continue on to this program's "Degrees" section in this document

# Degree Requirements

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## 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 (Academic track, not leading to certification)**

Concentration on Research - Choose among the following courses:

- 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 among the following courses:

- ITSF 4025 Languages, society, and schools
- A&HB 5024 Bilingual/multilingual education: International perspectives
- A&HB 4199 Topics in bilingualism and bilingual/bicultural education
- 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&HL 4076 TESOL methodologies for PK-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 - Transitional B** program requires a practicum course in conjunction with full-time teaching, or a student teaching experience if the student does not have his/her own classroom, for a minimum of 33 credits for the degree.

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

### 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

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

## 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](mailto:bilingual-bicultural@tc.edu).

Visit the Bilingual/Bicultural Education website for full details on how to apply, then click on "Apply." In addition to the standard Teachers College Application, the program requires fluency in at least one language other than English (LOTE) and a version of the personal statement submitted in a LOTE.

## Faculty List

### Faculty

PATRICIA MARTINEZ ALVAREZ  
Assistant Professor of Bilingual Education

CARMEN MARTINEZ-ROLDAN  
Associate Professor of Bilingual/Bicultural Education

### Lecturers

SHARON CHIA-LING CHANG  
Lecturer

## Course List

### **A&HB 4020 Foundations of Bilingual Special Education**

This course is a solid introduction to the field of special education with an added emphasis on its intersection with bilingual education. It engages students in the study of the nature, psycho-social, and educational needs of individuals across the educational lifespan with disabilities. Within this course we consider issues in special education from the historical philosophical, legal, cultural, linguistic, and ethical viewpoints, and the responsibilities of teachers and other professionals toward students with disabilities and their families. Additionally, the course offers an opportunity to analyze the research in bilingual education in relation to the complexity of the over- and under-representation of bilingual students in special education, issues in relation to differentiating cultural and linguistic-related learning variations from special education issues, and instructional implications (including assistive technology).

### **A&HB 4021 Foundations of Bilingual/Bicultural Education**

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

### **A&HB 4024 Linguistic Foundations of Bilingual/Bicultural Education**

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

### **A&HB 4028 Teaching Literacy in Bilingual Settings**

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

### **A&HB 4029 Latino Children's Literature and Literacies**

Participants will become familiar with literature for children and adolescents portraying Latino/a characters and themes, with various Latino/a authors, poets and illustrators, and with resources available for educators. The course provides criteria for the selection of such literature, specifically criteria to identify cultural authenticity. The experiences provided in the course will build a foundation for developing research and practice using Latino literature to support all readers in mainstream and bilingual classrooms.

### **A&HB 4075 Cross-cultural Communication and Classroom Ecology**

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

### **A&HB 4121 Bilingual/Bicultural Curriculum Design in Elementary and Middle Schools: Social Studies**

Prerequisites: Proficiency in the English language and one additional language. The course focuses on three aspects addressing both elementary and middle school contexts: (a) linguistic, cognitive, developmental, and socio-cultural considerations in the design of bi/multilingual curricula; (b)



exploration of bi/multilingual instructional methods and materials for use in language arts and content areas; (c) critique of current commercially prepared products.

### **A&HB 4133 Curriculum and Methods for Bilingual Teachers: Science**

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

### **A&HB 4134 Curriculum and Methods for Bilingual Teachers: Mathematics**

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

### **A&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.

### **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.

### **A&HB 4323 Practicum/Student Teaching for Practicing Teachers in Bilingual/Bicultural Education**

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.

### **A&HB 4720 Student Teaching in Bilingual/Bicultural Education**

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

### **A&HB 4721 Student Teaching in English with Students With and Without Disabilities**

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

### **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.

**A&HB 6202 Advanced Fieldwork**

Permission required.

**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.

**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.

# English Education

Department of - Arts & Humanities

## Contact Information

**Phone:** 212.678.3070

**Fax:** 212.678.8197

**Email:** pa\_enged@tc.edu

**Director:** Bob Fecho

## Program Description

### MASTER OF ARTS (34 AND 38 CREDITS)

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

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

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

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.

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

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

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

### **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.

### **M.A. IN THE TEACHING OF ENGLISH LEADING TO AN INITIAL CERTIFICATION IN NEW YORK STATE ( 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 to or concurrent with their enrollment in the MA program:

- 30 credits in the English or related fields. Under the general rubric of English, qualified coursework in such related fields as Drama, Journalism, Comparative Literature, Linguistics, Philosophy, Speech, Film Studies, and Classics is counted toward fulfilling this requirement. Please note that 6 of these credits can be completed as part of the requirements for the M.A. degree.
- 3 credits of foreign language. If this requirement was not fulfilled as an undergraduate, these credits may be obtained at Columbia University, Teachers College, any other accredited institution, or College-Level Examination Program (CLEP). CLEP registration forms are available in the Office of Teacher Education (Zankel 411). If you choose to take a language class as an elective toward your degree, it must be a graduate-level course.
- 3 credits of mathematics. If this requirement was not fulfilled as an undergraduate, these credits may be obtained at Columbia University, Teachers College, any other accredited institution, or College-Level Examination Program (CLEP). CLEP registration forms are available in the Office of Teacher Education (Zankel 411).
- 3 credits of science. If this requirement was not fulfilled as an undergraduate, these credits may be obtained at Columbia University, Teachers College, any other accredited institution, or College-Level Examination Program (CLEP). CLEP registration forms are available in the Office of Teacher Education (Zankel 411).
- 3 credits of history / social science, If this requirement was not fulfilled as an undergraduate, these credits may be obtained at Columbia University, Teachers College, any other accredited institution, or College-Level Examination Program (CLEP). CLEP registration forms are available in the Office of Teacher Education ( Zankel 411).

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: Academic Literacy Skills Test (ALST), Educating All Student test (EAS), Content Specialty Test (CST) in English Language Arts, and the Teacher Performance Assessment (edTPA) in Secondary English Language Arts.

## **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 support 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.

## **Degree Summary**

### **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.)

For a complete listing of degree requirements, please continue on to this program's "Degrees" section in this document

# Degree Requirements

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## 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 (3)

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

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

- A&HE 4050 Literature and Teaching (3)
- A&HE 4152 Literacies and Technologies in the Secondary English Classroom (3)
- A&HE 4550 Teaching of Poetry (3)
- A&HE 4551 Teaching of Shakespeare (3)
- A&HE 4100 Teaching of Drama and Theater (3)

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

### Writing:

- A&HE 4156 Writing: Nonfiction (3)
- A&HE 4561 Teaching Narrative and Story (3)

### Literature:

- A&HE 4050 Literature and Teaching (3)
- A&HE 4053 Cultural Perspectives and Literature (3)
- A&HE 4052 Adolescents and Literature (3)

### Foundations/Breadth Requirement

Foundations courses are intended to broaden students' knowledge of the history of education, philosophies of education, and educational issues and practices beyond their particular area of concentration. All students must take at least 6 points of such courses (courses in Teachers College not designated "A&HE") in close consultation with their advisors and with the TC Office of Teacher Education (for those students enrolled in programs leading to certification). For those seeking Initial Certification (38-credit program), foundations credits must be used to meet the New York State requirements for classes in History/Philosophy of Education, Disabilities/Special Education, and Human Development/Psychology if these have not been taken in previous college-level coursework. These courses may be taken as pass/fail.

### Electives

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

### Master's Seminar

All M.A. students are required to enroll in the A&HE 5590, Master's Seminar: Reflective Practice. Students in the 38-credit program enroll in A&HE 5590 the same semester they enroll in Phase 2 of A&HE 4750, Supervised teaching of English. Students in the 34-credit program enroll in A&HE 5590 during their final semester. Within the context of this course, all students work with an instructor to design and complete their master's projects.

### **Student Teaching**

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

Student teaching experiences differ by semester. In the first (Phase 1) semester, a pair of students may be placed in a classroom under the direction of a single cooperating teacher. The cooperating teacher has primary responsibility for designing the curriculum. While students do not have the major responsibility for designing or organizing the course of instruction, they are active participants in the classroom and school communities. Although the Phase 1 experience varies, students are engaged in observation, group work with students, conferencing, and teaching. During this semester, students understand, appreciate, learn from, and coach students as readers and writers. Students begin to take over full responsibility for lessons for the purpose of benefiting from feedback and evaluation during University Supervisor visits. Later, toward the end of the Phase 1 experience, at a time mutually agreeable to both cooperating teacher and student teacher, the student teacher is expected to assume full responsibility for one class. A three to four week unit of study might be appropriate at this point.

