TEACHERS COLLEGE
COLUMBIA UNIVERSITY

ACADEMIC CATALOG 2018-2019

DEPARTMENT OF ORGANIZATION & LEADERSHIP

Department Chair: Professor William Baldwin
Email: org&leadership@tc.edu
Phone: (212) 678-8232
Fax: (212) 678-3036
Address: 213 Zankel Building
Box: 175

PROGRAMS

Organization & Leadership

Contact Information

Department Chair: Professor William Baldwin

Email: org&leadership@tc.edu

Phone: (212) 678-8232

Fax: (212) 678-3036

Address: 213 Zankel Building

Box: 175

Mission

The mission of the Department of Organization and Leadership is to educate, train, and serve current and future leaders. They include administrators, executives, policy makers, researchers, psychologists, and educators from around the world. Our students are, or aspire to be, in the fields of public and private education, higher and postsecondary education, adult education, health administration, advocacy, organizational behavior, and organizational development and change. We educate, train, and serve:

1. Leaders, managers, and administrators for all types of organizations, with an emphasis on educational and nonprofit institutions and health organizations in both the private and public sectors;
2. Those who help these leaders, executives, managers, and administrators; and
3. Those who conduct research pertinent to organizational dynamics and learning and who teach leadership, administration, education policy, organizational behavior, and organizational change.

To accomplish this mission the Department provides programs in Adult Learning and Leadership, Education Leadership, Nurse Executive Education, Higher and Postsecondary Education, and Social-Organizational Psychology.

Additional Information

Departmental Policies for Student Progress and Degree Completion In Organization and Leadership

In addition to the College policies for student progress and degree completion, students within the Department of Organization and Leadership who were admitted to a degree program in the department as of Fall Term 2005 or later, must also meet the following requirements:

1. All masters and doctoral students must enroll for a minimum of 6 points per academic year. However, once a doctoral student is obligated for continuous doctoral dissertation advisement, students must satisfy the requirements for continuous registration as outlined in the College requirements.
2. All masters and doctoral students must maintain a minimum GPA of B (exclusive of Pass/Fail courses) for all courses registered through Teachers College.
3. All requests for retroactive registration must receive the approval of the faculty advisor, Program Director, and Department Chair before submission to the Office of the Registrar.
4. Ed.D. students must complete all requirements for the Ed.D. within 8 years from their term of matriculation.
5. Ed.D. students must take the certification exam once they have completed 70 points of coursework (both TC credits and those transferred in), or within 3 years of term of matriculation, whichever comes first. Students must complete the remaining minimum of 20 points toward their Ed.D. requirements within the initial period of certification (four to six years).
6. Whether a student sits for the certification examination will be at the discretion of the student's advisor. If the student has more than 3 points of Incomplete grades but the advisor does not believe this poses a problem, then the student may still sit for the certification exam. However, under College policy, any doctoral student who has 6 or more points of Incomplete grades as part of the program of study may not sit for the certification examination.
7. An Ed.D. student will be recommended for certification, for the purpose of determining when the obligation for continuous enrollment in doctoral dissertation advisement begins when he/she has passed both parts of the certification exam, has submitted a program plan, and has been formally recommended for certification by the Program.
8. After having passed part one of the certification examination, the student has a year to take the remaining steps to secure full certification, including completing part two of the certification examination and submitting a program plan.
9. All Ed.D. candidates must complete their Ed.D. degree requirements by the expiration date of their period of certification. Ed.D. candidates who have not completed their degree during this time but have registered and completed a course during the last five years may petition for an extension if they are in good standing and have satisfied the college requirements for continuous enrollment for doctoral dissertation advisement, if applicable. Petitions for extensions may be obtained in the Office of Doctoral Studies.

Students filing for an extension must:

1. Have adequate and acceptable reasons.
2. Have been registered and completed a course within the last five years.
3. Provide a feasible plan for degree completion.
4. Obtain the approval of their faculty advisor, Program Director, and Department Chair. Any petitions not accompanied with appropriate approvals will be invalid.
5. Students filing petitions for extensions may be required to retake courses or to undertake additional coursework, as specified by faculty advisor, Program Director, and/or Department Chair.
6. Petitions for extensions must be filed within six months of expiration of period of certification.
7. Students are limited to a maximum of two petitions for extensions, which will not exceed more than two years total.

Departmental Core Requirements:

The Department requires that all students, regardless of degree or program, complete an overview in a research methods course. Organizational Psychology majors are required to take ORLJ 4009 which emphasizes experimental and quasi-experimental research designs. Other majors are strongly advised to take ORL 5521 which emphasizes applied research designs.

All Ed.D. students are required to complete an introductory statistics course and a two-course sequence in research design (data collection and analysis) in a methodology that is relevant to their dissertation. Students should work with their advisor and dissertation sponsor to select one of seven possible methodological designs: experimental and quasi-experimental survey research, applied qualitative research, ethnography, evaluation, action research, and historical research.

Adult Learning and Leadership

Department of - Organization & Leadership

Contact Information

Phone: 212-678-3760

Fax: 212-678-3957

Email: al&l@tc.edu

Director: Professor Victoria J. Marsick

Program Description

The mission of the program is to empower graduates as facilitators of learning across the lifespan–in and outside of classrooms and virtual learning spaces. We emphasize leadership for reflective, proactive, and transformational learning. Our students help individual adults learn, and they help organizations, institutions, and communities learn from and with those adults.

Our program prepares leaders who help adults improve the way they live and work through more effective instrumental learning, but we do not stop there. A hallmark of our programs is the fostering of transformative learning. Through transformative learning:

- Adults are helped to identify, probe, and change assumptions, values, and beliefs that shape how they think, act, and learn;
- Adult educators are helped to transform organizations, institutions, learning communities, and other settings that influence learning and change.

Graduates from our programs lead, manage, design, deliver, or evaluate learning initiatives. They can be scholars, researchers, evaluators, executives, coaches, or learning and development professionals.

Our mission fits with the mission of the College, because we support learning across the lifespan with an eye to how adult learning shapes, and is shaped by, societal learning and change. We also seek understanding of cultural and other kinds of diversity in learning.

The intellectual framework of the program examines the relationship of adult learning to organizational, management, and leadership issues. The framework prepares individuals as leaders, managers, and facilitators of learning in relation to lifelong learning, continuing education, and learning from experience at work. The curriculum is designed around levels of learning, development, and change for individuals, groups, and organizations as a whole. Also in focus are the ways in which individual learning can be supported, nurtured, shared, and utilized by larger social units in today's knowledge society.

The Adult Learning and Leadership Program appeals to professionals who design, develop, and evaluate programs that meet the learning needs of adults in both face-to-face and online formats. They include facilitators, coaches, and educators of adults who learn in the following settings:

- Organizations in the profit, not-for-profit, or public sectors;
- Religious and community-based organizations;
- Basic education classes (literacy, General Education Diploma);
- Returning adult students with specialized needs in postsecondary education; and
- Continuing professional education, including medical education and healthcare.

The 45-point M.A. program is most appropriate for educators who are involved in the design, management, and delivery of learning. The 60-point Ed.M. and 90-point Ed.D. options are appropriate for professionals who are involved in policy development, strategy, change management, and systems-level learning. The program prepares educators who work with the following groups:

- Leaders who shape adult education policy and program development, as well as those who act as trainers and coaches to these leaders; and
- Designers, planners, managers, and developers who are innovating with new delivery models.

Specialization in Medical Education, Healthcare, and Adult Learning

This specialization is designed for those who facilitate health and medical education with staff, clients, patients, and teams of healthcare providers. It is inspired by a global independent commission for reassessing education of health professionals. The specialization requires fulfilling core program requirements. Specialization courses and electives are tailored to healthcare, including for example, courses in problem-based learning in medical contexts, facilitating adult learning in health care and medical education contexts, and a sequence of newly developed clinical practica (ORLD 5301, 5302, 5303) on education and supervision for medical educators, chaplains and counselors, and other allied health workers. Courses with a healthcare and medical education focus can also be taken from TC programs in health education, counseling, nursing, and biobehavioral studies; as well as through links with Columbia University, College of Physicians and Surgeons.

Degree Summary

Adult Learning and Leadership (ADUL)

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

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

Degree Requirements

General

The M.A., Ed.M., and Ed.D. programs in Adult Learning and Leadership are structured around a sequence of core courses, research requirements and electives.

Each program has between two and three required Foundations courses. In addition, students may choose courses to take in the areas of adult development, adult learning theory and applications, program development and evaluation, systems learning, leadership, strategy and management, human resource development, group dynamics, organizational behavior, technology, conflict resolution, and research. At least one course is to be taken (or in some cases, transferred from prior accredited graduate study) in each of these twelve areas, no matter what the degree level. Many of these courses are offered by the Program or the Department; other courses can be taken elsewhere in Teachers College or Columbia University.

Foundations (6-9 credits, depending on degree program):

- ORLD 4050 Introduction to adult and continuing ed (3)
- ORLD 4053 Facilitating adult learning (3)
- ORLD 5057 Adult Learning & Ed: Theory & Practice (3)

Adult Development (3-6 credits, depending on degree program):

- ORLD 4051 How adults learn (3)
- ORLD 5070 Learning for adult development (3)
- ORLD 5823 Building 21st century organizational capability with cultural intelligence (CQ) (3)
- HUDK 5023 Cognitive development (3)
- HUDK 5027 Moral development (3)
- HUDK 5028 Spiritual development across the lifespan (3)

Adult Learning Theory and Applications (6-14 credits, depending on degree program):

- ORLD 4091 Somatics: Mind/Body Approach to Leadership Development (3)
- ORLD 4815 Developing critical thinkers (1)
- ORLD 4827 Fostering transformative learning (2-3)
- ORLD 4828 Imagination, authenticity, and individuation in transformative learning (2-3)
- ORLD 4844 Helping adults learn (1)
- ORLD 4850 Discussion as a way of teaching (1)
- ORLD 5057 Adult learning and education: Theory and practice (3)
- ORLD 5815 Critical theory and adult learning (1)

Program Development and Evaluation (3 credits):

- ORLD 5053 Developing and managing adult learning programs (3)
- ORL 5522 Evaluation methods I (3)

Systems Learning (3 credits):

- ORLD 5550 Research on organizational learning (3)
- ORLD 5061 The learning organization (3)
- ORLJ 4800 Conflict and Complexity: A Dynamical System Approach to Addressing Protracted Conflict (3)

Leadership (3 credits):

- ORLD 5023 Leadership and self development (3)
- ORLD 5821 Leveraging emotional intelligence (EQ) to enhance organizational effectiveness (3)
- ORLJ 5005 Leadership and supervision (3)

Strategy and Management (3 credits):

- ORLD 4085 Management & Leadership Skills in Practice (3)
- ORLD 5054 Strategy development as a learning process in organizations (3)
- ORLD 6054 Learning to think strategically (3)
- ORLJ 4002 Functions of organizations (3)

Human Resource Development (3 credits):

- ORLD 5055 Staff development and training (3)
- ORLD 5062 Human resource development in organizations (3)
- ORLD 5073 Action learning design and coaching (3)
- ORLD 5900 Research & Independent Study in Adult Lrng (depending on focus; check with advisor) (3)
- ORLD 6900 Research & Independent Study in Adult Lrng (depending on focus; check with advisor) (3)
- ORLJ 5003 Human resource management (3)

Group Dynamics (3 credits):

- ORLD 5822 Building productive relationships with social intelligence (SQ) (3)
- ORL 5362 Group dynamics: A systems perspective (3)
- ORLJ 5017 Small group intervention: Improving team performance (3)

Organizational Behavior (3 credits):

- ORLD 5822 Building productive relationships with social intelligence (SQ) (3)
- ORLA 4010 Organizational analysis in education (3)
- ORLJ 4005 Organizational psychology (3) (Note: This is a prerequisite for many ORLJ courses)
- ORLJ 5045 Organizational dynamics and theory (3)

Technology (3 credits):

- ORLD 5050 Mobile learning design for professional growth (3)
- ORLD 5060 Learning and technology in organizations (3)
- MSTU 4039 Video games in education (3)
- MSTU 4040 Mobile learning (3)
- MSTU 4083 Instructional design of educational technology (3)
- A&H 4089 Aesthetics of technology (3)

Conflict Resolution (minimum of 3 points):

- ORLJ 5148 Managing conflicts in organizations (3)
- ORLJ 5340 Basic practicum in conflict resolution (3)

Research Requirements

M.A. (minimum 3 points):

- ORLD 5073 Action learning design and coaching (3)
- ORLD 5550 Research on organizational learning (3)
- ORL 5521 Introduction to research methods in education (3)
- ORL 5522 Evaluations methods I (3)
- ORLJ 4009 Understanding behavioral research (3)
- HUDM 4120 Basic concepts in statistics (3)

- BBSR 5582 Research Design in Movement Science and Education (3)

Ed.M. (minimum 6 points):

Ed.M. students must take two of the courses listed above, one of which must be a statistics course.

Ed.D. (Minimum 18 points):

At the Ed.D. level, coursework must include a research design course, a data collection course (either qualitative or quantitative), a data analysis course (either qualitative or quantitative), and a dissertation seminar. These courses include, but are not limited to, those listed below. Ed.D. Candidates must take ORLD 7500 (1 point) in the semester in which they defend their dissertation proposals. Ed.D. candidates must also enroll in ORLD 8900 (or a 3-point Teachers College course) during fall and spring semester, after passing the certification examination.

- HUDM 4120 Basic concepts in statistics (3)
- HUDM 4122 Probability and statistical inference (3)
- ORLD 4800 Workshop: Critical literature reviews (2)
- ORLD 5550 Research on organizational learning (3)
- ORL 6500 Qualitative research methods in organizations: Design and data collection (3)
- ORL 6501 Qualitative research methods in organizations: Data analysis and reporting (3)
- ORLD 7500 Dissertation seminar in adult education (1)
- ORLD 7500 Dissertation seminar in adult education (3)
- ORLD 7900 Directed dissertation research (3)

Elective Courses

Electives include, but may not be limited to, courses in conflict resolution, policy and evaluation, technology for learning, and management/information systems. These are tailored to the student's career goals and can be taken in the Department or elsewhere in Teachers College or Columbia University. Electives can include transfer courses. Students are required to take a minimum of 6 points total at Teachers College outside of our immediate program area to satisfy the Teachers College breadth requirement.

Final Project

M.A. (Culminating Project)

- Required
- Guidelines for the M.A. Culminating Project are available in the Program of Study Advisement Guides (as PDF files) located on the Adult Learning and Leadership program website.
- Students should meet with their advisor the semester before they plan on graduating to review the guidelines.

Ed.M. (Culminating Project)

- Required
- Research-based
- Guidelines for the Ed.M. Culminating Project are available in the Program of Study Advisement Guides (as PDF files) located on the Adult Learning and Leadership program website.
- Students should meet with their advisor the semester before they plan on graduating to review the guidelines.