During Phase 2 of student teaching student teachers are immersed in teaching, responsible for planning and conducting two classes, assessing student work, and participating as faculty members in the life of their school. Phase 2 student teachers do not ordinarily enroll in any academic courses except those that define and are an integral part of the student teaching experience. Hence, students enroll in A&HE 4750: Supervised Teaching of English (3 credits), A&HE 4751: Fieldwork and Observation in Secondary English (1 credit), A&HE 5204: Fieldwork Workshops in Teaching English (1 credit), and A&HE 5590: Master's Seminar: Reflective Practice(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, all of whom are inservice teachers, complete most course requirements for the INSTEP PROGRAM (which are similar to the 34 credit M.A. program through their enrollment in an intensive three-week long summer program for three consecutive summers during which they work in a cohort of 12-15 inservice teachers for 6-8 hours each day. The program emphasizes aesthetic education through a course collaboration with Lincoln Center Educational Institute that is followed up with involvement in successive courses and the students' final research paper. 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 flexible. Aside from three required research methods courses and A&HE 5504: Research paper: Teaching of English, students select, in consultation with a faculty advisor, an array of courses that facilitate their intellectual and professional goals.

### General Coursework Requirement

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

### Research Methods Courses

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

### A&HE 5504. Research paper: Teaching of English

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

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

### **Certification Examinations**

Certification examinations certify a student's expertise in the 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 take-home examination, seven days in duration, covering the history of English education with a focus on one of the major curricular strands within the discipline. Examination 2, covering a specialized disciplinary area related to the student's dissertation topic, is a take-home written examination to be completed within a time frame (up to one semester) set by the student's faculty advisor. The topics and texts to be covered by the two examinations and the examination questions are determined by each student's advisor in consultation with the student who will be examined. 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.

### **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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## 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 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 two courses outside the English Education Program (Courses not designated A&HE).

## Doctoral Program Milestones

### Program Plan

During their first year of study, students in consultation with their advisor should complete and file with 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, doctoral students must have passed their first certification examination and 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 take-home examination, seven days in duration, covering the history of English education with a focus on one of the major curricular strands within the discipline. Examination 2, covering a specialized disciplinary area related to the student's dissertation topic, is a take-home written examination to be completed within a time frame (up to one semester) set by the student's faculty advisor. The topics and texts to be covered by the two examinations and the examination questions are determined by each student's advisor in consultation with the student who will be examined. 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 5510 Professional Seminar: Foundational Texts 1 (We strongly recommend taking A&HE 5199 Foundational Sociocultural Texts as well)
- 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 two courses outside the English Education Program (Courses not designated A&HE).

## Doctoral Program Milestones

### Program Plan

During their first year of study, students in consultation with their advisor should complete and file with 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 be approved by faculty 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 take-home examination, seven days in duration, covering the history of English education with a focus on one of the major curricular strands within the discipline Examination 2, covering a specialized disciplinary area related to the student's dissertation topic, is a take-home written examination to be completed within a time frame (up to one semester) set by the student's faculty advisor. The topics and texts to be covered by the two examinations and the examination questions are determined by each student's advisor in consultation with the student who will be examined. 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

Candidates for the Ph.D. degree in English education must demonstrate reading proficiency in at least one foreign language at a level of competence sufficient to read scholarly or professional work relevant to their own field of study. This requirement may be satisfied through a proficiency examination administered by a foreign language program or department in the Columbia Graduate School of Arts & Sciences or by the satisfactory completion (with a grade of B or above) of a Columbia University course designed to certify language proficiency or by a comparable course (with a grade of B or above) offered by another college or university and approved by the appropriate foreign language department at Columbia. Courses in statistics or other past substitutes for a foreign language will not be accepted.

### **Dissertation Proposal (A&HE 7504)**

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

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

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

### **Dissertation**

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

### **The Advanced Seminar**

What is known historically as the Advanced Seminar now functions as a pre-defense meeting of a portion (2-3 faculty members) of the Ph.D. candidate’s doctoral dissertation committee, which convenes to interrogate and advise the candidate on the dissertation in progress in order to ensure its successful completion. The committee may be convened at any point in a candidate’s progress toward completing the dissertation research, but is ordinarily convened for English education candidates at a point when the candidate can present a rough draft of the entire dissertation for scrutiny by the dissertation committee members. The committee is convened in response to a formal request filed with the Office of Doctoral Studies (ODS) by the candidate with the approval of the dissertation advisor. Candidates should consult the ODS early in the dissertation project to ensure that all procedural rules for convening the Advanced Seminar and reporting on its deliberations are properly observed.

### **Dissertation Defense**

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

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



## Application Information

Prior to or concurrent with enrollment in the M.A. Program, applicants must have completed at least 30 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. Please note that 6 of these credits can be completed as part of the requirements for the M.A. degree. 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.

## Faculty List

### Faculty

SHERIDAN BLAU  
Professor of Practice

YOLANDA SEALEY-RUIZ  
Associate Professor of English Education

ROBERT ANTHONY FECHO  
Professor of English Education

RUTH VINZ  
Enid & Lester Morse Professor in Teacher Education

JANET MILLER  
Professor of English Education

### Lecturers

ADELE BRUNI ASHLEY  
Lecturer

PATRICIA ZUMHAGEN  
Lecturer

RANDI DICKSON  
Lecturer

## Course List

### **A&HE 4050 Literature and Teaching**

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

### **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.

### **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.

### **A&HE 4053 Cultural Perspectives and Literature**

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

### **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.

### **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.

### **A&HE 4100 Teaching Drama and Theater**

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

### **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.

### **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.

### **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.

### **A&HE 4550 Teaching of Poetry**

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

### **A&HE 4551 Teaching of Shakespeare**

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

### **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.

### **A&HE 4557 Seminar in the Teaching of English**

This course will offer experienced teachers an opportunity to revisit, reimagine and re-articulate those principles and methods at the core of what they do in the classroom. Each semester, the course will concentrate on one of the following: the Teaching of Writing (critical perspectives on writing instruction, research on writing, evaluation and assessment of writing, and classroom methods for teaching writing), the Teaching of Reading (critical issues in the teaching of literary and non-literary texts) or English Methods (approaches to unit and course design, the integration of language arts). Students are encouraged to experience each concentration.

### **A&HE 4561 Teaching Narrative and Story**

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

### **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.

### **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.

### **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.

### **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.

### **A&HE 5150 Research in Practice**

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

### **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.

### **A&HE 5154 Rhetoric and Teaching**

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

### **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.

### **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.

### **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.

### **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.

### **A&HE 5590 Master's seminar: Reflective Practice**

This course allows students to reflect systematically on their teaching practice, particularly as it relates to taking leadership stances among their colleagues, in their schools, and within their districts. Students will design and implement practice-based research that will document ways they engage and dialogue as literacy leaders. As such, this course serves as a capstone to the Ed M program.

### **A&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.

### **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.

### **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.

### **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.

### **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.

### **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.

### **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.

### **A&HE 6504 Doctoral Seminar: Curriculum Theorizing for English Education**

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.

### **A&HE 6514 Postmodern Textual Theories**

Examination of literary and theoretical texts and forms of public pedagogies that illustrate diverse postmodern discourses in approach and principles.

### **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.

### **A&HE 7504 Dissertation Seminar: Teaching of English**

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

**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.

# History and Education

Department of - Arts & Humanities

## Contact Information

**Phone:** (212) 678-4138

**Fax:** (212) 678-3746

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

**Director:** Cally Waite

## Program Description

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.

## Degree Summary

History and Education (HIST)

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

- Doctor of Philosophy (Ph.D.)

For a complete listing of degree requirements, please continue on to this program's "Degrees" section in this document

# Degree Requirements

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## General

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

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## 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.
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## 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.

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## 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.

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## Doctor of Philosophy (75 points)

The Doctor of Philosophy requires 75 points, including demonstrated proficiency in two foreign languages. Program emphasizes 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.



## 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.

## Faculty List

### Faculty

ANSLEY TURLINGTON ERICKSON  
Associate Professor of History and Education

CALLY LYN WAITE  
Associate Professor of History and Education

### Lecturers

BETTE WENECK  
Lecturer

## Course List

### **A&HH 4060 History of Education in New York City**

An examination of the city's educational institutions from the perspective of the different school populations who attended them over the course of the 19<sup>th</sup> and 20<sup>th</sup> centuries.

### **A&HH 4070 History of Education in the United States**

Considers the development of American education in the context of American social and intellectual history.

### **A&HH 4074 Historical Visions of Teachers and Teaching**

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

### **A&HH 4076 History of Urban Education**

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

### **A&HH 4901 Research and Independent Study**

Permission of instructor required.

### **A&HH 5010 History of School Segregation in the U.S.**

Examines the social, economic, and political factors that once supported segregated schools, led to the victory of *Brown v. Board of Education* (1954), and created the conditions for resegregated schools in contemporary times.

### **A&HH 5050 Harlem Stories: Archives and Digital Tools**

Part of a two-course sequence; students may take one or both. Combines a topical focus on the history of education in Harlem with practice in digital approaches to researching and sharing historical knowledge, including connections to secondary classrooms. Emphasizes working with and developing archival collections, spatial mapping and creating digital historical exhibits.