Ed.D. (Dissertation)

- Required
- Research-focused
- Students should meet with their advisor the semester before they plan on graduating to review the guidelines.

- Students in the Ed.D. program are also required to pass a certification examination, write a qualifying paper, and successfully defend their dissertations.

Master of Arts

The M.A. program in Adult Learning and Leadership is structured around a sequence of core courses, research requirements, and electives. In addition to three required Foundations courses, students may choose courses to take in the following areas: adult development; adult learning theory and applications; program development and evaluation; systems learning; leadership; strategy and management; human resource development; group dynamics; organizational behavior; technology; conflict resolution; and research. At least one course is to be taken in each of these twelve areas no matter what the degree level. Many of these courses are offered by the Program or the Department; other courses can be taken elsewhere in Teachers College or Columbia University.

All required M.A. courses are listed in the general course information. Please see the most recent Program of Study Advisement Guide (located on the Adult Learning and Leadership program website as a PDF file) for actual core sequence requirements.

A culminating project is required. At the M.A. level, the culminating project is usually an application to real-world problems.

Period of Candidacy (Master's Degrees)

Candidates must be formally admitted to a degree program by the Office of Admission. The period of candidacy for the degrees of Master of Arts, Master of Science, and Master of Education is limited to five years. Every candidate for the Master of Arts, Master of Science, and Master of Education must complete at least 16 points through Teachers College during the final five-year period prior to the award of the degree so as to meet recency requirements. A candidate may petition the Registrar for an extension of time for adequate reasons if the student has been in attendance in the degree program within the last five years. In such cases, an extension must be recommended by the major advisor and approved by the Registrar. Upon approval, all current degree requirements including the departmental integrative project and at least 16 points to satisfy the recency requirement must be completed. Petitions for extension may be obtained through the Office of the Registrar. If a student has not been in attendance within the last five years and wishes to pursue the completion of the degree, the student must reapply for admission and be accepted into the degree program. Applications for re-admission may be obtained from the Office of Admission. Applications for re-admission follow the same processes and standards as those for initial admission. If a student is subsequently readmitted to a Master's degree program with a period of candidacy after the expiration of the initial five-year period of candidacy, all current degree requirements including the departmental integrative project and at least 16 points to meet recency requirements must be completed.

Master of Education

The Ed.M. program in Adult Learning and Leadership is structured around a sequence of core courses, research requirements and electives. A culminating project is required at all times. In addition to three required Foundations courses, students may choose courses to take in the following areas: adult development; adult learning theory and applications; program development and evaluation; systems

learning; leadership; strategy and management; human resource development; group dynamics; organizational behavior; technology; conflict resolution; and research. At least one course is to be taken (or in some cases, transferred from prior accredited graduate study) in each of these twelve areas no matter what the degree level. Many of these courses are offered by the Program or the Department; other courses can be taken elsewhere in Teachers College or Columbia University.

All Ed.M. courses are listed in the general course information. Please see the most recent Program of Study Advisement Guide (located on the Adult Learning and Leadership program website as a PDF file) for actual core sequence requirements.

Doctor of Education

The Ed.D. program in Adult Learning and Leadership is structured around a sequence of core courses, research requirements and electives. A research-based dissertation is required. In addition to three required Foundations courses, students may choose courses to take in the following areas: adult development; adult learning theory and applications; program development and evaluation; systems learning; leadership; strategy and management; human resource development; group dynamics; organizational behavior; technology; conflict resolution; and research. At least one course is to be taken (or in some cases, transferred from prior accredited graduate study) in each of these twelve areas no matter what the degree level. Doctoral students are also required to take 18-19 points in the research area. Six of these research points must be in statistics.

Many of these courses are offered by the Program or the Department; other courses can be taken elsewhere in Teachers College or Columbia University.

All Ed.D. courses are listed in the general course information section. Please see the most recent Program of Study Advisement Guide (located on the Adult Learning and Leadership program website as a PDF file) for actual core sequence requirements.

Application Information

For the program in Adult Learning and Leadership, the following information applies:

- An academic writing sample is required for Ed.M. and Ed.D. applicants; an academic writing sample is not required for M.A. applicants. The academic writing sample could be a published or unpublished paper that demonstrates clear, logical, conceptual, and analytical thinking, as well as the proper use of citations and references. Papers written for graduate courses are good academic writing samples; memos or reports, curriculum materials, and other practical pieces are not.

If applicants wish, they can meet the academic writing sample by submitting a well-constructed essay of 10-12 double-spaced pages, identifying and discussing a challenge they face in the practice, organization, community, or society in which they work. These challenges may include, among others:

- Meeting lifelong learning needs of adults in the knowledge era
- Valuing and working with the diversity of adult learners
- Crafting effective strategies for learning that take into account leadership, structural, and cultural factors in the groups, communities, or organizations in which adults live or work
- Using technology to meet diverse adult learning needs
- Working with populations that have challenges with English as a first or second language

Your essay should achieve the following:

- Describe the challenge and the context in which it occurs
- Discuss your role and that of other relevant stakeholders
- Discuss the various positions that stakeholders take regarding the challenge and the various options that can be exercised to address the challenge
- Identify and relate your discussion to selected relevant theories and research to build your argument.

Pay attention to factors that underlie your thinking and judgments about this challenge: for example, your beliefs and assumptions or those of others and political, cultural, or other contextual factors. Include a bibliography that is properly formatted in APA, Chicago, or MLA style.

Faculty List

Faculty

ELLIE DRAGO-SEVERSON
Professor of Education

TERRENCE EARL MALTBIA
Associate Professor of Practice

VICTORIA J MARSICK
Professor of Education/Co-Director J.M. Huber Institute

LYLE YORKS
Professor of Adult & Continuing Education

Lecturers

JEANNE E BITTERMAN
Senior Lecturer

ARTHUR MARK LANGER
Part-time Lecturer of Adult Learning and Leadership

Adjunct

MICHEL ALHADEFF-JONES
Adjunct Associate Professor of Adult Learning and Leadership

CARMELA CELESTE BENNETT
Fee-Based Instructor

CONSTANCE A. CHARTRAND
Adjunct Assistant Professor of Adult Learning and Leadership

NANCY ANN GOLDMAN
Adjunct Assistant Professor of Adult Learning and Leadership

SANDRA HAYES
Adjunct Professor

RANDEE LAWRENCE
Associate Adjunct Professor, Adult Learning and Leadership

DOROTHY MARCIC
Adjunct Assistant Professor of Adult Learning and Leadership

DONNA MURDOCH
Adjunct Assistant Professor of Adult Learning and Leadership

YOSHIE TOMOZUMI NAKAMURA
Adjunct Professor

JUDITH ANN O'NEIL
Instructional Staff

JUDITH K PARKER
Adjunct Assistant Professor of Adult Learning and Leadership

CARRIE LENORA SHOCKLEY
Adjunct Assistant Professor of Adult Learning and Leadership

JULIA ANN SLOAN
Adjunct Assitant Professor of Adult Learning and Leadership

ZACHARY JOHANNES VAN ROSSUM
Adjunct Assistant, Adult Learning and Leadership

EDWARD GEORGE VERLANDER
Adjunct Associate Professor of Adult Learning and Leadership

MARIE VOLPE
Adjunct Assistant Professor of Adult Learning & Leadership

Instructors

STEPHEN D BROOKFIELD

PIERRE FALLER
Fee-Based Instructor

EDWARD J. FLEMING

MARTHA A. GEPHART

LEODIS SCOTT

ALISON LOUISE WALLING
Temporary Professional

JOHN CARRINGTON WELCH IV

Course List

ORL 6500 Qualitative research

An introduction to qualitative research methods conceptualization and data collection procedures and design. Students learn various qualitative data collection techniques and conduct a pilot study.

ORL 6501 Qualitative research methods in organizations: Data analysis and reporting

Prerequisite: ORL 6500. Strategies and procedures for qualitative data analysis, within and across case studies, individual and group interview analyses, data display, and methods of presenting and reporting findings.

ORLD 4050 Introduction to adult and continuing education

An introduction to the professional field of adult and continuing education: fields of practice (higher education, workplace, management training, social action, literacy and the like, and their evolution, and new challenges); schools of thought such as pragmatism, radicalism and humanism and their transformation and their relevance; clarification of concepts; and discussion of emerging issues and challenges.

ORLD 4051 How adults learn

Role and perspective changes in adulthood, concepts of maturity, learning theories, personality development, cognitive learning and thinking, creativity, interests and attitudes, motivation, self-concept, and achieving styles. Implications for the education of adults in a wide variety of workplace, community, and educational settings.

ORLD 4053 Facilitating adult learning

In-depth consideration of issues, strategies, and methods for facilitating adult learning. Theory is considered in relationship to practice. Methods are identified that are suited to adult learning in different settings, and to the role played by groups in individual to team learning. No prerequisites required, but learning is enhanced when taken following ORLD 4051.

ORLD 4085 Management and Leadership Skills in Practice

This course develops skills as a manager and leader using a cognitive-science based approach to skills development. Taking a hands-on, experiential approach, the purpose is to demystify the notion of management, provide students with feedback about their own management potential, and facilitate their personal and intellectual growth as a skilled leader.

ORLD 4091 Somatics: A Mind/Body Approach to Leadership Development

This course presents a somatic, or whole body, approach to professional and personal leadership development. Somatics is a methodology and change theory that views the individual as an integrated mind, body, and spirit and utilizes the whole body, not just the mind, as an essential place of intelligence, learning, and change. Working with our interdependent system of thoughts, emotions, and neuromuscular physiology, somatics give us "a way in" to quickly and directly develop deep insight into our embodied and largely unconscious patterns of thinking, feeling, and acting that result in our actions, conversations, decisions, relationships, and the leader we show ourselves to be. Utilizing somatic processes enables leaders to consciously and mindfully move from awareness to alternative actions, counterbalancing the natural tendency to choose habits that are familiar and comfortable but not always effective in our personal and professional leadership practices.

Throughout this experiential course, students will participate in an interactive, creative learning experience designed to build whole-body awareness, reconnect with their leadership purpose, gain a repertoire of practices that can enhance their potential to develop a more powerful leadership presence, maintain balance in chaos and conflict, and build more effective relationships and teams in a diversity of contexts. Connections will be made to the ways somatics is supported by neuroscience, Western and Eastern philosophies, spirituality, psychology, adult learning, leadership, and

organizational development theories. Students will be exposed to the way these practices are currently being utilized for leadership development and as a means of precipitating transformative change in individuals, corporations, and other organizations.

ORLD 4800 Workshop in higher and adult education

Special topics or events related to the administration of programs in adult education. Topics change each semester. Open to degree and non-degree students.

ORLD 4815 Developing critical thinkers

In this course, participants will explore the ways in which adults learn critical thinking and they will experience different techniques to teach critical thinking. Exercises to be reviewed will include: Scenario analysis, heroes and villains, crisis decision simulation and critical incidents. The course will mix presentations by the leader with small group exercises.

ORLD 4827 Fostering transformative learning

In this course, we will explore how adult learners transform their habits of mind through critical self-reflection and discourse. We will also examine the relationships between individuation, authenticity, and transformation. We will focus on practical and innovative strategies for fostering transformative learning in adult education settings. This is a distance learning course.

ORLD 4828 Imagination, authenticity and individuation in transformative learning

Participants in this course will engage in an in-depth exploration of transformative learning with an emphasis on the role of affect and imagination in the learning process. The rational, cognitive approach will be reviewed for those participants unfamiliar with the traditional theory. We will investigate how the journey of becoming authentic is a transformative process. Jung's concept of individuation - differentiating one's Self from the collective- will be used as yet another lens through which we can view transformation.

ORLD 4844 Helping adults learn

This workshop will explore answers to questions concerning facilitating adult learning. Presentations from the workshop leader will be interspersed with small group exercises focusing on different approaches to helping adults learn. Participants will be encouraged to explore their own experiences as learners and facilitators and to consider how these experiences might help them to reframe their practice.

ORLD 4850 Discussion as a way of teaching

Discussion is one of the most frequently used teaching methodologies in higher and adult education today. This 2-day workshop explores the rationale for the use of discussion, examines some of the most frequently used discussion approaches, and investigates the use of discussion in specific teaching contexts. It is based on Stephen Brookfield (the workshop leader) and Stephen Preskill's book Discussion as a Way of Teaching, a 1999 Educational Studies Association Critics' Choice.

ORLD 4900 Research and independent study in adult education

Permission of instructor required.

ORLD 5023 Leadership and self-development: A biographical approach

This course takes an in-depth look at leadership and self-development using a biographical approach. Writing one's own life history and interpreting other students' narrative allows participants to go directly to the heart of all significant leadership transformation: growing as a person to grow as a leader. Multidisciplinary readings are also privileged in order to explore leadership as a complex phenomenon.

ORLD 5050 Mobile Learning Design for Professional Growth

This course provides students with comprehensive practical strategies to leverage mobile first learning designs, organizational leadership, and professional development utilizing mobile devices. The course provides an adult learning overview on mobile devices, helps you connect and apply your

adult learning subject area of interest, and pursue mobile learning activity designs, delivery, assessments, monitoring, and evaluation.

ORLD 5053 Developing and managing adult learning programs

Organization studied in relation to community structure and social forces. Topics covered include: Finance and facilities, personnel, program, and community relations. Major emphasis on case analysis.

ORLD 5054 Strategy development as a learning process in organizations

This course provides a comprehensive view of organizational strategy from a learning perspective. Students examine various models for facilitating the development of strategic initiatives through learning interventions.

ORLD 5055 Staff development and training

Introductory course covering the organization, management, and instructional process involved in staff training and development programs in business, industry, unions, healthcare institutions, government, and other noncollegiate settings. Current developments, innovative practices, and issues. This course is also offered in a distance learning format.

ORLD 5057 Adult learning and education: Theory and practice

Prerequisite: ORLD 4050, ORLD 4051, or ORLD 4053. Advanced seminar in theory development through a synthesis of the writings of selected philosophers, social scientists, and educators. History and transformation of adult education philosophy and theory; cultural, social and political contexts of theory-building; critical analysis of the main schools of thought; discussion of new challenges to adult learning and education theory (social learning, organizational learning).

ORLD 5060 Learning and Technology in Organizations

This course is designed to help students understand and cope with the many issues involved in developing organizational learning programs and integrating an important component: technology. The course aims at providing a combination of research case studies together with the existing theories on organizational learning in the workplace. This course responds to the existing theories on organizational learning in the workplace, as well as the complex and various dilemmas faced by human resource managers and corporate executives regarding how to actually deal with the impact of technology on employee learning and management. The objectives of this course are presented in four integrated competency units: first, the ways in which IT has revolutionized learning in organizations; second, the alternative ways technology can be used to support distance learning; third, technology as it supports knowledge management; and, fourth, how technology changes organizational functioning and management.

ORLD 5061 The Learning Organization

This course describes theory and practice in creating learning organizations. In-depth attention is given to action science as a framework for organizational learning and consulting. Readings and case studies provide insight into learning at individual, group, and organizational levels. Consulting, coaching, formal and informal learning are emphasized.

ORLD 5062 Human resource development in organizations

A comprehensive view of the field of human resource development. The emphasis is on how HRD relates to a changing workplace and how emerging theories of strategic and performance management relate to the learning and development needs of people and organizations. Prerequisite: ORLD 5055 or ORLJ 5003 (Organizational Psychology students), or instructor permission.

ORLD 5063 Online Teaching and Learning: Applying Adult Learning Principles

In this course we will explore online teaching and learning within adult education, higher education, community colleges, and organizations (corporate, non-profit); new theories, research, and applications that inform best practices in online learning; and "participative culture" vis-à-vis communities of learning, the history and evolution of online learning, and planning and designing an online course.

ORLD 5070 Leadership for Adult Development

Supporting adult development enhances adults' internal capacities, which in turn enables them to manage better the complexities of leading, teaching, learning and living. This course seeks to help leaders—of all kinds—support adult growth within organizations. To support adult growth, leaders need to implement practices in service to adults' professional and personal development. This is especially important given the complexities of the adaptive challenges we face in the course of leading, learning and working today. In this course we will explore an expanded notion of leadership that includes adult development. We will study research on adult developmental theories and their connections to practices that facilitate adults' transformational learning (i.e. learning that helps adults develop greater cognitive and affective capacities to better manage the complexities of leadership, work and life). We will consider questions such as: How can we create organizations and systems that support adults' transformational learning? What practices support adult development? What developmental principles inform these practices? How can we support leadership development in the workplace? What supports and conditions are necessary and needed?

ORLD 5073 Action Learning Design and Coaching

Professor Marsick and Dr. O'Neil. What is action learning? Organizations increasingly build learning directly into work—as a part of the way that people get and use new ideas, solve problems and meet difficult challenges. Action learning is a popular strategy for leadership development that does just that. In this approach, people learn as they work together in small groups to ask questions about their challenges, try out new solutions, and rethink results in light of the data they collect. Sometimes this results in organizational learning and change. This course is an experiential learning laboratory that will help participants begin to develop a framework and skills for designing and coaching action learning programs.

ORLD 5550 Research on organizational learning

Students will read and discuss theory and research on organizational learning for knowledge/expertise creation and sharing; and review, design, or conduct research in schools, businesses, or not-for-profit organizations.

ORLD 5815 Critical theory and adult learning

In this workshop, participants examine major figures in the critical theory tradition. The implications of the ideas of notable individuals such as Marcuse, Fromm and Foucault are considered as they relate to adult learning and the practice of adult education.

ORLD 5821 Leveraging emotional intelligence (EQ) to enhance organizational effectiveness

Leveraging Emotional Intelligence (EQ) to Enhance Organizational Effectiveness will explore research, best practices, and future directions. Students will learn to select among popular EQ assessment and measurement tools, distinguish between cognitive learning and emotional learning strategies, effectively position the business case for EQ, and evaluate the effectiveness of EQ learning strategies. Participants will receive personal profiles based on three popular EQ assessments and applied insights to leadership development strategies including executive coaching.

ORLD 5822 Building productive relationship with social intelligence (SQ)

The Workplace Learning Institute. Building Productive Relationships with Social Intelligence (SQ) describes the components of the emerging emotional economy and why its important to organizational performance, expand EQ capability by amplifying social intelligent components, examine the social neuroscience behind the dynamics of productive relationships, combine non-verbal agility to expand empathic accuracy for improved communication, and develop foundational human interaction skills to enhance relationships. Participants will examine the results of 2 assessments: (1) NBI (Thinking Style) and (2) Team Roles Inventory with a focus on devising small group and team development interventions.

ORLD 5823 Building 21st century organizational capability with cultural intelligence

The Workplace Learning Institute. Building 21st Century Organizational Capability with Cultural Intelligence (CQ) students will learn a strategic learning and leadership framework used to guide cultural diversity interventions in organizations, examine the theoretical and philosophical foundations associated with evidence-based cultural diversity strategies, explore a set of core practices informed by important leadership questions, experiment with sample tools designed to launch strategic cultural diversity processes, apply strategic diversity learning and change process to personal project to integrate key learning. Participants will examine how three assessments (i.e., Culture in the Workplace Questionnaire, CQ Assessment, and Bennett's Intercultural Development Inventory) can be used to inform the design and implementation of various learning strategies focused on building a leveraging diversity capacity in the workplace.

ORLD 5900 Research and indepedent study in adult education

Permission required. Conduct research studies (not a part of a doctoral dissertation) under guidance. Focus on a particular institution or type of institution, e.g., college of liberal arts, professional school, community college.

ORLD 6900 Research and independent study in adult education

Permission of instructor required.

ORLD 7500 Dissertation seminar in adult education

Permission required. Students should have completed most or all coursework (including research methods courses) and have passed the certification examination. The course is intended for students who have identified a reasonably narrow area for research and have already completed a preliminary literature review. The course will assist the student in design, methods, and other matters of concern in the preparation of an acceptable dissertation proposal.

ORLD 7900 Directed Dissertation Research

Permission required. All doctoral students eligible for this course must register each semester until a proposal hearing has occurred and a proposal has been approved.

ORLD 8900 Dissertation Advisement in Adult Education

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

Adult Education Guided Intensive Study (AEGIS)

Department of - Organization & Leadership

Contact Information

Phone: (212) 678-3760

Fax: 212-678-3957

Email: ly84@columbia.edu

Director: Professor Lyle Yorks

Program Description

AEGIS is a highly selective, fast-track cohort program leading to the Ed.D. in Adult Education Guided Intensive Study for mid-career professionals who work full time and who choose to pursue a doctorate in a concentrated format. The program emphasizes leadership for adult and organizational learning. Scholar-practitioners are helped to examine and critique theory and professional experience. The program is designed for experienced, self-directed professionals capable of completing a rigorous program emphasizing guided independent study. Coursework is completed over a two-year period.

A new cohort begins in June of odd years (i.e., 2015, 2017). Participants attend a concentrated two-week session at Teachers College in each of three summers. During the academic year, they meet for Friday evening and Saturday seminars four times each semester for a total of four semesters. Due to state requirements attendance in all class sessions is mandatory. Absence will result in having to withdraw from the AEGIS program ("step out") with some possibility of reenrolling with a subsequent cohort (at the same stage of progress through the sequence). Should a student step out of the program, tuition refund, if any, will be handled on a case-by-case basis.

Degree Summary

Doctor of Education (Ed.D.)

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

Degree Requirements

Doctor of Education (Ed.D.)

AEGIS students must complete 39 graduate credits at an accredited institution taken prior to beginning of the AEGIS program; either transfer credits or TC credits. AEGIS students fulfill the remaining 51 course points at Teachers College in a structured program that provides required courses in three areas: theory, research, and the study of professional practice in various settings where adults learn. For the final phase of the program, students must pass a certification examination, write a qualifying paper, and complete a dissertation.

First Year: (22 points)

Summer (Two-week session)

- ORLD 6800 Workshop in adult education: Life history (2)
- ORLD 6902 Pro-seminar in adult education (3)
- ORLD 6908 Adult Development (3)

Fall

- ORLD 6800 Workshop in adult education: Literacy/ABE (1)
- ORLD 6908 Adult education/learning: Theory and practice (3)
- ORLD 6918 Introduction to research (3)

Spring

- ORLD 6800 Workshop in adult education: Strategic advocacy (1)
- ORLD 6903 Qualitative research (3)
- ORLD 6906 Program development (3)

Second Year: (26 points)

Summer (Two-week session)

- ORLD 6908 Advanced Seminar: Leadership in Adult Education (3)
- ORLD 6918 Literature Review (3)
- ORLJ 5340 Basic Practicum in Conflict Resolution (3)

Fall

- HUD 4120 Methods of empirical research (3)
- ORLD 6914 Learning communities I (2)
- ORLD 6918 Advanced research seminar (3)

Spring

- ORLD 6800 Workshop in Adult Education: Technology in Organizations (1)
- ORLD 6908 Workshop on Workplace and Organizational Learning (3)
- ORLD 6915 Learning Communities II (Virtual) (2)
- ORLD 6918 Advanced Research Seminar (3)

Third Year: (3 points)

Summer (Two-week session)

- ORLD 6800 Workshop in Adult Education: Capstone (1)

- ORLD 6916 Learning Communities III (2)

AEGIS course offerings vary from cohort to cohort. Please see the most recent Program of Study Advisement Guide (located on the Adult Learning and Leadership program website as a PDF file) for *current* core sequence requirements.

Application Information

The list below outlines supplemental requirements for the admission application:

- An application essay, not exceeding ten double-spaced pages, that addresses the following:

For centuries Western philosophical thought has considered the uniqueness of human beings and how they differ from other species that inhabit the earth and the special responsibility this uniqueness entails.

Thomas Aquinas, building on the work of Aristotle, tells us: "the ultimate intrinsic end of man is the perfection of his highest and specific faculty, namely his intellect." John Donne, when confronted with his own imminent death, tells us that "no man is an island entire of itself; every man is a piece of the continent, a part of the main… any man's death diminishes me, because I am involved in mankind; and therefore never send to know for whom the bell tolls, it tolls for thee."

In your view what assumptions underlie each of these statements? In what ways are these statements contradictory or complementary? What do these statements tell us about individual and societal responsibility for leadership and learning? What dilemmas, if any, do they suggest for the role of education in society? How should adult educators address these implications? What assumptions are you making about your role as an adult educator in your remarks?

- Academic writing sample. Refer to the special requirements for the Adult Learning and Leadership Program for guidelines on the academic writing sample.
- A personal statement that documents experience in leading, designing, or teaching in programs that serve adult learning in a variety of settings: institutions of education, corporations, healthcare, non-profit and public organizations, or religious and community education initiatives. The personal statement should also identify career/life goals and describe why a degree in this field is a good fit with these goals.
- A professional resumé indicating several years of experience in program development or administration of adult education, counseling, staff development, or training.

If the application materials are acceptable, applicants will be invited to campus for an interview and will be asked to complete a second on-site writing assignment at that time. Early admission decisions are made in December of the year preceding the beginning of the program. Applicants who want to be considered for early admission decision should make sure that their materials are submitted by November 1st of the year preceding the beginning of the program. These applicants will be interviewed in November. Applicants submitting materials by January 2nd of the year in which the program begins will be interviewed in February. The admission deadline is January 2nd. Final admissions decisions are normally made by March of the year in which the program begins.

Faculty List

Faculty

TERRENCE EARL MALTBIA
Associate Professor of Practice

LYLE YORKS
Professor of Adult & Continuing Education

VICTORIA J MARSICK
Professor of Education/Co-Director J.M. Huber
Institute

Lecturers

JEANNE E BITTERMAN
Senior Lecturer

ARTHUR MARK LANGER
Part-time Lecturer of Adult Learning and Leadership

Adjunct

MICHEL ALHADEFF-JONES
Adjunct Associate Professor of Adult Learning and
Leadership

NANCY ANN GOLDMAN
Adjunct Assistant Professor of Adult Learning and
Leadership

SANDRA HAYES
Adjunct Professor

Instructors

LEODIS SCOTT

JOHN CARRINGTON WELCH IV

Course List

ORLD 6800 Workshops and Seminars
Workshop in Adult Education: Life History

This course introduces the use of life history and biological approaches in adult education. Through the process of reflecting on their life experience, participants gain insight into the field of adult education, develop their capacity for critical self-reflection, and explore strengths and challenges associated with the interpretation of qualitative data. In order to promote learning and build up the cohesion of the cohort, this course articulates multiple settings (lectures, class and small group discussions) and specific tasks (writing and sharing autobiographical experiences, keeping a learning journal, organizing a field trip in NYC, etc.)

Seminar in Adult Basic and Critical Literacy

This course offers an overview of the field of adult education's legacy and connections to the study and development of adult basic literacy. The course covers literacy skills, domestic and global trends, and research. It also covers critical literacy from the perspective of the role of education and the interplay of power and privilege in defining requisite cultural literacies for individual and collective success.

Workshop in Adult Education: Strategic Advocacy

This course provides a foundation for understanding and utilizing practices for learning and engaging in advocacy under conditions characterized by complexity and uncertainty. The workshop will focus on how these practices can be applied strategically to organizations (private and public, for profit and not-for-profit) and to individual action in order to address challenges marked by uncertainty and ambiguity. The objective of this course will be to further develop student capabilities to address complex personal, organizational, and societal challenges strategically.

Workshop in Adult Education: Technology in Organizations

This course is designed to help students understand and cope with the many issues involved in developing organizational learning programs and integrating an important component: technology. The course aims at providing a combination of research case studies together with existing theories on organizational learning in the workplace. The workshop responds to the complex and various dilemmas faced by many human resource managers and corporate executives regarding how to actually deal with the impact of technology on employee learning and management.

Workshop in Adult Education: Capstone

This course is designed to assist students in reflecting on and making meaning of their overall AEGIS curricular coursework and community experience. It is a closure experience in which they engage in multiple multi-sensory activities oriented towards outgrowth issues and transitioning to the independent research phase of their doctoral study.

ORLD 6902 Pro-Seminar in Adult Education
Adult education is an interdisciplinary field of theory and practice that draws on social sciences. Students in AEGIS are experienced practitioners who come to the program with a wide range of disciplinary, theoretical, and practical backgrounds on which they can draw as they begin this journey. The pro-seminar provides a common language in our quest as adult education scholar-practitioners. It is a forum through which students can examine the common threads of adult learning and education that run throughout the different settings and disciplines through which they practice. Students examine the main theoretical orientations and professional practice areas in the field. They also examine and critique the personal, philosophical, and professional presuppositions and underpinnings of their practice.

ORLD 6903 Qualitative Research

This course is the third in a sequence of research courses aimed at helping students understand the qualitative approach to dissertation research. In this course, students begin to scope out the parameters of a topical inquiry and begin to grapple with the many facets of the dissertation proposal.

ORLD 6906 Program Development

Learning is at the core of most initiatives in organizations and requires dynamic, collaborative, and innovative approaches to program planning. A main idea in this course is that program development is about a series of choices. To enable well-informed choice, program planning theory and practice is explored. Emphasis is placed on developing the knowledge, skills, and values needed to achieve greater capacity for effective program development.

ORLD 6908 Adult Learning & Leadership Seminars
Adult Development

This course provides an overview of adult development theories and how they inform adult learning. Students will gain insight into stage and phase theories and how adult growth can be supported in a variety of workplace, educational, and community settings. Developmental assessments will be examined and differences explored based on theories that differently explore psychological, lifespan, spiritual, moral, and other frameworks for understanding adult development.

Adult Education/Learning: Theory and Practice

This course helps educators gain insight into themselves as facilitators of adult learning based on theory, research, and practice related to learning from and through experience, self-directed learning, and transformative learning theory. This course supports a critical appraisal of one's facilitation practice. The format will be interactive discussion of various theoretical perspectives on adult learning, with a view to how these ideas can be used to understand / improve / change your practice.