### **A&HH 5051 Harlem Stories: Oral History and Digital Tools**

Part of a two-course sequence; students may take one or both. Combines a topical focus on the history of education in Harlem with practice in digital approaches to researching and sharing historical knowledge, including connections to secondary classrooms. Emphasizes conducting and archiving oral histories and creating digital historical exhibits.

### **A&HH 5063 U.S. Education Policy in Historical Perspective**

Examines the historical development of education policy in the U.S., with a particular focus on the increasing federal presence in U.S. education over the course of the 20th century. Traces how U.S. citizens have debated who should govern schools at what scale and how federal actors have defined social problems and sought to address them through education.

### **A&HH 5070 History and Theory of Higher Education**

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.

### **A&HH 5076 History of African-American Education**

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

### **A&HH 5670 Colloquium in History and Education**

Discussion of research and teaching topics in history and education.

### **A&HH 6041 Historical Method**

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

**A&HH 6901 Research and Independent Study**

Faculty. Permission of instructor required.

**A&HH 6970 Advanced Doctoral Seminar**

Presentation of dissertation proposals and drafts and explorations of the employment prospects of specialists in history and education.

**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.

**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

# Music and Music Education

Department of - Arts & Humanities

## Contact Information

**Phone:** (212) 678-3285

**Fax:** (212) 678-4048

**Email:** musiced@tc.edu

**Director:** Kelly Parkes

## Program Description

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.

## Degree Summary

Master of Arts (M.A.)

- Master of Arts
- Master of Arts with PreK-12 Initial New York Certification
- Master of Arts with Professional Certification
  - *Please note: This program is not accepting admissions for 2018-19.*
- Master of Arts Summer Hybrid

Masters of Education (Ed.M.)

- Master of Education
- Master of Education with PreK-12 Initial New York State Certification

Doctor of Education (Ed.D.)

Doctor of Education in the College Teaching of an Academic Subject (Ed.D.C.T.)

For a complete listing of degree requirements, please continue on to this program's "Degrees" section in this document

# Degree Requirements

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## Master of Arts (32 points)

### Description

The traditional M.A. program is designed to allow flexibility in course selection, so that each student may prepare for his or her professional career in music education.

### Curriculum

A minimum of 32 points is required. Some programs may exceed the minimum number due to professional goals, special interests, or deficiencies in undergraduate work. No more than 12 points of graduate credit from other faculties of 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) Music Literacies, and (4) Music Performance. In order to broaden the student's background, in addition to the coursework in music, 6 points of Teachers College course work outside of the Program (A&HM) are required.

Specifically, students are expected to enroll in:

### Pedagogy

At least two courses from the following:

- A&HM 4021 Designing musical experiences for young children, 3 points
- A&HM 5020 Foundations of music education, 3 points
- A&HM 5021 Instrumental experiences with children, 2 points
- A&HM 5025 Creativity and problem solving in Music Education, 3 points
- A&HM 5027 Philosophical Perspective on Music Education, 3 points
- A&HM 6023 Teaching of Applied Studio Music, 2-3 points

### Research

At least one course from the following:

- A&HM 5022 Children's Musical Development, 3 points
- A&HM 5023 Vocal Pedagogy, 2-3 points
- A&H 5001 Research Methods for the Arts, 3 points
- A&H 5002 Assessment Strategies for the Arts, 3 points

### Music Literacies

At least one course from the following:

- A&HM 5032 Comprehensive Musicianship 1, 3 points
- A&HM 5033 Comprehensive Musicianship 2, 3 points

- A&HM 5026 Composing Collaboratively Across Diverse Styles, 3 points

### Music Performance

At least four points from the following:

- Instrumental/ Applied Lessons, 2 points
- Recital, 0-1 point
- Ensembles

### Elective Music Courses

The remaining courses in music can be selected from any of the four areas of study (Pedagogy, Research, Music Literacies, and Music Performance) in consultation with an advisor.

### Out of Program Courses

At least 6 points in TC courses are required. Only one course may be A&HA or A&HG.

In order to graduate, a student must complete the necessary coursework, compile and present a portfolio, and demonstrate competent musicianship in performance as approved by the program faculty. A&H 4003, 5001, and 5002 can count as music electives, but cannot be used to fulfill the College's Breadth requirement.

### Portfolio

*A portfolio must be submitted to the Music Education office by week 10 of the semester in which you plan to graduate.*

### Portfolio Requirements

Students seeking an **M.A. in Music Education** will compile a portfolio based on the application of their coursework at Teachers College to their current teaching experience. This will serve as the Cumulative Integrative Project and will be due in the final semester preceding graduation.

1. Choose at least four projects you have completed in your coursework at Teachers College that you feel represent your best efforts and thinking.
  - One project must be a video recording of classroom or studio teaching excerpts with written reflections.
  - One must be a video recording of a solo or chamber music performance. A video recording of a performance of an ensemble, where the candidate is the director / conductor, is also acceptable. The video recording must be accompanied by the written program.
    - Other projects may include research papers, creative strategies, assessment tools, lesson plans with self-evaluations, case studies, curriculum sequences, compositions, and analyses.
  - The projects should reflect a breadth and depth of understanding about music, learning, and teaching.
2. Write a 3-5 page personal statement reflecting on your learning process and growth regarding your musicianship, scholarship, and pedagogy. Include a statement of your philosophy of music education as it is reflected in the materials in your portfolio.
3. Update your resume for use as the "cover sheet" for your portfolio.

4. Compile **resume, statement, projects, and video recordings**, along with any archival evidence you would like to include such as photographs, etc. into a folder or envelope (no binders, please). Please note: Your M.A. portfolio will NOT be returned to you but will be kept on file in the Music Education Office.
5. Compile **resume, statement, projects, and video recordings**, along with any archival evidence you would like to include such as photographs, etc. onto a USB drive.

## Master of Arts Professional Certification Program (32 Points)

### Description

This Master of Arts program meets the state and national teacher preparation standards. Admission requires that students hold New York State initial state teaching certification in music.

### Curriculum

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

### Pedagogy

At least one course from the following:

- A&HM 4021 Designing Musical Experiences, 3 points
- A&HM 5025 Creativity and Problem Solving, 3 points

At least one course from the following:

- A&HM 5020 Foundations of Music Education, 3 points
- A&HM 5027 Philosophies of Music Education, 3 points

### Assessment

The following course is required:

- A&H 5002 Assessment Strategies for the Arts, 3 points

### Music Literacies

At least one course from the following:

- A&HM 5032 Comprehensive Musicianship 1, 3 points



- A&HM 5033 Comprehensive Musicianship 2, 3 points
- A&HM 5026 Composing Collaboratively Across Diverse Styles, 3 points

### Music Performance

At least one semester of lessons:

- Instrumental/Voice Lessons, 2 points

### Online Fieldwork Courses

Must take both Level I and Level II for minimum of 2 points each:

- A&HM 4201 Fieldwork Level I – Instructional Strategies, 2-4 points
- A&HM 4201 Fieldwork Level II – Student Assessment, 2-4 points

### Elective Music Courses

The remaining courses in music can be selected from any of the four areas of study (Pedagogy, Research, Music Literacies, and Music Performance) in consultation with an advisor.

### Out of Program Courses

At least 6 points are required. Only one course may be A&HA or A&HG.

### Portfolio

*A portfolio must be submitted to the Music Education office by week 10 of the semester in which you plan to graduate.*

### Portfolio Requirements

Students seeking an **M.A. in Music Education** will compile a portfolio based on the application of their coursework at Teachers College to their current teaching experience. This will serve as the Cumulative Integrative Project and will be due in the final semester preceding graduation.

1. Choose at least four projects you have completed in your coursework at Teachers College that you feel represent your best efforts and thinking.
  - One project must be a video recording of classroom or studio teaching excerpts with written reflections.
  - One must be a video recording of a solo or chamber music performance. A video recording performance of an ensemble, where the candidate is the director/conductor, is also acceptable. The video recording must be accompanied by the written program.
    - Other projects may include research papers, creative strategies, assessment tools, lesson plans with self-evaluations, case studies, curriculum sequences, compositions, and analyses.
    - The projects should reflect a breadth and depth of understanding about music, learning, and teaching.
2. Write a 3-5 page personal statement reflecting on your learning process and growth regarding your musicianship, scholarship, and pedagogy. Include a statement of your philosophy of music education as it is reflected in the materials in your portfolio.
3. Update your resume for use as the “cover sheet” for your portfolio.

4. Compile **resume, statement, projects, and video recordings**, along with any archival evidence you would like to include such as photographs, etc. onto a USB drive.

## Master of Arts Summer Hybrid (32 Points)

### Description

The Summer Hybrid Master of Arts in Music and Music Education is designed for public, private, community, studio, and international music teachers looking for an efficient way to obtain their master's degree. Students continue to develop musical, pedagogical, and leadership skills while working with peers from around the world. The program enables students to complete a Master of Arts in two or three summers, spending four weeks in New York City during the summer with the option of taking one or two online offerings during the academic year. The program is guided by pedagogical and philosophical underpinnings that reflect current trends of rethinking and re-conceiving music education. This MA program requires 32 credits of course work and meets recently conceived state and national teacher preparation standards.