Advanced Seminar: Leadership in Adult Education

In this course, we will explore various theories and practices of leadership from the perspective of adult learning; we will do so in a workplace context. Specifically, we will examine the framing of leadership as a form of human performance and focus on contextual, conceptual, and behavioral dimensions of leadership. Our inquiry will be guided by four essential questions: 1) Are leaders born? 2) Can leadership be taught? 3) Does it all depend? 4) What's new/emerging? The format will be a seminar where cases be read and discussed to examine various perspectives on leadership theory, models of practice, and research in light of class members' own experiences and practice.

Workplace and Organizational Learning

In this course, we will examine trends that have affected the shift to knowledge work and globalization and implications for learning in organizations. We will contrast structured training practices with the embedded, contextualized nature of informal workplace learning and critically assess learning practices in different settings (business organizations, not-for-profits, higher education, healthcare, community, other educational settings). Finally, we will examine differences when learning is supported at individual, group, and organizational learning levels.

ORLD 6914 Learning Communities I

Drawing on the literature, presents students with the central challenges of establishing learning communities as an adult education method of practice. Special attention is given to the use of the web as a way of establishing virtual learning communities. Students gain experience through the use of the web to facilitate dialogue linked to their course work.

ORLD 6915 Learning Communities II

Extends the learning from Learning Communities I, with an emphasis on using web technology to facilitate learning communities as part of action learning methods. Special emphasis is placed on developing reflective practice in such communities.

ORLD 6916 Learning Communities III

This seminar focuses on the use of learning communities to facilitate research and inquiry. Students use their own research topics as a focus for the course.

ORLD 6918 Research Seminars

Introduction to Research

This is the first in a sequence of courses designed to develop student competencies in conducting and assessing research. The overall objective of this course is for students to become conversant with the current discourse on research and with the most fundamental research designs encountered in practice. The course begins with a discussion of research paradigms. From this context, the class considers issues around experimental design, survey design and analysis, field/case study research, and action research--all forms of research design and methods with which adult educators and human resource development require competence.

Literature Review

This course is an intensive seminar designed to introduce doctoral students of an AEGIS cohort to the discipline and constituent practices of conducting a literature review within the context of doctoral studies and dissertation work. On conclusion of this course, students will be able to a) search for topic-related literature, b) take and organize notes from the review, c) identify qualities of literature constituting the review, and d) possess knowledge of fundamental resources needed for writing the literature review.

Advanced Research Seminar I

This is the third course in the research sequence. The objective of this seminar is to help students strengthen their conceptual frameworks, refine their research questions, and tighten their thinking around research design, providing them with the foundation for a robust pilot study experience in the spring. Students will continue to develop a critical understanding of the nuances, conundrums, and complexity of research methods and the research process.

Advanced Research Seminar II

This is the last course in the research sequence. It is intended both to advance participants' understanding of the interpretative research paradigm and its accepted methodologies and to facilitate the further development of a viable dissertation proposal. The course focuses on the following components of the proposal: the proposed research methodology, additional literature review, and refinement of the anticipated context and background. Students will develop a plan for finishing the proposal.

ORLJ 5340 Basic practicum in conflict resolution

An experiential course aimed at developing basic collaborative negotiation and mediation skills for interpersonal conflict in a variety of contexts. Students will have the opportunity to develop more self-awareness and basic collaborative negotiation skills with supervised practice.

Education Leadership

Department of - Organization & Leadership

Contact Information

Phone: (212) 678-3139

Fax: (212) 678-4162

Email: tcedleadership@tc.columbia.edu

Director: Mark Anthony Gooden

Program Description

The Education Leadership Program includes courses of study in leadership education and development for students pursuing professional careers in public and private education. The program also provides research-oriented courses of study in leadership for students pursuing careers as academics and researchers. With a nationally recognized faculty and a tradition of prominence, the Education Leadership Program prepares students for careers as practitioners and scholars equipped to lead and transform a wide variety of educational organizations. Students gain the skills to lead educational practice; to influence political systems, education law, and education policy; to apply the methods of social science research to the conduct of inquiry; and to seek equality, equity, and diversity in education. Graduates serve in leadership positions as school principals, heads of schools, district superintendents, education leaders in comparable positions of executive leadership, and as scholars of education and education leadership.

The program seeks to prepare students to serve effectively by guiding them to
- Become thoroughly grounded in the theory and practice of education leadership;
- Develop a broad and deep understanding of educational institutions in our society;
- Understand teaching and learning and become able to lead and support effective teaching and learning for all kinds of teachers and students;
- Understand the principles of organizational culture and behavior and gain the skills needed to provide effective organizational leadership;
- Understand contemporary management systems and become able to employ them effectively;
- Understand the nature of policy, political systems, and law and obtain the skills required to shape and influence these systems and their products;
- Understand the uses of technology in education and administration and hone the skills and knowledge to use technology effectively;
- Understand the nature of social science research and be able to apply its principles and methods in conducting inquiry and reviewing research;
- Remain alert to the legal and ethical considerations that influence all aspects of education;
- Become committed to the ideals of equity and diversity in educational matters and build the skills and knowledge needed to promote these ideals in educational institutions; and
- Exhibit the courage and critical intelligence needed to question what is and develop what could be.

Degree Summary

PUBLIC SCHOOL AND SCHOOL DISTRICT LEADERSHIP
(Application code: ELBL for M.A. and Ed.M.; ELUE for Urban Education Leaders)

- The Public School Summer Principals Academy (ELBL) (M.A., Ed.M.- Summer cohort program)
- Urban Education Leaders Program (ELUE) (Ed.D.- Summer/school-year cohort program) of odd-numbered years. Currently not accepting applications.

PRIVATE SCHOOL LEADERSHIP

(Application codes: ELPR for Full-Year and Two-Summers Master's Degree Programs; ELPB for Dual Degree Program)

- Preparing leaders for independent, international, and private schools and organizations that support teaching and learning.
- Full-Year Master's Degree (ELPR) (M.A. and Ed.M.) cohort program from September to May each year.
- Two-Summers Master's Degree (ELPR) (M.A. and Ed.M.) cohort program beginning in summers of odd-numbered years.
- Dual-Degree Program (ELPB) from Teachers College (M.A. or Ed.M.) in Private School Leadership and Columbia Business School (MBA) or INSEAD (MBA).

Ph.D. IN EDUCATION LEADERSHIP (Application code: ELSR) Ph.D.

- School-Year Doctoral (Ph.D.) with concentrations in Leadership for Adult Development (LAD), and Leadership and Organizational Development (LOD).

Education Leadership Studies (Application code: ELSD) M.A./Ed.M./Ed.D.

- Preparing leaders to work in or with schools and educational organizations

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

Degree Requirements

General

PUBLIC SCHOOL AND SCHOOL DISTRICT LEADERSHIP (Application code: ELBL for M.A. and Ed.M.; ELUE for Urban Education Leaders)

- The Public School Summer Principals Academy (ELBL) (M.A., Ed.M.- summer cohort program)
- Urban Education Leaders Program (ELUE) (Ed.D.- summer/school-year cohort program) with admission in summer of odd-numbered years

PRIVATE SCHOOL LEADERSHIP (Application code: ELPR) M.A., Ed.M.

- Full-Year Master's (M.A., Ed.M. cohort programs full-time study and practicum. Program runs September to May.)
- Two-Summers Master's (M.A., Ed.M. - cohort program study and practicum over 18 months)
- Dual Degree Program: Master's Degree from Teachers College (M.A. or Ed.M.) in Private School Leadership and Columbia Business School (MBA) or INSEAD (MBA)

Ph.D. IN EDUCATION LEADERSHIP (Application code: ELSR) Ph.D.

- School-Year Doctoral (Ph.D.) with concentrations in Leadership for Adult Development (LAD) and Leadership and Organizational Development (LOD)

COURSE OF STUDY IN PUBLIC SCHOOL AND SCHOOL DISTRICT LEADERSHIP

The Public School and School District Leadership course of study prepares students for positions of leadership within the public schools, such as principal, director, assistant superintendent, and superintendent of schools. The Ed.D. leads to New York State School District Leader certification.

The chief objectives of this course of study are to

- Develop students' ability to lead educating institutions as purposeful, effective, humane organizations;
- Stimulate inquiry into problems encountered in professional practice;
- Broaden and deepen reflection about values, trends, and issues that affect the education enterprise;
- Provide skills and knowledge needed for the effective leadership and management of complex organizations in a sophisticated technological society; and
- Create and sustain an educational community committed to continuous learning and mutual support.

The curriculum spans the domains of leading learning, organizational management, policy, and politics. Students complete intensive internships and conduct research, usually in field settings of the student's choice. Instructionally, the concentration offers innovative case-based, problem-based, and field-based learning experiences. Offerings reflect both the National Policy Board for Educational Administration's National Council for Accreditation of Teacher Education/Educational Leadership Constituent Council (NCATE/ELCC) and New York State Education Department standards for effective leadership preparation and the Education Leadership Program's assumptions about the characteristics of effective leadership: The centrality of education and education leadership in promoting social justice and diversity; the need to nurture teaching and learning among all members of the school community; the importance of collaboration and teamwork; the importance of personal transformation and leadership modeling; the use of reflective practice; and the need for innovation in creating a school vision and promoting educational change.

The course of study in Public School Building Leadership and Public School District Leadership offers two concentrations:

- The Public School Summer Principals Academy M.A., Ed.M.– summer cohort program
- Urban Education Leaders Program Ed.D.– summer/school-year cohort program

The Public School Summer Principals Academy (M.A., Ed.M.)

THE SUMMER PRINCIPALS ACADEMY
Degrees Offered: M.A. & Ed.M.
Certification Offered: New York State School Building Leader
Application Code: ELBL

The Summer Principals Academy (SPA) offers two cohort locations to educators who aspire to become school leaders. SPA is structured for a diverse group of talented educators whose obligations preclude them from attending courses during the traditional fifteen-week academic semester or for whom distance is a barrier to attendance. The cohorts allow students to balance full-time employment as teachers and leaders with graduate study.

The two cohorts provide the same course content, instruction, assessment, and high quality education experience, but each caters to a different school calendar. SPA New York City offers courses each summer for five weeks in July, while SPA New Orleans delivers courses for five weeks beginning in June.

SPA New York City leads to an institutional recommendation for New York State School Building Leader certification. Students may also apply for certification in other states according to state-specific processes and inter-state reciprocal agreements.. Teachers College is accredited by Middle Commission on Higher Education. SPA New York City is registered with the New York State Education Department and SPA New Orleans is licensed by the Board of Regents of the State of Louisiana.

Curriculum:
Summer I Session

- ORLA 4001 Introduction to school leadership and decision making
- ORLA 5018 School leadership for adult development
- ORLA 5029 Staffing, mentoring, and supervising learning communities
- ORLJ 5340 Basic practicum in conflict resolution

Fall/Spring Session

- ORLA 5532 Curriculum development: Teaching, learning, and assessment
- ORLA 6460 Internship in school leadership

Summer II Session

- ORLA 4033. School law and ethics
- ORLA 5025. Ecology of data-driven leadership
- ORLA 4025. Resource allocation for student achievement
- ORLA 5017. Team building and organizational development
- ORLA 6020. Pro-seminar in school leadership (ongoing through all terms of enrollment)

New York Cohort:

Program Director: Professor Mark Anthony Gooden
(mg3904@tc.columbi&

Assistant Director: Yolanda Davis
(yd2452@tc.columbi&
Assistant Director of Recruitment- Technology & Data: Penny Kapanika
(pk2310@tc.columbi&

Phone: 212-870-8605
Website: www.tc.edu/spa

The Summer Principals Academy (SPA) at Teachers College, Columbia University is a transformative graduate program that is committed to promoting equity and excellence in education and overcoming the gap in educational access and achievement between the most and least advantaged groups in this country. To achieve this goal, our aspiring school leaders are encouraged to construct transforming possibilities for student learning, school improvement, social equity, and opportunity. While some principal preparation programs are content to prepare school leaders to perpetuate schools as they currently exist, SPA strives to prepare leaders to create the innovative schools that our nation and world need.

Through the Summer Principals Academy, leadership development is fostered through an integrated set of experiences that include sound theoretical and "best practice" knowledge, problem-based coursework, and field-based experiences, including an intensive and extended internship.

SPA is a cohort program enrolling over 180 graduate students each year in a rigorous 14-month, 36-credit program. Courses are delivered Monday – Friday, from 8:00 am – 5:00 pm, over two consecutive five-week summer sessions. The 450-hour Administrative Internship takes place during the intervening school year, thereby enabling students to complete the internship requirements while maintaining their jobs in their current schools. The schedule supports the reality of aspiring leaders who are currently working teachers, team leaders, department chairs, or supervisors who do not wish to leave their schools to attend a full-time program.

Students' studies in the Summer Principals Academy conclude with the New School Design Project. Serving as the capstone project, candidates integrate the knowledge and skills they have developed while preparing for leadership service in schools across the nation. The New School Design teams are challenged to develop a new school that reflects the domains of knowledge, skill, and habits of mind and that is relevant to the challenges faced by children seeking a 21st-century education in an urban school setting. The event offers the larger educational community of leaders the opportunity to share their insights and expertise regarding how to close achievement gaps effectively through the design of innovative and high-performing schools.

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.

New Orleans Cohort:
Program Director: Dr. Brian K. Perkins
(bp58@tc.columbia.&#
Assistant Program Manager: Mark Schanzenbach
(ms5551@tc.columbi&
Instructional Technology Specialist: TBD
Phone: 212-678-3390 or (504) 522-3395
Website: www.tc.edu/spanola

Aspiring school leaders pursue coursework and skill development over two summers and undertake a 450-hour internship at their school of employment during the intervening year. The summer academic schedule is Monday-Friday, 8:00 am - 5:00 pm for five weeks. The program is 36 points, is completed in two

consecutive five-week summers, and leads to an M.A. or Ed.M. in School Building Leadership. Admissions reviews are conducted separately for each cohort but use the same protocols. All candidates will be interviewed prior to admission (typically using video conferencing).

SPA integrates practice and skill development with theory and research using case studies and simulations and teamwork. Aspiring school leaders are encouraged to construct transforming possibilities for student learning, school improvement, social equity, and opportunity. We foster leadership development through an integrated set of experiences that include sound theoretical and "best practice" knowledge, problem-based coursework, and field-based experiences, including an intensive and extended internship. The following seven statements represent the core values of the Public School Summer Principals Academy:

- Quality education and education leadership are central to promoting social justice and diversity, and these values are central to ethical leadership;
- Excellent leadership development and preparation will nurture not only knowledge, skills, and values but also personal self-actualization and transformation;
- School leaders are responsible for nurturing not only the teaching and learning of all members of the school community but also for nurturing their own self-actualization and personal transformation;
- Skillful collaboration and team work are essential to foster quality schools;
- All aspects of leadership development and education will promote the practice of intellectually and ethically reflective leadership;
- Active, participatory learning that is rooted in actual school contexts, simulations, and case studies and that offers multiple opportunities to improve leadership skills is core to the curriculum; and
- Innovation and risk-taking play a key role in creating a vision and promoting educational change.

The knowledge, skills, and dispositions we seek to develop in the cohorts of students selected for SPA reflect and sustain these core competencies. They are also substantially present in the guidelines developed by ELCC and state certification of school building leaders. However, we seek to exceed the competencies of "good principals" and develop the intellectual, moral, and practical foundations that will permit principals of excellence to emerge. Excellent principals are developed over many years in the cauldron of reflective school leadership. The best academic programs support such emergence by providing a rich, complex, and adaptive learning environment that mimics closely the actual competencies required and provides frequent and prompt feedback.

The Public School Summer Principals Academy provides exactly that kind of environment promoting respect for and encouragement of cohort participants as they seek to become the best leaders they can be. The cohort model offers two intensive summers of study: summer immersion experiences for aspiring public school principals, as well as continuous support for students through an ongoing leadership seminar that continues throughout the academic program. The schedule supports the reality of aspiring principals who are currently working teachers, team leaders, department chairs, or supervisors who cannot afford to leave their schools or programs to attend graduate school full-time. Students also learn through non-traditional venues including distance learning, action research, site-based experiential learning, and written exchanges with faculty via student portfolios. E-portfolios are a central component of each student's experience in the program. Copies of student work, exemplars from projects and case analyses, the internship, personal and professional vision statements, and other documents are on-going representations of student accomplishment. The academic program is concluded with a group project. The New School Design Project is the culmination of academic preparation for the Summer Principals Academy. These presentations showcase the efforts that our aspiring principals have made over the 14 months to integrate the knowledge and skills they have developed while preparing for leadership service in schools across the nation. They provide our graduating academy fellows with an opportunity to highlight their plans for what an ideal new school should look like in order to meet the unique challenges facing urban schools today. The event offers other educational community leaders the opportunity to share their insights and expertise regarding how to close achievement gaps effectively through the design of innovative and high-performing

schools. Cohort members organize themselves into small groups based on similar interests and ideas and work throughout their second summer to design and present on the new school concept in their ideal world scenario.

Private School Leadership (M.A., Ed.M., M.A.-M.B.A.)

PRIVATE SCHOOL LEADERSHIP

Program Director: Professor Pearl Rock Kane
Program Office: (212) 678-3156
Email: Klingenstein@tc.columbia.edu
Website: www.klingenstein.org

(Application codes: ELPR for Full-Year and Two-Summers Master's Degree Programs; ELPB for Dual Degree Program)

Programs in Private School Leadership at Teachers College are run by the Klingenstein Center for Independent School Leadership. Designed for teachers and administrators who have demonstrated strong educational leadership, these cohort-based programs prepare students to meet the challenges of leadership for independent and international schools, and organizations that support teaching and learning in these schools. The programs increase knowledge and cultivate skills and attitudes necessary for effective leadership practice. Students participate in guided fieldwork and benefit from a connection to an extensive network of cooperating schools. Coursework is enhanced by group projects and visits to area schools. The curriculum has been designed around five core principles of effective leadership:

- The centrality of education and education leadership in promoting social justice and diversity;
- The need to nurture teaching and learning among all members of the school community;
- The importance of collaboration and teamwork in accomplishing goals;
- The use of reflective practice in fostering continued learning;
- The practice of moral and ethical leadership as a way of life.

Both the Full-Year Master's and the Two-Summers Master's programs in Private School Leadership are supported by the Klingenstein Fund and the Education Leadership Program.

Degree-Granting Programs in Private School Leadership include:

- Full-Year Master's Degree Program (M.A., Ed.M.)
- Two-Summers Master's Degree Program (M.A., Ed.M.)
- Dual-Degree Program: Master's Degree from Teachers College (M.A.) in Private School Leadership and Columbia Business School (MBA)
- Dual-Degree Program: Master's Degree from Teachers College (M.A. or Ed.M.) in Private School Leadership and INSEAD in France or Singapore (MBA)

For a side-by-side comparison of the programs, see the Klingenstein Graduate Program Options page.

Coursework

- Programs feature core courses that are required for all students. Courses are regularly reviewed and revised, and replaced as necessary, to ensure the most relevant, cutting-edge curriculum. Core courses in recent years include:
- The Leadership of Private Schools
- School Choice and Privatization
- Supporting Teaching and Learning in Private Schools
- Leadership and Social Justice
- Law and Educational Institutions: Issues of Authority, Religion, Free Speech, and Safety

- School Finance: Resource Allocation for Nonprofit Organizations
- Marketing for Academic Institutions
- Negotiation
- Ethical Issues in School Leadership
- Introduction to Research Methods in Education

Practicum

All programs have a field-based practicum requirement. In the Full-Year Program, students are placed on projects in New York City area independent schools. In the Two-Summers Program, students complete a project at the school where they are presently employed. The overarching goal of the practicum is to provide a guided opportunity to develop or deepen skills and knowledge in an area of school operations. The projects complement previous experience, develop leadership skills and effectiveness, allow for the firsthand study of school leadership, build reflective administrative practice, and benefit the site school.

Capstone Project

A research- and writing-based capstone project, completed with a partner, requires students to shadow a head of school in the field and construct a thorough analysis of the ways in which leadership functions at the respective head's school.

Cohort Model

All programs in Private School Leadership employ a cohort model. In this model, students enroll in the same classes at the same time with the same group. The cohort model encourages teamwork and collaboration, creates a vibrant learning community, and allows students to develop productive personal, professional and academic bonds that last far beyond the conclusion of the program. The strength of the cohort-model is bolstered by the outstanding and diverse attributes of students. Cohort members come from diverse racial and ethnic backgrounds, are at different points in their careers holding positions ranging from teacher to head of school, come from different types of schools all over the country and world, and have diverse career goals.

Admissions Eligibility

Independent school and international school educators with three years of full-time teaching experience and a bachelor's degree from an accredited college or university are eligible to apply.

Degree Requirements

The 32-point Master of Arts (M.A.) degree in Private School Leadership consists of required core courses and elective course options. Students in the M.A. program may not apply prior graduate credits towards the degree unless they were earned at Teachers College and are approved by the student's academic advisor.

The 60-point Master of Education (Ed.M.) in Private School Leadership consists of all requirements specified for the 32-point Master of Arts degree. Students in the Ed.M. program generally transfer in prior graduate level points (up to 30 in the Full-Year Program and up to 28 in the Two-Summers Program) to earn the required 60 points. In addition, Ed.M. students are required to complete a project related to improving independent school practice.

Please note: These courses of study do not lead to state administrative certification as a public school principal or superintendent.

Full-Year Master's (M.A., Ed.M.)

This program of study is designed for current and aspiring leaders who choose to pursue full-time study for one academic year. The Full-Year Program is a cohort of approximately 25 students.

Schedule

Students enrolled in the Full-Year Master's attend daytime classes from September to May. The program of study is completed over nine months during the fall and spring semesters. Students complete the capstone

project during the second semester.

Coursework

Full-Year Master's students take a combination of core and elective courses. The opportunity to take elective courses at Teachers College and other graduate schools at Columbia University is a unique feature of the Full-Year Program.

Practicum

The practicum in school leaderships requires a team of students to work with school leaders at a New York City area independent school on a project that is both of interest to the student and of strategic importance the school. For fifteen consecutive weeks, students have one full day per week to work on-site at the school. Experienced and trusted school leaders at the site schools serve as mentors and advisors throughout the projects. The practicum allows students to experience new school environments while contributing in a meaningful way to the advancement of the site school. Students are placed on projects by their academic advisor. Research skills and concepts from the fall Research Methods course bolster students' work on the practicum.

Heads of Schools Program

Each January and February, a cohort of twenty independent and international school heads comes to Teachers College for a two-week fellowship. During these two weeks, students in the Full-Year Program work with the heads of schools on case studies focused on school leadership and governance. The opportunity to work closely and candidly with these heads of schools is another unique feature of the Full-Year Program.

Career Counseling

Students in the Full-Year Program may take advantage of career counseling resources including resume and interview workshops, pre-arranged interviews with regional, local, and international teacher and administrative search firms, access to a robust alumni network, and schedule accommodations for job interviews.

Admissions

The priority deadline for applications to the Private School Leadership Program is January 15. Final deadline for all applications is April 15. Applications submitted after April 15 are reviewed on space-available basis.

Two-Summers Master's (M.A., Ed.M.)

This program of study is designed for current and aspiring leaders who choose to to pursue intensive summer study with field-based work at their school of employment after each summer. The Two-Summers Program has a cohort of approximately 50 students.

Schedule

Participants attend two intensive six-week sessions in New York City for two consecutive summers and during the year continue their work by engaging in research and practicum projects at their schools of employment and blended or online coursework. Students complete the capstone project during the fall after the second summer. The program of study is completed over eighteen months.

Coursework

The Two-Summers curriculum is entirely prescribed: Students do not take elective courses. Some coursework between the two summers may be online or blended. As part of the research course in the first summer, students work in small groups to choose a topic of importance to them, to their schools, and to the independent school sector at large. They develop a plan for research to be carried out over the course of the upcoming academic year.

Practicum

During the academic year between the two summers, each student completes a practicum project in administrative areas of their respective schools. The practicum project is designed to provide the student

with experiential learning in the context of his/her own school and to offer residual benefits to the sponsoring school. Projects may include but are not limited to work in finance, development, college guidance, admissions, and/or marketing. Those holding senior administrative positions may focus on a particular area of their current job in order to track their thinking, planning, action, and results in deliberate ways. Students are guided in this project by a field instructor who is an experienced head of independent or international school. Sponsoring schools are asked to consider scheduling accommodations for students doing research and practicum projects during the academic year.

Career Counseling

Because the Two-Summers Program is designed to allow students to stay employed in their current schools, there is no formal support for current students searching for new jobs. Alumni of the program are supported in future job searches.

Admissions

New cohorts begin in June of odd-numbered years. There are no concurrent cohorts. The priority application deadline is November 1, and the final deadline is January 15. Because there is considerable collaboration with the sponsoring school, Two-Summers Master's students must be recommended as community members with strong leadership capability and potential by their respective Heads of Schools.

Dual Degree Master's Degree from Teachers College (M.A.) in Private School Leadership and Columbia Business School (MBA) or Teachers College (M.A or Ed.M.) in Private School Leadership and INSEAD (MBA)

This dual degree program results in a master's degree in Private School Leadership from Teachers College and a Master of Business Administration (MBA) from Columbia Business School or INSEAD. The program responds to a critical need for independent school leaders to be trained in education as well as business, leadership, management and social entrepreneurship. As self-managing organizations, independent and international schools function as small businesses with a compelling social mission. In order to fulfill that mission, school leaders must balance pedagogical needs with business realities: tuition affordability, curricular enhancements, financial aid, facility improvements, technology costs, and attracting and retaining top faculty members. This program is designed for highly motivated students who seek a deep understanding of both education and business as they prepare to take on the challenges of leading K–12 educational institutions in the 21st century.

Students pursuing this dual degree may combine MBA study with either the Full-Year or Two-Summers Master's Degree Programs. Differences in the course study for each partner school are outlined below.

The dual degree program requires separate applications to each school.

DUAL DEGREE (M.A. AT TEACHERS COLLEGE; M.B.A. AT COLUMBIA BUSINESS SCHOOL)
This course of study gives students the opportunity to earn degrees from both Teachers College and Columbia Business School in two full-time years or two and a half part-time years and one full-time year, allowing graduates to enter the job market a year earlier than if they pursued these degrees separately. Students only need to complete three (instead of four) full-time semesters at Columbia Business School, though the MBA is not awarded until degree requirements are completed at both schools.

There are several pathways through the programs. The most common pathway is for students to begin the first fall at Teachers College in the Full-Year Master's Degree Program. Upon gaining admission to Columbia Business School, students enroll at Columbia Business School for winter, summer, and fall semesters before returning to Teachers College for a final spring semester in the Full-Year Master's Degree Program. Alternative pathways through the program allow students to finish either the Full-Year or Two-Summers Master's Degree Program and then to gain admission to and enroll at Columbia Business School. Most students pursuing this track will also enroll at Columbia Business School from January to December.

Students must apply separately to programs at Teachers College and Columbia Business School. Students are highly encouraged to apply for January entry at Columbia Business School and to contact the Klingenstein Center prior to applying. Students may apply to the Business School before or after

matriculation at Teachers College.

DUAL DEGREE (M.A. OR Ed.M. AT TEACHERS COLLEGE; M.B.A. AT INSEAD)
This course of study gives the opportunity to earn degrees from both Teachers College and INSEAD, a leading business school with campuses in France and Singapore. INSEAD's MBA program is full-time and one year long, with options to begin study in September or January. Students at INSEAD can split the year between campuses in France and Singapore or remain at one campus for the entire program.

The most common pathway through this program is to finish either the Full-Year or Two-Summers Master's Degree Program and then matriculate at INSEAD within the next five years. Students are also able to study at INSEAD after matriculating but before completing the full course of study at Teachers College. Specifically, students can enroll at INSEAD for a full year (January to December) in between the fall and spring semesters of the Full-Year Master's Degree Program at Teachers College or immediately after the second summer of the Two-Summers Master's Degree Program.

Students must apply separately to programs at Teachers College and INSEAD. Students are strongly encouraged to contact the Klingenstein Center prior to applying. Students may apply to INSEAD before or after matriculation at Teachers College.

The Urban Education Leaders Program (Ed.D.)

URBAN EDUCATION LEADERS PROGRAM
Co-Directors: Dr. Jeffrey M. Young and Dr. Sonya Douglass Horsford
Program Contact: Ms. Lubna Kayyali
Program Office: (212) 678-3588
Email: lk2653@tc.columbia.edu
Website: http://uelp.tc.columbia.edu

(Application code: ELUE) Ed.D. – Summer and school-year cohort program

Urban Education Leaders Program offers school administrators and other education professionals an opportunity to complete a rigorous doctoral program while continuing to serve in schools, school systems, and other educational contexts. The program is dedicated to preparing students for high-profile, high-need positions as leaders in education, especially in urban settings. The Teachers College faculty help to develop students' knowledge and analytical skills. Through unique district-based internship programs, students have the opportunity to learn with and from the nation's top education leaders. Academic study and hands-on leadership development inform each other as students examine the most urgent and significant challenges facing education leaders today.

The objectives of the Urban Education Leaders Program are to:

- Strengthen our students' ability to lead educational organizations and systems that are purposeful, successful, and humane contexts for learning;
- Help students develop skills and knowledge needed for the effective leadership and management of complex organizations in a global, technological, and culturally diverse society;
- Stimulate inquiry and innovation around challenges in professional practice;
- Broaden and deepen reflection about values, trends, and issues that affect the education enterprise;
- Create and sustain a community of leaders committed to continuous learning and mutual support.

Students pursue a coherent curriculum grounded in practice and combining the best of theoretical and professional studies.