Applicants seeking NY State Professional Certification must first hold a NY State Initial Certificate prior to enrollment at Teachers College. Upon completion of the degree, students may apply for Professional Certification via New York State Department of Education's individualized pathway toward certification.

### Curriculum

A minimum of 32 points is required. 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 work in each of four areas of music study, based upon the training, experience and specific needs of the student. The four areas of music study are: (1) Pedagogy, (2) Research, (3) Music Literacies, and (4) Music Performance. In order to broaden the student's background, in addition to the coursework in music, 6 points of Teachers College course work outside of the Program (A&HM) are required.

Specifically, students are expected to enroll in:

### Pedagogy

At least two courses from the following:

- A&HM 4021 Designing musical experiences for young children, 3 points
- A&HM 5020 Foundations of music education, 3 points
- A&HM 5021 Instrumental experiences with children, 2 points
- A&HM 5025 Creativity and problem solving in Music Education, 3 points
- A&HM 5027 Philosophical Perspective on Music Education, 3 points
- A&HM 6023 Teaching of Applied Studio Music, 2-3 points

### Research

At least one course from the following:

- A&HM 5022 Children's Musical Development, 3 points
- A&HM 5023 Vocal Pedagogy, 2-3 points

- A&H 5001 Research Methods for the Arts, 3 points
- A&H 5002 Assessment Strategies for the Arts, 3 points

### Music Literacies

At least one course from the following:

- A&HM 5032 Comprehensive Musicianship 1, 3 points
- A&HM 5033 Comprehensive Musicianship 2, 3 points
- A&HM 5026 Composing Collaboratively Across Diverse Styles, 3 points

### Music Performance

At least four points from the following:

- Instrumental/ Applied Lessons, 2 points
- Recital, 0-1 point
- Ensembles

### Elective Music Courses

The remaining courses in music can be selected from any of the four areas of study (Pedagogy, Research, Music Literacies, and Music Performance) in consultation with an advisor.

### Out of Program Courses

At least 6 points in TC courses are required. Only one course may be A&HA or A&HG.

In order to graduate, a student must complete the necessary coursework, compile and present a portfolio, and demonstrate competent musicianship in performance as approved by the program faculty. A&H 4003, 5001, and 5002 can count as music electives, but cannot be used to fulfill the College's Breadth requirement.

### Portfolio

*A portfolio must be submitted to the Music Education office by week 10 of the semester in which you plan to graduate.*

### Portfolio Requirements

Students seeking an **M.A. in Music Education** will compile a portfolio based on the application of their coursework at Teachers College to their current teaching experience. This will serve as the Cumulative Integrative Project and will be due in the final semester preceding graduation.

1. Choose at least four projects you have completed in your coursework at Teachers College that you feel represent your best efforts and thinking.
  - One project must be a video recording of classroom or studio teaching excerpts with written reflections.
  - One must be a video recording of a solo or chamber music performance. A video recording of a performance of an ensemble, where the candidate is the director/conductor, is also acceptable. A written program must accompany the video recording.
  - Other projects may include research papers, creative strategies, assessment tools, lesson plans with self-evaluations, case studies, curriculum sequences, compositions, and analyses developed in your coursework.
  - The projects should reflect a breadth and depth of understanding about music, learning, and teaching.
2. Write a 3-5 page personal statement reflecting on your learning process and growth regarding your musicianship, scholarship, and pedagogy. Include a statement of your philosophy of music education as it is reflected in the materials in your portfolio.
3. Update your resume for use as the "cover sheet" for your portfolio.

4. Compile **resume, statement, projects, and video recordings**, along with any archival evidence you would like to include such as photographs, etc. into a folder or envelope (no binders, please). Please note: Your M.A. portfolio will NOT be returned to you but will be kept on file in the Music Education Office.

5. Compile **resume, statement, projects, and video recordings**, along with any archival evidence you would like to include such as photographs, etc. onto a Google drive and share your portfolio with the Music Program Administrative Associate.

## Master of Arts w/Initial Certification (40 points)

### Description

The M.A. degree with Teacher Certification is a program designed for students with an undergraduate degree in music who wish to prepare for teaching music in the public schools.

### Curriculum Guide

The 40-point degree program leads to both the M.A. degree and New York State Teacher of Music, PreK-12 Certification. Students admitted to the program should seek guidance from the initial certification advisor at their first registration. All requirements for certification can be completed in this M.A. program if the candidate is identified at the first registration. Students in this M.A. program take coursework followed by two semesters of carefully guided student teaching in schools that reflects the Music Program's philosophy of authentic and relevant musical pedagogy. Please see the Office of Teacher Education Website for additional specific certification requirements and exams for program completion and graduation.

In order to graduate, students must complete the necessary coursework, student teaching, and the summative project (electronic portfolio); they must also demonstrate competent musicianship in a musical performance.

### State Certification

All of the following:

- A&HM 5022 Children's Musical Development (prerequisite for 4021), 3 points\*
- A&HM 4021 Designing Musical Experience, 3 points\*
- A&HM 5020 Foundations of Music Education, 3 points
- A&HM 5025 Creativity and Problem Solving Music Ed (prerequisite for 5026), 3 points\*
- A&HM 5026 Composing Collaboratively Across Diverse Styles, 3 points\*
- A&HM 4029 New Technologies in Education, 2 points
- Child Abuse Workshop and Violence Prevention Workshop, 0 points (On-Line or In-Person please see: [www.childabuseworkshop.com](http://www.childabuseworkshop.com) [www.violenceworkshop.com](http://www.violenceworkshop.com) )
- DASA Training, 0 points (<http://www.tc.columbia.edu/continuing-professional-studies/conferences-programs-workshops/all-offerings/dignity-for-all-students-act/>)

One Special Education Course in consultation with advisor\*

- Course work in arts for children with disabilities, 3 points
- C&T 4001 Differentiating Instruction in Inclusive Classrooms, 3 points
- HBSE 4000 Introduction to Special Education, 3 points

### Pedagogy (6 points)

Required:

- A&HM 4033 Approaches to Teaching Musical Instruments, 2 points\*
- A&HM 4023 Choral Pedagogy, 2 points\*

In consultation with advisor one of the following:

- A&HM 4050 Strategies for Ensemble Rehearsal, 2 points\*
- A&HM 5023 Vocal Pedagogy (or secondary applied lessons or secondary piano), 2 points\*
- A&HM 5021 Instrumental Experiences with Children 2 points\*

### **Music Performance (4 points)**

At least 2 courses of the following:

- Instrumental/Voice Applied Lessons, 2 points
- Secondary Instrument Applied Lessons, 2 points

### **Performance Requirement**

Participation in a musical performance is required as part of the Musical Teachers of Tomorrow concert, given each Spring\*

**Courses marked with \* must be completed prior to student teaching**

### **Fieldwork**

Both of the following courses:

- A&HM 4701 Student Teaching – Elementary, 3 points
- A&HM 4711 Student Teaching – Secondary, 3 points

### **Out of Program Courses**

In consultation with your advisor, select two courses (in addition to the Special Education course) for a minimum of 2 points each from the following programs or departments: Curriculum and Teaching, Developmental Psychology, Human Development, and Sociology and Education. A&H 4003, 5001, and 5002 can count as music electives but cannot be used to fulfill the College's Breadth requirement.

### **Portfolio Requirements for Initial Certification**

Each student will create a professional electronic portfolio, completed in the final semester of student teaching. The electronic portfolio is expected to include artifacts and reflections from the duration of study. The Director of Initial Certification in Music and Music Education will provide all necessary details.

## **Master of Education w/ Initial Certification (60 points)**

### **Description**

The Master of Education degree (Ed.M.) leading toward initial New York State Teacher Certification is a program designed for students with a graduate degree in music who wish to prepare for teaching in the public schools.

### **Curriculum Guide**

The minimum 60-point degree program leads to both the Ed.M. degree and New York Teacher of Music Certification, PreK-12. Students desiring state certification should identify themselves at their first registration and seek guidance from the initial certification advisor. 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 30 points from previous graduate work. Please see the Office of Teacher Education website for specific certification requirements and exams for program completion and graduation.

In order to graduate, students must complete the necessary coursework, student teaching, and the summative project (electronic portfolio); they must also demonstrate competent musicianship in a musical performance.