Degree Requirements:

Students must earn 90 points of academic credit, complete a field experience requirement, pass a doctoral candidacy certification examination, successfully pass the New York State licensure examination, and defend a doctoral dissertation.

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

For additional information about the program, please click here.

Education Leadership (Ph.D.)

Education Leadership (Ph.D.)
Ph.D. IN EDUCATION LEADERSHIP
Director: Professor Ellie Drago-Severson
Program Contact: Professor Ellie Drago-Severson, Director
Program Office: (212) 678-4163
Email: drago-severson@tc.edu
Website: Education Leadership Ph.D.

COURSE OF STUDY FOR THE PH.D. IN EDUCATION LEADERSHIP

(Application code: ELSR) Ph.D.

How can participating in a world-renowned institution that prioritizes research, theory, and practice help you influence the communities and contexts you serve? And, how can being part of this community help you to develop your leadership as you serve in schools, districts, organizations, and education systems around the world? Our Ph.D. Program aims to assist you in these vital tasks of leading and preparing leaders in the 21st century.

How can researchers, scholars, and professors of education leadership collaborate with you to help aspiring and practicing leaders develop the internal capacities that they need to teach, learn, and lead in an increasingly complex environment that constitutes the field of education today? If this is part of your professional and personal mission, our Ph.D. program is a good fit for you.

The Ph.D. program in Education Leadership at Teachers College, Columbia University equips those who aspire to teach leaders—practicing and aspiring—in learning how to create schools, districts, organizations, and professional learning environments that support adult growth and organizational development.

Our Ph.D. program in Educational Leadership:

- Sits at the nexus of national and international research, theory, and real-world practice. You will have the opportunity to consider the theory-to-practice connection through coursework.
- Focuses on building bridges between research to practice by employing qualitative, quantitative, and mixed methods approaches.
- Equips students with the necessary skills to investigate and respond to critical issues in education leadership today from multiple perspectives, as they seek solutions to questions asked and those not yet imagined.
- Supports and stretches aspiring scholars to redefine notions of education leadership, education leadership development, and education leadership research and practice and care for the future of education.
- Provides a supportive, mentoring environment to develop critical thinkers, thought leaders, systematic and skilled researchers, and innovative scholars.

- This is how we develop aspiring professors in education leadership who can effectively prepare practicing and aspiring leaders to manage the complexity of leading in the 21st century.

The Education Leadership Ph.D. program is a 90-credit, full-time program that focuses on adult development, leadership development, and organizational development. Heavy in research methods, it prepares students to enter the professoriate in higher education institutions. If interested in the Ph.D. program in Education Leadership, please feel free to contact Professor Ellie Drago-Severson, drago-severson@tc.edu, Director of this program.

Education Leadership Non-Degree Programs

EDUCATION LEADERSHIP NON-DEGREE PROGRAMS

In addition to the degree programs previously described, the Education Leadership Program offers several professional development opportunities to both first-time students and to alumni interested in continuing their graduate education. These are listed below.

Klingenstein Summer Institute for Early Career Teachers

An intensive off-site residential summer institute is offered for two weeks beginning in mid-June for independent and international school K-12 teachers with two to five years of full-time teaching experience as head teachers. The Institute is designed to increase classroom effectiveness and to prepare teachers who have demonstrated outstanding promise for leadership positions in private schools. Participation is based on an award that covers all expenses. Participants earn 4 graduate credits. Contact the Klingenstein Center at (212) 678-3156 or klingenstein@tc.columbia.edu for more information. Applications for the Institute are due January 15.

Klingenstein Heads of Schools Program

The Klingenstein Heads of Schools Program is a two-week program of intensive study for heads of independent schools which allows for interaction with professional peers. School heads are in residence at the College. They participate in symposia on issues confronting independent school leaders. School heads also pursue independent study, investigating problems of particular relevance to their school situations. Fellowship awards are granted annually. Contact the Klingenstein Center at (212) 678-3156 or klingenstein@tc.columbia.edu for more information. Applications for the Heads of Schools Program are due May 1.

Education Leadership Studies (M.A./Ed.M./Ed.D.)

M.A./Ed.M./Ed.D. IN EDUCATION LEADERSHIP STUDIES

(Application code: ELSD)

Students in Education Leadership Studies are preparing for positions that work in or with public or private schools and colleges, government agencies, education-related businesses, NGO's, foundations, and advocacy groups. This program prepares the graduate student in leadership and management roles that do not require state administrative certification. Contact Professor Pearl Rock Kane, Kane@tc.edu for more information.

Application Information

Special application requirements include the following:

- Graduate Record Examination (GRE) is required for the Ph.D. program in Education Leadership, as well as for the Urban Education Leaders Program. For the latter, we recommend scores of 4.0 or higher on the writing. The Private School Leadership master's programs offered through the Klingenstein Center require either GRE, Miller Analogies Test (MAT) or GMAT scores. Finally, the GRE is not required for the Summer Principals Academy (SPA).
- Applicants to the M.A. and Ed.M. in Education Leadership with a course of study in Public School Building and Public School District Leadership should have at least three (3) years of teaching and/or administrative experience in the public schools (K-12).
- Applicants to the M.A. or Ed.M. program in Education Leadership with a course of study in Private School Leadership must have at least three (3) years of full-time teaching experience.
- Applications for the Ph.D. Program will be accepted beginning in September 2017. Completed applications must be received in the Office of Admission by the Program deadline of December 15, 2017 in order to be considered for Fall 2018 admission.
- All Master's applications (M.A. and Ed.M.) in Public School Building Leadership that are complete and have been received by the Admissions Office by the early deadline will be considered for both admission and any available scholarship aid. Complete applications received by the final deadline for the Master's program in Public School Leadership will be considered for admission only.
- All Master's applications (M.A. and Ed.M.) in Private School Leadership that are complete and have been received by the Admissions Office by the priority deadline will be considered for both admission and scholarship aid scholarship aid if a scholarship application has been submitted. Scholarship aid for applications received after the priority deadline will be considered only if scholarship support is still available.

Faculty List

Faculty

WILLIAM J. BALDWIN
Professor in Practice

ALEX J BOWERS
Associate Professor of Educational Leadership

ELLIE DRAGO-SEVERSON
Professor of Education

MARK GOODEN
Christian Johnson Endeavor Professor of Education Leadership

SONYA DOUGLASS HORSFORD
Associate Professor of Education Leadership

PEARL R KANE
Klingenstein Family Professor for the Advancement of Independent School Education

ERIC NADELSTERN
Visiting Professor of Practice

JEFFREY M. YOUNG
Professor of Practice in Education Leadership

Lecturers

BRIAN KEITH PERKINS
Senior Lecturer

Adjunct

PAMELA A. BURKE
Adjunct

LARRY DWAYNE GABBARD
Part Time Instructor

MICHELLE GREENBERG-KOBRIN
Adjunct Associate Professor

SANDRA HAYES
Adjunct Professor

SCOTT HOLLINGER
Adjunct

YVETTE FRANCES JACKSON
Adjunct Professor

NICOLE LIMPEROPULOS
Adjunct Professor

ERIC COLTON MARCUS
Adjunct Associate Professor

Instructors

ERIN ASHLEY BRADY-WIGGINS
Instructor

YOLANDA DAVIS
Assistant Director of SPA NYC

DAVID M. DIAMOND
Part Time Instructor

DARYLL KEVIN MATTINGLY
Adjunct Associate

PAUL T. O'NEILL
Adjunct Associate Professor

ANDRA J PENNY
Adjunct Assistant Professor

BRIDGET REGAN
Curriculum Development Specialist

JEFFERY TODD WACK
Adjunct Associate Professor

HECTOR JOSHUA GALINDO
Instructor

JENNIFER A MOCTEZUMA
Instructor

PETER DEVEREUX SIMPSON
Associate Director

Course List

ORLA 4001 Introduction to school leadership and decision making

This course uses the literature on decision-making theory in combination with intensive case-study analysis in groups to explore how decision-making styles and strategies affect problem-based decision-making in innovative public school settings.

ORLA 4010 Introduction to organization analysis in education

This course draws on concepts and propositions from organization theory to help students construct and analyze case studies of schools and school systems and develop action plans for organizational change, reform, and renewal. Special focus on theories of bureaucracy and community; organizational structure, culture, and politics; professional learning communities; and strategic learning organizations.

ORLA 4025 Resource allocation for student achievement

This course emphasizes the skills of school budgeting and facilities management, personnel allocations, and grant writing with a view to leveraging student achievement. Students use simulations and case studies to analyze an actual school budget; make a three-year budget forecast; and reassign faculty, support staff, and instructional resources to improve performance.

ORLA 4033 Ethical and legal issues in education leadership

This course explores the nexus between law, ethics, and school leadership. It relies on both case law and the use of ethical dilemmas in the form of case studies and hypotheticals to teach prospective leaders how to consider, for themselves, the tensions they experience when the law, professional practice, and their ethical codes of conduct are in conflict.

ORLA 4044 Leadership for adult development

In this course we will explore an expanded notion of leadership that includes supporting adult development as a focal concern. Participants interested in organizational and individual leadership and growth, especially teachers, principals, superintendents, and other leaders, will study how constructive-developmental theory and pillar practices for supporting adult growth can enable leaders to support adults' transformational learning. Permission of the instructor is required.

ORLA 4045 Restructuring schooling in urban environments

Institutional and policy analysis of school redesign experiments in urban settings, with special emphasis on the Chicago case. Review of theoretical foundations research, political support, and implementation consequences of system-wide school reform, as well as analysis of how both experimental and system-wide change is initiated.

ORLA 4058 Privatization and choice in education

Small public schools, independent schools, charter schools, vouchers, home schools, religious schools, and for-profit educational ventures are examples of the explosion of options in schooling available to a growing number of American families. The purpose of this course is to understand the configuration of these choices in America and the implications of those choices for a democratic society. Students consider whether school choice can serve the best interests of families and the common good. Through on-site visits, students use the diversity of schools in New York City as a laboratory for learning. Permission of the instructor is required.

ORLA 4060 Designing Charter Schools

Design focus on instructional, governance, accountability systems, and organizational patterns. Reference to research on school models and on legislative and regulatory context of charter schools. Charter school leaders participate as resources. Collaborative field and electronic studies of existing charter schools.

ORLA 4071 leadership of private schools and non-profit organizations

How can leaders transform "good" schools into excellent schools? The purpose of this course is to equip dynamic individuals with skills and knowledge for aligning schools to accomplish challenging goals. Students study how mission and vision, governance, teamwork, social intelligence, and

organization behavior contribute to effective leadership practice. They assess barriers to school change and explore strategies to overcome them. They analyze culture and ways to develop the habit of continuous school improvement. The course uses a variety of approaches with a focus on case studies. Permission of the instructor is required.

ORLA 4874 Strategic marketing for academic institutions

Students survey the major themes of marketing with specific attention to the independent school context. Topics include a broad range of marketing concepts, such as ways to develop an effective communications program and branding. As part of the course, students design and undertake a market research project. Case studies are drawn from educational institutions.

ORLA 4876 School finance: Resource allocation for non-profit organizations

An exploration of the business aspects of managing private schools. The focus is on critical issues of management including: decision making, strategic planning, and analysis and allocation of resources. Participants analyze complex issues and problems confronting leaders in private schools such as: enrollment and tuition stabilization, pricing and affordability, funding sources, endowment management, compensation, and government compliance.

ORLA 4900 Research and independent study in educational leadership

For students wishing to pursue independent study and/or research on topics not covered in regular courses. Requires faculty member's approval of a study plan, reading list, and final paper or other products or projects. Permission required from individual faculty.

ORLA 5005 Educational And Social Entrepreneurship

In this course students explore the process of starting an educational or social venture. Readings, discussions, guest speakers and class activities guide students to understand the entrepreneurial mindset, acquire knowledge related to business start-up, and develop potential business ideas. As a final project, student teams create and present business plans to a panel of hypothetical investors.

ORLA 5010 Leadership in Schools and Communities

This course is designed to introduce students to the theory and practice of exercising leadership in the public sector. Research literature and essential writings of great thinkers complement a practice-based, real-life orientation to the challenges and opportunities associated with leading communities through complex and persistent problems. Course readings will be examined in light of practical challenges education leaders face every day; conversely, we will discuss the ways in which research sheds light and offers perspective to those who lead complex organizations, such as schools and districts, in public settings. The course will consider leadership from a multi-disciplinary perspective, including readings and videos from the social sciences, literature, business, history, politics, and contemporary commentary. Class discussions, case studies, guest speakers and small group work combine to invite students to recognize and develop the personal, professional, intellectual and political attributes that women and men need to address the most pressing issues in education, government, community life and society at large.

ORLA 5012 The social context of education reform: Public engagement and community development

Political analysis of administration at the service delivery and community levels.

ORLA 5017 Groups and interpersonal behavior

Organizational behavior with reference to interpersonal relationships and the conflicts resulting from the needs of individuals compared to the demands of the organization. Special permission required.

ORLA 5018 School leadership for adult development

School leaders must exercise practices to support adult development, especially in the context of standards-based reform. We will explore adult developmental theories and their connection to leadership; constructive-developmental theory; pillar practices for supporting adult growth (i.e., learning that helps adults develop increased cognitive and affective capacities to better manage the complexities of work and life). We consider: How can leaders better support adults' growth? What practices support adult development? What developmental principles inform these practices?

ORLA 5025 Ecology of data-driven leadership

This course relies upon systems theory and its application to school systems. The course teaches prospective leaders the use of databases of various kinds to pursue a systematic inquiry in the health and productivity of the ecology of the school. It explores various approaches to data mining, model building, and ultimately the "art of improvisational leadership." The course teaches students how to distinguish the different purposes for which data can be used and misused and relies heavily on the use of cases, simulations and exercises, including those with complex feedback systems. Familiarity with spreadsheets and simple statistics is helpful.

ORLA 5029 Supervision of teaching and learning

This course draws upon the research literature in human resources management and emphasizes best practice in the recruitment, hiring, mentoring, professional development, and evaluation of teachers including the termination of incompetent teachers. The course uses problem-based units on teacher recruitment and hiring, role playing on effective mentoring, video evaluations of teacher practices, and strategies for removing incompetent teachers.

ORLA 5052 Instructional leadership of independent schools

The purpose of this course is to help prepare independent school educators for their roles as instructional leaders and to encourage reflection about the craft of teaching. It will provide an overview of contemporary theories and research about how people learn and how this knowledge can inform leadership in curriculum design, teaching strategies, student assessment practices, and the design of professional development.

ORLA 5530 Action research in organizational behavior

Techniques and methods of designing and conducting action research on organizational problems. Various methodological and organizational issues are addressed regarding the use of action research to foster organizational learning and problem solving through systematic inquiry and reflection. Students conduct an action research project.

ORLA 5532 Program development: Teaching, learning, and assessment

School community relationships, needs assessment, program planning, and evaluation of student progress. Special emphasis on the principalship.

ORLA 5587 Strategic management of independent schools and nonprofit organizations

The purpose of this class is to equip educators with the skills needed for effective independent school practice. Classes are organized to develop skills in the following broad areas: staffing and management, coaching and feedback, strategic planning and organization structure, external relations, and transitioning into a new work environment. To develop proficiency in these important leadership skills, students have opportunities to learn about and then practice skills in the classroom context with feedback from peers and experienced practitioners. Permission required.

ORLA 5689 School heads colloquium

Enrollment is limited to 20 and requires an application to the Klingenstein Heads of Schools Program through the Office of Admission by May 1. The purpose of the symposium is to provide renewal and reflection on issues relevant to school leaders through intensive study and collaboration with professional peers from independent and international schools. Topics include moral leadership and current education issues in public and private schools. Participants also conduct research on a topic of interest to their schools. Through on-site visits, students use the diversity of schools in New York City and the rich cultural resources as a laboratory for learning. Permission required.

ORLA 5830 The Klingenstein Summer Institute for Early Career Teachers

Residential program. Enrollment is imited to 75 and requires an application to the Klingenstein Summer Institute through the Office of Admission by January 15. An intensive two week program held annually in June that introduces early career teachers to the complexity and challenge of teaching in independent schools. Prominent professors, guest authors, and nationally renowned

educators deepen understanding on topics related to the organizing themes: improving teaching and learning, understanding diversity and multiculturalism, and assessing and overcoming resistance to change. Permission required.

ORLA 6020 Pro-seminar in education leadership

This seminar course is topical and brings in guest speakers, exemplary practitioners, researchers and policy makers from academia, public schools and school districts, charter schools and education management organizations, private and independent schools, business, and other organizations to share their experience, research, and insights about effective leadership practices. The central theme of the Pro-Seminar is the development of personal self-awareness and mastery, as well as professional effectiveness. Students will be introduced to a variety of tools, assessment instruments, and other resources that are useful for personal reflection and professional growth. The seminar is customized for students preparing for leadership at different levels and in different contexts, for example aspiring public school principals, independent school heads, or district level leaders.

ORLA 6460 Internship in Public School Leadership

The internship in public school leadership presents an opportunity to become immersed in the field of leadership practice and to appreciate the importance of instructional leadership in the creation of a learning environment. The internship combines opportunities to study effective leadership first-hand, develop and practice instructional leadership skills, and be mentored for a career as a school principal. The internship requires approximately 450 hours (12-15 hours per week over a full year) of supervised field work in a public school. Permission required.

ORLA 6461 Internship in school and school district leadership

A 450-hour supervised field experience in school district leadership. Partially satisfies New York State requirement for School District Leaders certificate. Permission required.

ORLA 6552 Research, Theory, and Practice in Education Leadership

This course focuses on major theoretical perspectives on administrative leadership in education, how these perspectives are studied and advanced through empirical research, and how the theory and research are connected to leadership practice. Students will examine theory and empirical research on topics such as leadership effects on student learning; challenges in leading learning organizations; and the relationships among leaders' knowledge, skills, and dispositions and their leadership preparation and effectiveness.

ORLA 6560 Advancement to doctoral candidacy seminar

Doctoral students with a minimum of 60 points toward the Ed.D. may enroll. Permission required.

ORLA 6641 Advanced topics in research methods and design

This course provides students the opportunity to explore advanced topics in research design and analytic methods, especially as they relate to studies of educational contexts and policies.

ORLA 6900 Directed research and study in education leadership

For students wishing to pursue independent study or original research as they prepare for their doctoral certification examination and/or dissertation proposal. Permission required from individual faculty.

ORLA 7500 Dissertation seminar in educational leadership

This course provides students the opportunity to discuss topics related to the preparation of their dissertation proposal in a seminar format. Students present their ideas and writing for feedback from the instructor and other students. Students may enroll in this seminar once. Permission of the instructor is required.

ORLA 7501 Dissertation research seminar

This course provides students the opportunity to discuss their dissertation proposal in a seminar format, with support and feedback from the instructor and other students. Students are eligible to enroll in this seminar after enrolling in ORLA 7500 and before their dissertation proposal has been approved. Students may enroll in this course once. Permission of the instructor is required.

ORLA 7503 Research Seminar

This course provides students the opportunity to discuss their dissertation research in a seminar format, with support and feedback from the instructor and other students. Students are eligible to enroll in this seminar after their dissertation proposal has been approved. Students may enroll in this course once. Permission of the instructor is required.

ORLA 8900 Dissertation advisement in educational leadership

Individual advisement on the doctoral dissertation. Students register for this in the first semester after their dissertation proposal has been approved and continue registering in this (or in another course, with sponsor approval) until the dissertation is completed. Requires ongoing consultation between the student and dissertation sponsor. The fee equals three points at the current tuition rate for each term. Permission required from individual faculty.

Executive Program for Nurses

Department of - Organization & Leadership

Contact Information

Phone: 212-678-3812

Fax: 212-678-8341

Email: NurseExecutives@tc.edu

Director: Professor Elaine La Monica Rigolosi

Program Description

The Executive Program for Nurses prepares students for leading roles in healthcare organizations, both service and education. These roles are those that advance and implement the practice of nursing and healthcare, operating primarily in one-to-one relationships with clients. Hence, the graduates of this program will have their major impact on nursing and healthcare by influencing other interdisciplinary healthcare providers. The basic aims of current healthcare delivery and healthcare reform mandate a non-partisan approach to the education of nurses and all healthcare administrators and executives. Professionals who practice in today's healthcare environments and shape tomorrow's reform must be collaborative interdisciplinarians.

Nursing leadership in scholarship, in research, and in practice is achieved with the attainment of the doctoral degree. Toward this ultimate goal, there are various developmental levels of role preparation, including an exit point of achievement at the level of Master of Arts (48 points). All role preparation in the Executive Program for Nurses is based upon approaches of open inquiry, scholarly pursuit, and the ability to synthesize knowledge from diverse disciplines.

Degree Summary

MASTER OF ARTS, ADMINISTRATION STUDIES: NURSE EXECUTIVE ROLE

- NEXM: Available for full-time study.
- NEXR: Available for part-time study.

MASTER OF ARTS, PROFESSORIAL STUDIES: NURSE EDUCATION ROLE

- NEPM: Available for full-time study.
- NEPR: Available for part-time study.

DOCTOR OF EDUCATION, NURSE EXECUTIVE ROLE (NEXD)

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

Degree Requirements

General

Note the basic research requirements that are for all students in the department.
The Capstone Project is a requirement for all Master's degree candidates. It is required during the semester in which a student applies for a master's degree. Details are provided in "Guidelines for the Capstone Project," which can be obtained from the office of the Executive Program for Nurses and from Faculty Advisors. The following are examples of the Master's Cohort sequence by semester.

Master of Arts

The Masters of Arts degree offers preparation for nursing and healthcare management positions as well as preparation for roles in nursing education. Two specializations are offered: administration studies, emphasizing the basic skills and concepts of management; and professorial studies, which prepares learners for beginning positions in teaching.

The accelerated program at the M.A. level in both specializations is a cohort program that meets one day per week on Fridays. It runs for four semesters. Tuition will be billed at standard Teachers College rates.

Sample Full-Time Program Plan for the Master of Arts NURSE EXECUTIVE ROLE

Semester I

- ORL 4014 Legal issues in healthcare organizations (3)
- ORL 4054 Leadership and management in healthcare organizations (3)
- ORLN 4005 Theories of nursing (3)
- HUDM 4120 Basic concepts in statistics (3)

Semester II

- ORL 4003 Crisis intervention (3)
- ORL 4011 Personnel management in healthcare (3)
- ORLN 5000 Nursing science (3)
- ORLN 5013 Informatics in nursing (3)

Semester III

- ORLN 4013 Fiscal management of the nursing organization (3)
- ORLN 5040 Methods in nursing research (3)
- ORLN 5530 Seminar: Clinical teaching and evaluation (3)
- HUD 4120 Methods of empirical research (3)

Semester IV

- ORLD 4051 How adults learn (3)
- ORLN 4050 Health problems and issues in society (3)
- ORLN 5010 Administration of a nursing organization (3)
- ORLN 6501 Seminar in professional nursing (3)

Sample Full-Time Program Plan for the Master of Arts NURSE EDUCATION ROLE

Semester I

- ORL 4014 Legal issues in healthcare organizations (3)
- ORL 4054 Leadership and management in healthcare organizations (3)
- ORLN 4005 Theories of nursing (3)
- HUDM 4120 Basic concepts in statistics (3)

Semester II

- ORL 4003 Crisis intervention (3)
- ORLD 4053 Facilitating adult learning (3)
- ORLN 5000 Nursing science (3)
- ORLN 5013 Informatics in nursing (3)

Semester III

- ORLD 4844 Helping adults learn (3)
- ORLD 5055 Staff development and training (3)
- ORLN 5040 Methods in nursing research (3)
- ORLN 5530 Seminar: Clinical teaching and evaluation (3)

Semester IV

- ORLD 4051 How adults learn (3)
- ORLN 4050 Health problems and issues in society (3)
- ORLN 5230 Fieldwork in nursing education (3)
- ORLN 6501 Seminar in professional nursing (3)

* Courses and/or sequence are subject to change.

Doctor of Education

NURSE EXECUTIVE ROLE

The Accelerated Program at the Ed.D. level is a cohort program that meets one day per week on Fridays. The program consists of six semesters of coursework leading to the Ed.D. degree in addition to satisfactory completion of a doctoral dissertation. Program tuition is billed at the standard per-credit Teachers College tuition rate.

For program course recommendations and program planning, please see the Doctor of Education Advisement Guide which can be obtained from the office of the Executive Program for Nurses. The following is an example of a doctoral cohort sequence by semester.

Semester I

- ORLN 5005 Interdisciplinary theory in nursing (3)
- ORLN 6514 Marketing nursing programs and services (3)
- HUDM 4122 Probability and statistical inference (3)

Semester II

- ORL 5551 Ethics for healthcare professionals (3)
- ORL 6500 Qualitative research methods in organizations: Design and data collection (3)
- ORLN 6615 Colloquium in nursing administration (3)

Semester III

- ORLN 5043 Nursing research development (3)
- ORLN 6522 Policy formation and governance in healthcare (3)
- A&HF 4090 Philosophies of education (3)

Certification

Semester IV

- ORL 6011 Advanced system management (3)
- ORLN 6014 Managing the socially responsible organization (3)
- ORLN 6540 Dissertation design development (3)

Semester V

- ORLN 5011 Designing, planning, and monitoring the healthcare system (3)
- ORLN 6541 Advanced dissertation design development (3)
- ORLN 7500 Dissertation seminar in nursing (3)

Semester VI

- ORLN 6511 Innovations in nursing management (3)
- ORLN 6635 Colloquium in nursing education (3)
- ORLN 7900 Directed dissertation research (3)

Note: After certification, candidates must be continuously enrolled every fall and spring semester, up to and including the semester in which the dissertation defense is held and the revised and/or completed dissertation is submitted to the Office of Doctoral Studies. Following satisfactory completion of all cohort courses covering six semesters, all cohort students must continue in and attend a regular course (3 points) every semester until all requirements for graduation are completed. Course selection: Courses that may be taken include ORLN 6940, ORLN 6941, ORLN 7900, or ORLN 8900 and are based on the advice of the candidate's advisor.

Application Information

Master of Arts

In addition to the requirements for admission to Teachers College, in order to be considered for admission in the program, applicants must:

- Hold a baccalaureate degree with a major in accordance with Teachers College admission requirements;
- Hold a current Registered Nurse Licensure in a state in the U.S. or in a province of Canada;
- Have a cumulative grade point average of 3.0 or better in undergradaute coursework;
- Have one year of post-baccalaureate management nursing experience (required for administration studies);
- Have one year of post-baccalaureate full-time clinical nursing practice experience (required for professorial studies);

The accelerated Master of Arts program has ongoing admissions every semester.

Doctor of Education

In addition to the requirements for admission to Teachers College, in order to be considered for admission into the program, doctoral applicants must:

- Hold a baccalaureate degree with a major in accordance with Teachers College admission requirements;
- Hold a graduate degree and/or 36 graduate points/credits approved by Teachers College, Columbia University;
- Hold a current Registered Nurse Licensure in a state in the U.S. or in a province of Canada;
- Have a cumulative grade point average of 3.5 in prior graduate coursework;
- Have a GRE verbal score of at least 540 (former test score), 156 (current test score), or an MAT score of at least 416. Results of the GRE or MAT should not be more than 5 years old; and
- Have one year of post-baccalaureate nursing management experience.

International applicants should note that a current permit from the New York State Board of Nursing is required to practice nursing and/or to do fieldwork. Potential candidates who do not meet certain admission standards but who can demonstrate substantial ability shall have the option to petition the faculty of the program to be considered for admission based on alternative evidence of ability.

The next accelerated Doctor of Education cohort is expected to begin in the Fall 2018 semester.

Faculty List

Faculty

ELAINE L. RIGOLOSI
Professor of Education

Lecturers

ARTHUR MARK LANGER
Part-time Lecturer of Adult Learning and Leadership

Adjunct

CYNTHIA CAROSELLI   Adjunct Associate Professor of Nursing Education

KEVILLE C FREDERICKSON
Adjunct Professor of Nursing Education

ANN MARIE MCDONALD
Adjunct Assistant Professor of Nursing Education

JOSIANE HICKSON
Adjunct Assistant Professor of Nursing Education

JUDITH K PARKER
Adjunct Assistant Professor of Adult Learning and
Leadership

Instructors

DAWN DENISE AUBEL
Assistant Director of Recruitment and Admissions

EILEEN C ENGELKE

Course List

ORL 4003 Crisis intervention

Study of general crisis phenomena within the framework of crisis intervention theory. Analysis of individual, family, and community dynamics.

ORL 4011 Personnel management in healthcare

Examination and application of personnel management and human relations theory in the healthcare organization. Includes human resource utilization, problem solving, comunications theory, and evaluation performance. Special fee: $25.

ORL 4014 Legal issues in healthcare organizations

Laws, administrative regulations, and pertinent case law affecting healthcare organizations. Theories of power, politics, and labor relations applied. Local, state, and federal impact on healthcare included. Special fee: $25.

ORL 4054 Leadership and management in healthcare organizations

Critical analysis of theory and research in organizational behavior, leadership, and management as it relates to the role of healthcare executives. Critique of the executive's role as it relates to these theories. Special fee: $25.

ORL 5551 Ethics for healthcare professionals

Review of ethical issues in healthcare and healthcare delivery. Special fee: $150.

ORL 6011 Advanced system management

Managing systems requires the generation of useful information for decision-making. This course focuses on using information for strategic planning and management of systems in healthcare.

ORL 6500 Qualitative research

An introduction to qualitative research methods conceptualization and data collection procedures and design. Students learn various qualitative data collection techniques and conduct a pilot study.