### **State Certification**

All of the following:

- A&HM 5022 Children's Musical Development (prerequisite for 4021), 3 points\*
- A&HM 4021 Designing Musical Experience, 3 points\*
- A&HM 5020 Foundations of Music Education, 3 points
- A&HM 5025 Creativity and Problem Solving Music Ed (prerequisite for 5026), 3 points\*
- A&HM 5026 Composing Collaboratively Across Diverse Styles, 3 points\*
- A&HM 4029 New Technologies in Education, 2 points
- Child Abuse Workshop and Violence Prevention Workshop, 0 points (On-Line or In-Person please see: [www.childabuseworkshop.com](http://www.childabuseworkshop.com) [www.violenceworkshop.com](http://www.violenceworkshop.com) )
- DASA Training, 0 points (<http://www.tc.columbia.edu/continuing-professional-studies/conferences-programs-workshops/all-offerings/dignity-for-all-students-act/>)

One Special Education Course in consultation with advisor\*

- Course work on arts for children with disabilities, 3 points
- C&T 4001 Differentiating Instruction in Inclusive Classrooms, 3 points
- HBSE 4000 Introduction to Special Education, 3 points

### **Pedagogy (6 points)**

Required:

- A&HM 4033 Approaches to Teaching Musical Instruments, 2 points\*
- A&HM 4023 Choral Pedagogy, 2 points\*

In consultation with advisor one of the following:

- A&HM 4050 Strategies for Ensemble Rehearsal, 2 points\*
- A&HM 5023 Vocal Pedagogy (or second applied lessons or secondary piano), 2 points\*
- A&HM 5021 Instrumental Experiences with Children 2 points\*

### **Performance Requirement**

Participation in a musical performance is required as part of the Musical Teachers of Tomorrow concert, given each Spring\*

**Courses marked with \* must be completed prior to student teaching**

### **Fieldwork**

Both of the following courses:

- A&HM 4701 Student Teaching – Elementary, 3 points
- A&HM 4711 Student Teaching – Secondary, 3 points

### **Out of Program Courses**

In consultation with your advisor, select courses (in addition to the Special Education course) for a minimum of 6 total points from the following programs or departments: Curriculum and Teaching, Developmental Psychology, Human Development or Sociology and Education

### **Portfolio Requirements for Initial Certification**

Each student will create a professional electronic portfolio, completed in the final semester of student teaching. The electronic portfolio is expected to include artifacts and reflections from the duration of study. The Director of Initial Certification in Music and Music Education will provide all necessary details.

## 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 careers in elementary schools, secondary schools, and colleges. It is awarded upon satisfactory completion of 60 points of graduate study. Major emphasis is placed on the improvement of instruction and curriculum. Candidates who show clear promise of success in further graduate study may apply for the doctoral program.

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

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

**Non-Departmental Requirements:** In addition to the music program courses, each candidate is expected to complete three courses for a minimum of 8 points from outside the Programs in Music Education (A&HM). These electives are to be selected from areas deemed appropriate in consultation with the faculty advisor. A&H 4003, 5001, and 5002 can count as music electives but cannot be used to fulfill the College's Breadth requirement.

**Graduation Requirements:** Candidates for the Ed.M. degree must complete a scholarly paper demonstrating their ability to synthesize research. The paper is usually completed in A&HM 5031 Synthesizing Research in Music Education (Prerequisite: A&H 5001 Research Methods in Arts 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](http://www.tc.columbia.edu/a&h/MusicEd) for more specific information.



# Application Information

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

Please visit the Admissions website for information concerning the application process. [www.tc.columbia.edu/admissions/admission](http://www.tc.columbia.edu/admissions/admission)

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 the following:

1. Completed application form
2. Application fee
3. Personal statement
4. Official transcript(s)
5. Letters of reference
6. Resume
7. GRE is required for following degrees: M.A. with Prek-12 Certification and Ed.M. with Prek-12 Certification.

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. [www.tc.columbia.edu/admissions/admission](http://www.tc.columbia.edu/admissions/admission)

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 the following items:

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.*

### *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.

## Faculty List

### Faculty

HAROLD F ABELES  
Professor of Music Education

LORI CUSTODERO  
Associate Professor of Music Education

RANDALL EVERETT ALLSUP  
Associate Professor of Music Education

KELLY A. PARKES  
Associate Professor of Music & Music Education

### Lecturers

JEANNE CORINNE GOFFI-FYNN  
Senior Lecturer

### Adjunct

NICOLE MADELINE BECKER  
Lessons Instructor

SARAH ELLEN PERRY  
Adjunct Assistant Professor

DANIEL J. BROWN  
Adjunct Assistant Professor

PATRICIA A. ST. JOHN  
Adjunct Associate Professor

JAMES THOMAS FRANKEL  
Independent Study

## Course List

### **A&H 4003 Inclusion and Participation in the Arts for Children with Disabilities**

The intent of this course is to provide an opportunity for students to develop a greater understanding of the unique developmental issues of children with special needs and how these issues affect learning in arts classrooms including visual arts, music, drama, movement settings. This course includes an introduction to disabilities and basic diagnosis used in school settings as well as adaptations necessary to provide a successful learning environment.

### **A&H 5001 Research Methods in Arts and Humanities**

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

### **A&H 5002 Assessment Strategies for the Arts**

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

### **A&HM 4021 Designing Musical Experiences for Young Children**

(Pedagogy) Overview of appropriate interactive practices, environmental design, and curriculum planning for young children from birth through age 7. Includes observations of exemplary teaching as well as practicum experience.

### **A&HM 4022 The artistic lives of young children**

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

### **A&HM 4023 Choral Pedagogy**

(Pedagogy) Everyone is welcome to explore their own singing as we study choral music and group singing in various ensemble settings. We will address healthy singing with an emphasis on the developing voice and the process of singing with vocal goals, creative repertoire choice and developmental musical goals, and a student-centered approach for rehearsals and planning with engagement goals.

### **A&HM 4029 Introduction to New Technologies in Music Education**

(Pedagogy) Understanding the principles of creating and teaching with synthesizers, MIDI and computers, and emphasizing the application to music education.

### **A&HM 4033 Approaches to teaching musical instruments**

(Pedagogy) This course will examine teaching and learning in the context of instrumental music. It will serve as an overview of theoretical and philosophical constructs of instrumental music pedagogy. The resulting practices inform our knowledge of teaching through the process of learning instruments in a small group setting. Focus will be on the years students typically begin the learning of wind, brass, and percussion instruments in schools, around the age of 10, through intermediate and advanced levels in middle and high school. Fundamental to our approach will be the development of lesson planning that puts the student at the center of her learning experiences. Not content with the traditional master/apprentice model, we will seek opportunities to improvise and create, allowing students even in the early stages to assume some degree of control over how they make music and what they choose to play. Questioning techniques in the instrumental lesson setting will encourage reflection on action that results in a broadening, not just of skills, but of the kind of reflective thought that is at the heart of educative experiences. Activities and projects in class will center around developing appropriately sequenced lesson plans, understanding the unique characteristics of instruments of various families, and put all class members in the dual role of teacher and student.

### **A&HM 4050 Strategies for Ensemble Rehearsal**

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

### **A&HM 4056 Chamber Music**

(Performance) For music majors only. The study and performance of chamber works from the Baroque through contemporary periods.

### **A&HM 4167 Digital and/or Electronic Music: Music ed majors**

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. With permission of advisor, students may register continuously for this course up to five semesters total.

### **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.

### **A&HM 4357 Ensemble Performance: Music - Instrumental**

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

### **A&HM 4358 Ensemble Performance: Music - Vocal**

(Performance) Open to all interested in singing. Public concert performances each semester. Repertoire determined by registration.

### **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.

### **A&HM 4711 Supervised Teaching in Music Education: Secondary**

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

### **A&HM 4901 Research and Independent Study in Music Education**

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

### **A&HM 5020 Foundations of Music Education**

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

### **A&HM 5021 Instrumental Experiences with Children**

(Pedagogy) Prerequisite: A&HM 5022. For private and group music teachers. Developmentally appropriate strategies and materials for instrumental instruction, integrating improvisation, composition, movement, singing, and ensemble playing.

### **A&HM 5022 Children's Musical Development**

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

### **A&HM 5023 Vocal Pedagogy**

(Research) This course offers a complete study of the singing voice including investigation and application of recent research in voice production and pedagogy. We will examine research and address practical skills and special interests such as choral singing, the young voice, CCM styles of singing, and vocal health. A diagnosis of vocal condition will be followed by the design of a process for effective change. Those who are interested in the research aspect of this topic must enroll for 3 points. Those who are interested in the more practical applications of the course can enroll for either 2 or 3 points.

### **A&HM 5025 Creativity and Problem-solving in Music Education**

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

### **A&HM 5026 Composing Collaboratively Across Styles**

(Music Literacies) Course emphasizes the acquisition and application of diverse musical skills. Collaborative and creative learning processes are explored as means to enlarge content knowledge and curricular possibilities to reflect increasingly pluralistic and multicultural music classrooms.

### **A&HM 5027 Philosophical Perspectives on Music Education**

(Pedagogy) An investigation of the influential philosophical texts that inform music teaching and learning. Topics involve the examination of aesthetic philosophy, ethical practices, and historical, critical, and cultural perspectives.

### **A&HM 5029 Intermediate and Advanced Applications of New Technologies in Music Education**

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

### **A&HM 5031 Synthesizing Research in Music Education**

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

### **A&HM 5032 Comprehensive Musicianship I**

(Music Literacies) 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.

### **A&HM 5033 Comprehensive Musicianship II**

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

### **A&HM 5052 Vocal Literature and Interpretation**

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

### **A&HM 5058 Recital I**

For Music majors only. Co-requisite: simultaneous registration for applied music instruction or special permission. The student will create and perform a recital. Along with selection of repertoire chosen with advisor, the student will secure a date, 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.

**A&HM 5156 Percussion Instruction: Music Major**

(Performance) 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 and 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.

**A&HM 5160 Oboe Instruction: Music Major**

(Performance) 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 and 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.

**A&HM 5161 Saxophone Instruction: Music Major**

(Performance) 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 and 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.

**A&HM 5162 Flute Instruction: Music Major**

(Performance) 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 and 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.

**A&HM 5164 Bassoon Instruction: Music Major**

(Performance) 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 and 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.

**A&HM 5166 Guitar Instruction: Music Major**

(Performance) Written permission from the Music and 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 number.

**A&HM 5167 Digital and/or Electronic Music Instruction: Music Majors**

(Performance) 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 and 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 up to five semesters total.

**A&HM 5169 Woodwinds Instruction: Music Major**

(Performance) 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.

**A&HM 5201 Fieldwork in Music Education**

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

**A&HM 5350 Piano Instruction: Music Major**

(Performance) 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.

**A&HM 5352 Voice Instruction: Music Major**

(Performance) 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.

**A&HM 5353 Organ Instruction: Music Major**

(Performance) 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 and 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.

**A&HM 5901 Research and Independent Study in Music Education**

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

**A&HM 6001 Teaching and Administration of Music in College**

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

**A&HM 6023 The Teaching of Applied Music in College**

(Pedagogy) We will examine studio teaching (applied music) over the semester. We will review recent research in the field and address practical pedagogical skills including learning goals and outcomes, curriculum and repertoire issues, and rapport and communication. We will look to define effective teaching in a student-centered environment, observing the tension that arises between the traditional master-apprentice model and a student-centered environment. As such, you will be reviewing your own teaching and your peers via a video platform.

**A&HM 6041 Interview Data and Analysis**

(Research) Meant to prepare and support doctoral research, the course involves reviewing and critiquing sample interview studies, designing and implementing data collection using various interview techniques, and coding and analyzing data.

**A&HM 6058 Recital II**

The student will create and perform a recital. Along with selection of repertoire chosen with advisor, the student will secure a date, designing programs and flyers, and arrange for any advertising, personnel, and rehearsals. Group (chamber) works are accepted, as are children's programs or solo programs reflecting the individuality of performers. Suggested time frame is 30-60 minutes. Option to register for 0 point or 1 point to receive additional coaching from the applied music instructor.

**A&HM 6481 Internship in the Teaching of College Music**

This course is designed to allow students who are either interested in teaching at the college level or those already doing so an opportunity to observe and reflect upon this practice. All students enrolled will be observing a teacher/mentor in the context of a weekly classroom OR examining your own

teaching. Originally designed for new college teachers with limited classroom experience, this course may also accommodate the experienced teacher who wishes to further his/her insight into classroom teaching.

### **A&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.

### **A&HM 6510 Advanced Seminar in Music Education**

This advanced seminar is for students at the dissertation level. Emphasis is on areas of research concentration for the purpose of critiquing work while considering the implications for music education.

### **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.

### **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.

### **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.

### **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.



# Philosophy and Education

Department of - Arts & Humanities

## Contact Information

**Phone:** (212) 678-4138

**Fax:** (212) 678-3746

**Email:** humanities@tc.columbia.edu

**Director:** David Hansen

## Program Description

This program has shaped the historical course of philosophy of education in America. From the groundbreaking work of John Dewey and William Heard Kilpatrick to the achievements of their most recent successors, Jonas Soltis and Maxine Greene, the program's philosopher-scholars have been leaders in the field. The Philosophy and Education Program offers students a unique opportunity to develop their humanistic and critical thinking about education.

Faculty and students in the program devote this thinking to a wide variety of questions, including:

- What visions of the human being animate contemporary schooling?
- How can education be a force for social reform?
- What is the role of aesthetic experience and the imagination in education?
- What type of education befits a multi-cultural society?
- What is the nature of the teacher-student relationship?

Other areas of interest include:

- The education of democratic citizens
- Moral education
- Critical thinking
- Education and technology
- The ethics of teaching

The Philosophy and Education Program provides an opportunity for educators to broaden and deepen their understanding of the processes and aims of education through inquiry into the fields of aesthetics, ethics and moral philosophy, social and political philosophy, and epistemology and the philosophy of science. Study of a variety of historical and conceptual frameworks enables students to develop theoretical perspectives on education and to effectively analyze and critique arguments in contemporary educational debates.

Recent dissertations include studies of equity in access to education, Nietzsche's conception of education, the ethics of school choice, cosmopolitanism and education, the nature of authentic learning, Matthew Arnold's conception of liberal education, and human rights education in light of Kant's moral philosophy.

## Degree Summary

Philosophy and Education (PHIL)

- Master of Arts (M.A.)

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

For a complete listing of degree requirements, please continue on to this program's "Degrees" section in this document

## Degree Requirements

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### 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, philosophical anthropology, etc.).

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### 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, philosophical anthropology, etc.).

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### Doctor of Education (Ed.D., 90 points)

The Doctor of Education 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. 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.

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, 18 points in the Philosophy and Education requirements are in the program's professional development sequence.

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### Doctor of Philosophy (Ph.D., 75 points)

The Doctor of Philosophy degree program is flexible and responsive to individual student backgrounds and needs. Each student takes responsibility, in consultation with his or her advisor, for designing a course of study that will meet the program requirements while catering to the individual's interests and professional goals.

At the center of that course of study are the program's research and professional development curriculum and other classes in philosophy and education. In addition to the required 36 points in Philosophy and Education courses, students are also required to do coursework in the following areas: 12 points in philosophy, through the Columbia Philosophy Department or Inter-University Doctoral Consortium, foundations of education, and educational breadth. These requirements are modest, leaving room for students to craft a personalized course of study. Additionally, 18 points in the Philosophy and Education requirements are in the program's professional development sequence.

Students should also contact the Office of Doctoral Studies about university and college-wide requirements, procedures, and deadlines for doctoral students. The doctoral programs require students to demonstrate reading proficiency in one of the following languages: French, German, Greek, or Latin. In rare cases, such as for writing the dissertation, another language can be approved in consultation with program faculty.

## 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.

## Faculty List

### Faculty

DAVID HANSEN

John L & Sue Ann Weinberg Professor in Historical & Philosophical Foundations of Education

MEGAN LAVERTY

Associate Professor of Philosophy and Education

## Course List

### **A&HF 4090 Philosophies of Education**

An introduction to primary texts, central questions, and rival traditions in philosophy of education. An invitation to develop one's own philosophy of education.

### **A&HF 4091 The Call to Teach**

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.

### **A&HF 4092 Education and the Aesthetic Experience**

An invitation to engage with works of art which challenge conventional ways of thinking and perceiving; consideration of the relation of art, imagination, and education.

### **A&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.

### **A&HF 4190 Philosophies of Education in the Americas: North America**

Major American thinkers and outlooks and their impact on education: Thoreau, Emerson, Fuller, and transcendentalism; Pierce, James, Dewey, and pragmatism; Douglass, Du Bois, and African-American education; Anthony, Stanton, Addams, and feminism.

### **A&HF 4194 Dialogue and Difference in the Multicultural Classroom**

Philosophical exploration of the pedagogical, psychological, social, and political issues surrounding the recognition and misrecognition of difference. Consideration of theories of dialogue from Plato to Freire.

### **A&HF 4196 Identity and Ideals: Visions of Human Flourishing**

An introduction to influential philosophical perspectives on what it means to be a successful, whole, and flourishing human being. Attention to issues of personal identity and personal ideals and how these can evolve over time.

### **A&HF 4198 Philosophies of Education in the Americas: Latin America**

An introduction to significant lines of philosophical inquiry about education across Latin America, from pre-conquest civilizations through the present time. Consideration of writings by Bartolomé de las Casas, Sor Juana Inés de la Cruz, Aimé Césaire, José Enrique Rodó, Gabriela Mistral, José Carlos Mariátegui, and others.

### **A&HF 4900 Independent Study in Philosophy and Education**

Permission of instructor required.

### **A&HF 5090 The Philosophy of John Dewey**

An analysis of the principal educational works of John Dewey.

### **A&HF 5093 Ways of Knowing**

Readings in epistemology in the context of teaching, learning, and educational research, from classical and enlightenment sources to feminist, hermeneutic, psychoanalytic, and postmodern critiques. Topics include objectivity and subjectivity and problems of interpretation in the arts, humanities, and natural and social sciences.

### **A&HF 5190 Critical Perspectives in Philosophy and Education**

Close reading and discussion of classic and contemporary critical theories. Examination of class, gender, race, and sexuality issues in canon, classroom, and society.

**A&HF 5590 Voices in Philosophy and Education**

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).

**A&HF 5591 Educational Debates in Philosophical Perspective**

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, standardization).

**A&HF 5596 Topics in Educational Ethics and Moral Philosophy**

Topics vary but may include any of the following: the moral sources of educational aims, the nature of ideals, the ethics of teaching, moral education, and meta-ethics.

**A&HF 5600 Colloquium in Philosophy and Education**

A series of formal presentations and discussions with scholars in the field of Philosophy and Education.

**A&HF 6000 Doctoral Pro-seminar: Ancient Philosophy and Education**

Permission of instructor required. For first- and second-year doctoral students in Philosophy and Education. Close reading and discussion of primary texts in ancient philosophy that have shaped the field of philosophy of education. Complements A&HF 6100.

**A&HF 6100 Doctoral Pro-seminar: Modern Philosophy and Education**

Permission of instructor required. For first- and second-year doctoral students in Philosophy and Education. Close reading and discussion of primary texts in modern philosophy that have shaped the field of philosophy of education. Complements A&HF 6000.

**A&HF 6500 Dissertation Proposal Workshop in Philosophy and Education**

Permission of instructor required. Prerequisites: A&HF 6000 and A&HF 6100. An ongoing writing workshop required of all doctoral students after completion of the Proseminar sequence. Students develop research interests, hone philosophical skills, and draft dissertation proposals. Offered every Fall and Spring semester.

**A&HF 6590 Advanced Seminar in Philosophy and Education**

For doctoral students in Philosophy and Education or by permission of instructor. Topics vary and may range from close reading of a single text to exploration of a key concept or problematic. Past topics include contemporary theories of democratic education, cosmopolitanism and education, and conceptions of teacher education.

**A&HF 6900 Advanced Research in Philosophy and Education**

Permission of instructor required. For doctoral students in Philosophy and Education only.

**A&HF 7500 Dissertation Seminar in Philosophy and Education**

Permission of instructor required. Required of doctoral students in the semester following successful completion of the doctoral certification process or in the semester in which the student defends the dissertation proposal, whichever comes first.

**A&HF 8900 Dissertation Advisement in Philosophy and Education**

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.

# Social Studies Education

Department of - Arts & Humanities

## Contact Information

**Phone:** (212) 678-3152

**Fax:** (212) 678-4118

**Email:** socialstudies@tc.edu

**Director:** Tom Fallace

## Program Description

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 studies 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 resources of Teachers College and Columbia University Graduate School of Arts and Sciences, are available to every student.

## Degree Summary

### 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.)

### Teaching of Social Studies - TRANSITIONAL B (SSTE-TRAN)

- Master of Arts (M.A.)

For a complete listing of degree requirements, please continue on to this program's "Degrees" section in this document



# Degree Requirements

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## 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 integrative project. This degree program focuses on social studies teaching in middle and high schools and fulfills the requirements for New York State Professional Certification.

### **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 portfolio project. It is designed for those with little or no experience teaching secondary social studies. Successful completion of this program of study leads to the M.A. degree and recommendation for New York State Initial Certification (grades 7-12). Student teaching is undertaken in cooperating middle and high schools, in the New York Metropolitan area. A committee of social studies faculty and cooperating professionals from the schools to which students are assigned 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 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.

InStep is a three-year, summer Master of Arts degree. It requires 32 points and a master's thesis. It is designed for teachers from both public and private schools.

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

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## Master of Arts (M.A., 32 points)

### **Master of Arts (M.A., 32 points)**

This program is designed for experienced teachers who need an MA for professional certification and non-certified teachers engaged in private school teaching. It requires a minimum of 32 points and a master's integrative project. This degree program focuses on social studies teaching in middle and high schools and fulfills the requirements for New York State Professional Certification. Points are distributed as follows:

**Social Studies Core Courses (11 points):**

Required courses:

- A&HW 5031 Teacher education in social studies
- A&HW 5232 Fieldwork: Social studies teacher education
- A&HW 6530 Curriculum development, research, and supervision

Students should also take 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 integrative project, selected with advisor approval.

## InStep Master of Arts in Social Studies for In-Service Teachers (32 points)

This program is designed for teachers from both public and private schools seeking further education. Most of the 32 points are taken during a three-week intensive summer program over three years. During the intensive residency each summer, students are embedded in integrated courses in teaching and social studies that take advantage of NYC and the diverse experiences of students. During the academic years, most students take 2-3 additional courses and work on their thesis to complete their degree.

*Please note that all students must take a minimum of 12 points in content/pedagogy and three out-of-program courses in professional development for a minimum of 2 credits each.*

**Typical curriculum for INSTEP includes: Summer #1:**

- Advanced methods of social studies curriculum (A&HW 5037)
- Social Studies Content w/Pedagogy Course
- Guided Investigations (A&HW 5931)
- Out-of-Program Course

**Summer #2:**

- Curriculum development, research, and supervision (A&HW 6530) or Teacher education in the social studies (A&HW 5031)
- Out-of-Program Course
- Social Studies Content w/Pedagogy Course
- Guided Investigations (A&HW 5931)

#### **January Weekend Between Summers # 2 and # 3:**

- Action Research Mid-Year Seminar (A&HW 5232)

#### **Summer # 3:**

- Out-of-Program Course
- Guided Investigations (A&HW 5931)
- Social Studies Content w/Pedagogy Course

#### *Graduation Requirement:*

Master's Project in Action Research

## Transitional B Master of Arts in Social Studies with Initial Teacher Certificati

This program requires a minimum of 32 points and an integrative project. The program is designed for Returned Peace Corps Fellows to transition into public school classrooms. Successful completion of this program of study leads to the M.A. degree and recommendation for New York State Initial Certification (grades 7-12). Students in this program balance full-time teaching in a NYCDOE school and graduate school coursework. They are supported in their program and teaching by the Program in Social Studies and the Peace Corps Fellows Program.

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

The 32 points should be distributed as follows:

#### **Social Studies Core Courses (9 points):**

Required courses:

- A&HW 4036 The teaching of social studies
- A&HW 5037 Advanced methods of social studies curriculum
- C&T 4501 Teaching and Learning in a Multicultural, Multilingual Classroom
- A&HW 4530 Student Teaching Seminar - Fall
- A&HW 4530 Student Teaching Seminar - Spring

#### **Social Studies Content Courses (10+ points):**

In consultation with an advisor, students should select courses to round out their knowledge of the subject matters taught in secondary schools. Content courses taken at Teachers College include attention to both content and pedagogy. Courses can also be taken at Columbia University.

#### **Professional Development Courses (7+ points):**

To satisfy the college's breadth requirement students must take three Teachers College courses (for this purpose a course is defined as one in which 2 or 3 points are earned) outside the major program. For the purposes of certification, students must take a course in psychology with an adolescent focus, a three-point literacy course, and a course in inclusive or special education. Selected with advisor approval.

*Further Requirements:*

Students must complete an integrative master's project. They must also satisfy the New York State certification requirement for study of a language other than English and social studies content. (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
- A&HW 5030 Diversity and the social studies curriculum

### **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. For the purposes of certification, students must take a course in psychology with an adolescent focus, a three-point literacy course, and a course in inclusive or special education. Selected with advisor approval.

### **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)

### Master of Education (Ed.M., 60 points)

This program requires a minimum of 60 points including an independent integrative research project. The degree is intended for experienced educators; it is aimed at developing leaders in social studies education for settings such as community colleges, high schools, curriculum agencies, publishing companies, foundations and museums. Emphasis is on specialized work in curriculum development and the subject matters, methods, and materials of instruction. This degree program is also suitable for students contemplating future doctoral study. The program is flexible in nature and can be tailored to the student's specific career goals.

### Social Studies Foundations, Methods and Professional Content (27 points minimum):

The courses in this area are intended to familiarize students with the historical development and current state of social studies education and to provide experience in research on educational practices. Students should consult with an advisor to determine what additional research courses outside the program will be needed in their individual programs of study; these out-of-program courses may be used to satisfy requirements in this area.

### Courses in the major field (15 points minimum):

Required courses:

- A&HW 5031 Teacher education in social studies
- A&HW 5530 History of American social thought
- 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
- A&HW 5232 Fieldwork: Social studies teacher education

### Curriculum Study (12 points):

Required courses:

- A&HW 6530 Curriculum development, research, and supervision
- A&HW 5030 Diversity and the social studies curriculum (or a comparable course in diversity)
- One course in media and technology
- One additional course in curriculum

**Social Studies Content Electives (12 points minimum):**

A wide variety of courses combining content and pedagogy is offered in the program. Content courses are also available at Columbia University but should be approved by a program advisor before registration.

**Broad and Basic Areas of Professional Scholarship (15 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). These courses should support students' interests and professional growth but should include at least one course on the nature of education, one on the nature of persons and learning, and one on methods of evaluation. Selected with advisor's approval.

**Independent Study for the Master's Integrative Project (6 points):**

- A&HW 5931 Guided investigations in the teaching of social studies
- A&HW 6030 Research in social studies education

Master's Project: The master's integrative project will develop out of each student's particular program of study. A student will work with an advisor to conceptualize, prepare, and write the 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):**

*Please note: Curriculum changes are underway for the 2018-19; see Doctoral Handbook and your advisor for most up-to-date info on requirements.*

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

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. 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 preparing for a career in teaching, conducting research, and working in teacher education in a university setting or a private or public policy organization.

**Courses in the major field (15 points minimum):**

*Please note: Curriculum changes are underway for the 2018-19; see Doctoral Handbook and your advisor for most up-to-date info on requirements.*

- 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 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&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.



## Application Information

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.

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.

All 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: gaudelli@tc.edu.

## Faculty List

### Faculty

CHRISTINE BARON  
Assistant Professor of Social Studies

SANDRA SCHMIDT  
Associate Professor of Social Studies Education

WILLIAM GAUDELLI  
Professor of Social Studies and Education

### Lecturers

ERIKA MARIE KITZMILLER  
Lecturer

### Adjunct

THOMAS E. CHANDLER  
Adjunct Associate Professor

BRADLEY CHARLES SIEGEL  
Adjunct Assistant Professor

### Instructors

HANNADI JOSEPHINE SHATARA  
Instructor in Social Studies

## Course List

### **A&HW 4005 Sustainability and the Social Studies**

This course examines the ways in which such scientific issues can be incorporated into school curricula as issues of civic education. Particular attention will be paid to mitigation and adaptation efforts that are currently underway in classrooms across the U.S. as well as the interdisciplinary nature of sustainability education.

### **A&HW 4032 The Study of World History and Geography**

Particular attention to problems of conceptualization and interpretation involved in organizing and teaching world history with an emphasis in geography at both the middle and high school levels. Satisfies the New York State requirement for world history and geography.

### **A&HW 4033 History and Geography of Europe Since 1914: Selected Topics**

Main themes in teaching recent European history within the geographic context of changing political boundaries. Selected topics may include the balance of power among nation states, imperialism, demographic and social change, fascism, Communism, European integration, and globalization. Satisfies the New York State requirement for U.S. history and geography.

### **A&HW 4035 New York City as a Learning Laboratory**

New York City's cultural, social, governmental, business and financial institutions, neighborhoods, community associations and ethnic groups, as studied within the context of New York State history and geography through field experiences. Emphasis on analyzing conditions affecting economic and civic decision-making. Satisfies the New York State requirement for New York State history and geography.

### **A&HW 4036 The Teaching of Social Studies**

Basic classroom methods for teaching social studies in secondary schools; teaching resources and aids; assessment and testing; classroom management.

### **A&HW 4037 East Asia: Geographic Perspectives**

An overview of central themes in the modern history, geography, and culture of China, Japan, and Korea. Satisfies the New York State requirement for world history and geography.

### **A&HW 4038 The Study of American History and Geography**

Illustrative themes in American history and geography for middle and high school. Satisfies the New York State requirement for American history and geography as well as for New York State history and geography.

### **A&HW 4039 The United States Constitution: Civic Decision Making**

Major philosophical foundations, problems preceding and during the convention, the struggle for ratification, detailed examination of the document, important court cases, non-written constitutional traditions, and unresolved constitutional issues. Emphasis on past and present struggles to enact democracy in a pluralistic society. Satisfies the New York State requirement for civics, government, and political science.

### **A&HW 4040 Women of the World: Issues in Teaching**

Women's lives viewed through history, geography, literature, human rights, demography, and economics provide the subject matter. Reconceptualizing the school curriculum is a dominant theme. Satisfies the New York State requirement for world history and geography.

### **A&HW 4041 Economic Decision Making in Citizenship Education**

Study of the economic decisions made by individuals, groups, governments, and societies; investigation of economic thought, issues, structures, and associated examples of instructional practice in classroom settings. Satisfies the New York State requirement for economics.

**A&HW 4043 Controversial Issues and the Secondary Classroom**

This course is about the inclusion of discussions of controversial public issues in secondary school classrooms. Satisfies the New York State requirement for political science.

**A&HW 4530 Seminar for Student Teachers in Social Studies**

Must be taken concurrently with A&HW 4730. Restricted to majors. Discussion of contextual issues related to student teaching in New York City and support for developing teachers.

**A&HW 4729 Observation in the Social Studies**

Restricted to majors. Preliminary experience in middle and high school social studies classrooms.

**A&HW 4730 Supervised Student Teaching in Social Studies**

Permission of instructor required. Must be taken concurrently with A&HW 4530. Restricted to majors. Student teaching placement in middle and high school social studies classrooms.

**A&HW 4903 Research and Independent Study in Social Studies**

Permission of instructor required. For qualified masters students. Student-proposed course to supplement student's program plan. Taken under the direction of a faculty member. Students work individually or with others.

**A&HW 5030 Diversity and the Social Studies Curriculum**

Study of social, political, spatial, and economic inequity and how these contextualize urban schools and schooling. Explores the integration of curricular and pedagogical orientations into classrooms that promote inclusivity and attend to diversity and equity.

**A&HW 5031 Teacher education in social studies**

Permission of instructor required. Introduction to research in teacher education in the social studies; examination of issues related to social studies teacher education.

**A&HW 5035 History of the Social Studies since 1880**

A historical investigation of the development of the secondary school history/social studies curriculum, including questions related to objectives, content, and methods of instruction.

**A&HW 5037 Advanced Methods of Teaching Social Studies**

Examination of alternatives to conventional curricular arrangements in social studies, including attention to authentic assessment, interdisciplinary strategies, social justice education, and pedagogy in public.

**A&HW 5040 Global Citizenship Education**

GCE explores discourses and educational practices related to globalization, citizenship, education.

**A&HW 5043 Critical Geography Education: Africa**

This course explores social theory from geography to develop questions and practices for the teaching of geography in the social studies. The unit of inquiry is Africa, a geographic concept we interrogate during the course.

**A&HW 5203 Fieldwork in Social Studies**

Permission of instructor required. Opportunity for qualified masters students, individually or in small groups, to develop and pursue projects, in consultation with an advisor, in schools, communities, and other field settings.

**A&HW 5232 Fieldwork: Social Studies Teacher Education**

Supervised fieldwork, individual conferences and group seminar related to social studies research.

**A&HW 5430 Internship in the Teaching of History and Social Sciences**

Permission of instructor required. Ordinarily in secondary schools, community colleges, teacher training programs or publishing work.

**A&HW 5503 Research Paper in Social Studies**

Required for master's students submitting a final portfolio or thesis; required for doctoral students in fourth semester of doctoral seminar.

**A&HW 5530 History of American Social Thought**

History of American social thought as it has influenced and been influenced by theories of education and patterns of educational practice.

**A&HW 5931 Guided Investigations in the Teaching of Social Studies**

Permission of instructor required. For advanced students. Individual fieldwork in secondary school or introductory college social studies.

**A&HW 6030 Research in Social Studies Education**

Permission of instructor required. Supports advanced students working on a research project. Course explores epistemological frameworks, use of theory, research methods, and/or analysis of data. Emphasis determined by needs of students.

**A&HW 6203 Advanced Fieldwork in Social Studies**

Permission of instructor required. Opportunity for qualified doctoral students, individually or in small groups, to develop and pursue projects, in consultation with an advisor, in schools, communities, and other field settings.

**A&HW 6403 Internship in College Teaching in Social Studies**

Permission of instructor required. Occasional opportunities in college programs in areas represented by the program.

**A&HW 6500 Seminar in the History of the Social Studies**

This course is for doctoral students taking the History of Social Studies since 1880 (A&HW 5035) and runs concurrently with A&HW 5035. Course requirements are designed specifically for doctoral students.

**A&HW 6503 Doctoral Seminar in Social Studies**

Seminar focused on doctoral student research and contemporary social studies issues. Beginning doctoral students take the seminar for four consecutive semesters.

**A&HW 6530 Curriculum Development, Research, and Supervision**

Aspects of curriculum; teaching and learning processes; attention to problems and techniques of supervision.

**A&HW 6903 Research and Independent Study**

Permission of instructor required. For qualified doctoral students. Student-proposed course to supplement student's program plan. Taken under the direction of a faculty member. Students work individually or with others.

**A&HW 6935 Studies in History and in the Teaching of History and Social Studies**

Permission of instructor required. Individual research and advanced historical method ordinarily related to a doctoral dissertation.

**A&HW 7503 Dissertation Seminar in Social Studies**

The purpose of the dissertation seminar is to develop and refine specific topics for dissertation research. Students should enroll in the dissertation seminar beginning only in the semester in which they intend to present their dissertation proposal for committee review.

**A&HW 8903 Dissertation Advisement in Social Studies**

Individual advisement on doctoral dissertation. Fee to equal 3 points at current tuition rate for each term. See catalog section on continuous registration for Ed.D./Ph.D. degrees.