ORLD 4051 How adults learn

Role and perspective changes in adulthood, concepts of maturity, learning theories, personality development, cognitive learning and thinking, creativity, interests and attitudes, motivation, self-concept, and achieving styles. Implications for the education of adults in a wide variety of workplace, community, and educational settings.

ORLD 4053 Facilitating adult learning

In-depth consideration of issues, strategies, and methods for facilitating adult learning. Theory is considered in relationship to practice. Methods are identified that are suited to adult learning in different settings, and to the role played by groups in individual to team learning. No prerequisites required, but learning is enhanced when taken following ORLD 4051.

ORLD 4844 Helping adults learn

This workshop will explore answers to questions concerning facilitating adult learning. Presentations from the workshop leader will be interspersed with small group exercises focusing on different approaches to helping adults learn. Participants will be encouraged to explore their own experiences as learners and facilitators and to consider how these experiences might help them to reframe their practice.

ORLD 5055 Staff development and training

Introductory course covering the organization, management, and instructional process involved in staff training and development programs in business, industry, unions, healthcare institutions, government, and other noncollegiate settings. Current developments, innovative practices, and issues. This course is also offered in a distance learning format.

ORLN 4005 Theories of nursing

Theoretical foundations of nursing. Critical analysis of theories that explain the nature of nursing practice.

ORLN 4013 Fiscal management of the nursing organization

Focus is the fiscal impact of providing nursing services. Management information systems, organizing human and material resources, and assessing the cost and quality of nursing services are studied. Health organization finance and nursing budgeting are included.

ORLN 4050 Health problems and issues in society

Political and economic concepts influencing the delivery of healthcare services. Consideration of health issues facing the public and possible courses of action.

ORLN 5000 Nursing science

Prerequisite: ORLN 4005. Examination of emerging issues in nursing research and healthcare. Relevance to theory development and health policy are emphasized.

ORLN 5005 Interdisciplinary theory in nursing

Prerequisites: ORLN 4005, ORLN 4050, or equivalent. Evaluation of utility of theories and models from related disciplines in posing research problems in nursing. Focus on strategies of concept analysis and theory derivation.

ORLN 5010 Administration of a nursing organization

Prerequisite: ORL 4054. Analysis and application of administrative theory and structure to the nurse executive role. Analysis of fit of models to the nursing administrative task. Application of MBO quantitative decision theory, and other models in the nursing administrative function.

ORLN 5011 Designing, planning, and monitoring the healthcare system

Prerequisite: ORL 4054. Corequisites or prerequisites: ORLN 4005, ORLN 4013, and ORLN 5010. Identification and analysis of organization and planning theories applicable to the nursing care system. Development of design models based on analyses of current and predictable healthcare needs of society and the nursing market. Ability to assess architectural plans as they impact on nursing care delivery.

ORLN 5013 Informatics in nursing

Focus on computerized management information systems, computer-based analysis of decision alternatives, assessing nursing care quality and cost-effectiveness, and other feedback mechanisms specific to the nursing organization. Special fee: $50.

ORLN 5040 Methods in nursing research

Prerequisites: ORLN 4005, ORLN 5000. Analysis of hypothetical generation, study designs, and data collection methods in nursing research with emphasis on application to practice.

ORLN 5043 Nursing research development

Prerequisites: ORLN 4005, ORLN 5040, or equivalents. Philosophical foundations of empirical and naturalistic inquiry methods are examined with reference to developing a domain-significant research problem. Emphasis given to clarification to study design within interdisciplinary knowledge relevant to nursing.

ORLN 5230 Fieldwork in nursing education

Permission required. Supervised practice in teaching nurse learners in one or more settings: classroom, clinical, or practice.

ORLN 5530 Seminar: Clinical teaching and evaluation

Inquiry in effective strategies for teaching and evaluating students in the laboratory setting. Analysis, or theory and related research.

ORLN 5908 Independent study in professional nursing

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

ORLN 5910 Independent study in nursing administration

Permission required. Individual, guided learning experience at the master's level in a selected aspect of nursing administration. Topic agreed upon between student and faculty.

ORLN 6014 Managing the socially responsible organization

Analysis of selected social, economic, and political megatrends that have or will continue to influence the direction of change in the healthcare industry. The process of analysis is intended to serve as a

conceptual framework for the categorization of discrete trends affecting the management of nursing services and programs.

ORLN 6501 Seminar in professional nursing

Prerequisites: Two courses in nursing professionalism and/or history. Examination of selected professional nursing problems or domain in depth. Course may be repeated for credit if different topics are covered.

ORLN 6511 Innovations in nursing management

Prerequisites: ORL 4054, ORLN 4011, ORLN 5010. Selected innovations in nursing, other health disciplines and management science are analyzed regarding underlying processes for translating new knowledge into successful practice. Special fee: $10.

ORLN 6514 Marketing nursing programs

Prerequisites: ORL 4054, ORLN 5010. Analysis of marketing concepts and principles of strategic planning as they relate to nurse executive role in health service industry.

ORLN 6522 Policy formation and governance in healthcare

Policy formation and governance within nursing organizations and within the larger institution of which they are a part. Exploration of external and internal influences on policy formation in nursing.

ORLN 6540 Seminar on dissertation design development

Permission required. Prerequisites: ORLN 4005, ORLN 5005, ORLN 5043, statistics, and certification. Required of all doctoral candidates. Group critique of dissertation proposals; focus on beginning to intermediate aspects of analysis of theory and research design. This course may be repeated as often as necessary until the student is ready for the departmental examination. Once ORLN 6540 is taken, continuous fall/spring enrollment in this course or in ORLN 8900 is required until the semester during which the departmental examination is held.

ORLN 6541 Advanced seminar on dissertation design development

Permission required. Prerequisite: ORLN 6540 and certification. Focus on advanced aspects of research design and method.

ORLN 6635 Colloquium in nursing education

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

ORLN 6908 Independent study in professional nursing

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

ORLN 6910 Independent study in nursing administration

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

ORLN 6930 Independent study in nursing education

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

ORLN 6940 Independent study in nursing research

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

ORLN 7500 Dissertation seminar in nursing

Permission required. Prerequisite: ORLN 6540 and certification. The departmental examination, involving presentation of dissertation proposal for faculty approval. This course is required of all certified doctoral candidates and may be taken only once. If the student is unable to satisfactorily complete the departmental examination during the semester in which enrolled, an incomplete is given.

ORLN 7900 Directed dissertation in research

Permission required. Prerequisites: ORLN 6540 and ORLN 6541. All doctoral students eligible for this course must register for this course during completion of the dissertation. This course may be repeated as often as necessary upon advice of the advisor.

ORLN 8900 Dissertation advisement in nursing

Individual advisement on doctoral dissertation following completion of all course work and programmatic course requirements, upon advisement by Faculty advisor. Fee to equal 3 points at current tuition rate for each term. For continuous requirements, see section in catalog on Continuous Registration for Ed.D. degree.

Higher and Postsecondary Education

Department of - Organization & Leadership

Contact Information

Phone: 212-678-3750

Fax: 212-678-3743

Email: highered@tc.edu

Director: Professor Noah D. Drezner

Program Description

The Higher and Postsecondary Education Program at Teachers College, Columbia University strives to prepare knowledgeable scholars and scholar-practitioners in the field of higher education. We strive to develop the abilities to analyze and foster excellence in teaching and learning, scholarly and professional development, and student development. Additionally, we strive to develop, in students, the abilities to analyze, design, and integrate the structures, processes, policies, and technologies that comprise colleges, universities, and state and national systems of tertiary education. Further, we strive to develop understandings of social/cultural and civic perspectives, with attention to the connection between institutions of higher education and their external constituencies.

We have three degrees in higher education: (1) the Master of Arts (M.A.); (2) the Master of Education (Ed.M.); (3) the Doctor of Education (Ed.D.).

Master of Arts (M.A.) Degree

The 32-point Master of Arts (M.A.) degree develops knowledgeable practitioners in three domains of higher and postsecondary education: (1) its educational core (teaching and learning, student and professional development); (2) its organizational and institutional framework (institutional planning, organizational development, policymaking and implementation); and (3) its social positioning and comparative potential (e.g. civic engagement, philanthropy, benefits of higher education in a diverse society). Though students entering the M.A. Program will be exposed to each of these domains, they will specialize in one. Specialization occurs through the selection of one of three sequences: (1) Academic and Developmental Analysis, (2) Organizational and Institutional Analysis, or (3) Social/Cultural and Civic Analysis.

Students who pursue the M.A. degree will build on the program's historic positioning in the study of student development through the college years and its current strengths in studies of academic learning and development. They will also build on the program's growing capacities in higher/postsecondary education policy, social thought, and comparative analysis, as well as on the department's offerings in organizational studies. As such, students earning the M.A. degree will be positioned to serve in a variety of academic and student support positions, as well as in various administrative roles.

Master of Education (Ed.M.) Degree

The 60-point Master of Education (Ed.M.) degree develops breadth of understanding of higher and postsecondary education, though emphasizing particular domains of study and practice, among them academic learning and development, organizational and institutional processes, and social/cultural and civic perspectives. Students who pursue the Ed.M. in Higher and Postsecondary Education typically bring to their studies well developed understandings of particular facets of the enterprise, often from their own participation in the

professional practices that define it (teaching, administration, etc.). The Ed.M. Program helps them situate their practice-based knowledge and their emerging intellectual interests within the broader span of higher and postsecondary education, thereby providing expanded intellectual resources for their scholarly and professional efforts. The program also introduces Ed.M. students to the field of higher education as a scholarly community and a body of developing knowledge. There are two tracks offered for the Ed.M.: (1) the Professional Practices in Higher Education track and (2) the Practices of Research in Higher Education track.

Doctor of Education (Ed.D.) Degree

The 90-point Doctor of Education (Ed.D.) degree develops breadth of understanding about higher and postsecondary education with a focus on an intellectual issue or professional activity (concentration or emphasis area). Breadth is assured through study within three curricular domains: (1) Academic and Developmental Analysis, (2) Organizational and Institutional Analysis, and (3) Social/Cultural and Civic Analysis of higher and postsecondary education. As they engage in study across these domains and beyond them (through related out-of-program courses), students will work with faculty advisors to develop emphasis areas, among them studies in teaching and learning, institutional assessment, administration and leadership, diversity and access, student learning and development, and scholarly learning and careers. The Ed.D. requires in-depth study in processes/methods of inquiry appropriate to the area of concentration or emphasis, as well as a substantial theoretical understanding of the area and approaches to inquiry within it.

Students who pursue the Ed.D. explore and question the range of perspectives for understanding the higher education enterprise, its educational and intellectual core, its institutional/organizational rubrics, and its social/cultural and civic contextualizations. Thus, through their own research (situated within an emphasis area), students participate in reshaping current understandings of postsecondary education. Ed.D. students conclude their programs by writing a dissertation that, though focused on a particular research problem within higher and postsecondary education, reflects the tripartite aims of the curriculum, as well as deep understanding of knowledge structures underpinning their area of inquiry. They are positioned then to scrutinize prevailing views of what it means to engage in "higher learning," and to improve and develop the settings in which that learning occurs.

Degree Summary

Higher and Postsecondary Education (HIGH)

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

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

Degree Requirements

General

Note the basic research requirements for all students in the department.

The courses described in this section are to be used as frameworks for guiding program planning which occurs in consultation with the designated faculty advisor. All coursework decisions require approval of the faculty advisor in Higher and Postsecondary Education. The coursework portion of each degree program consists of required courses (offered annually or in alternate years), within-Program electives, and extra-Program electives. Other requirements, unique to a program or portion thereof, are indicated below.

Master of Arts

The M.A. requires a minimum of 32 points of graduate coursework. Students pursue one of three domain sequences: (1) Academic and Developmental Analysis, (2) Organizational and Institutional Analysis, or (3) Social/Cultural and Civic Analysis.

Course requirements common to all sequences include (15 points):

- ORL 5521 Introduction to research methods in education (3) or equivalent with advisor approval
- ORLH 4010 Purposes and policies of higher education (3)
- ORLH 4011 Curriculum and instruction in higher education (3)
- ORLH 4040 The American college student (3)
- ORLH 5525 Advanced professional seminar: College student development theories (3)

Beyond the core requirements, additional requirements for the Academic and Developmental Analysis sequence include the following coursework as well as a culminating project:

- ORLH 4042 Student personnel administration: Programs and services (3) or other with advisor approval

Three (3) elective courses from the following (9 points):

- ORLD 4051 How adults learn (3)
- ORLH 4012 The community college (3)
- ORLH 4041 Student personnel administration: Organization, functions, and issues (3) or other with advisor approval
- ORLH 5011 College teaching and learning (3)
- ORLH 5044 Theories of diversity in higher education (3)
- ORLH 5522 Advanced professional seminar: Contemporary student issues and policies (3)
- ORLH 5524 Advanced professional seminar: An analysis of student cultures (3)
- ORLH 5527 Advanced professional seminar: The college professoriate (3)
- ORLH 5545 Advanced professional seminar: The civic mission of higher education (3)
- ORLH 5546 Advanced professional seminar: Philanthropy and education (3)
- Other ORLH courses (TBA) related to Higher Education area of interest with advisor approval (3)

Other Courses:

- M.A. students with internship must take ORLH 5241, Observation and Supervised Fieldwork in Higher and Postsecondary Education (1 point). Non-internship students elect another Teachers

College course with advisor approval (1 point).

- Minimum of two additional out-of-program Teachers College elective courses -- one 3-point course and one 1-point course -- for a total of 4 points. These courses require advisor approval (4 points).

Beyond the core requirements, additional requirements for the Organizational and Institutional Analysis sequence include the following coursework as well as a culminating project:

- ORLH 4020 College and university organization and administration (3)
- ORLH 4031 Financial administration of higher education institutions (3)

Two (2) elective courses from the following (6 points):

- ORLD 4051 How adults learn (3)
- ORLH 4012 The community college (3)
- ORLH 5011 College teaching and learning (3)
- ORLH 5527 Advanced professional seminar: The college professoriate (3)
- ORLH 5545 Advanced professional seminar: The civic mission of higher education (3)
- ORLH 5546 Advanced professional seminar: Philanthropy and education (3)
- ORLH 6556 Educational leadership: Research, art, and practice (3) or equivalent with advisor approval
- Other ORLH courses (TBA) related to Higher Education area of interest with advisor approval (3)

Other Courses:

- M.A. students with internship must take ORLH 5241, Observation and Supervised Fieldwork in Higher and Postsecondary Education (1 point). Non-internship students elect another Teachers College course with advisor approval (1 point).

- Minimum of two additional out-of-program Teachers College elective courses -- one 3-point course and one 1-point course -- for a total of 4 points. These courses require advisor approval (4 points).

Beyond the core requirements, additional requirements for the Social/Cultural and Civic Analysis sequence include the following coursework as well as a culminating project:

- ORLH 5044 Theories of diversity in higher education (3)

Three (3) elective courses from the following (9 points):

- ORLD 4051 How adults learn (3)
- ORLH 5011 College teaching and learning (3)
- ORLH 5522 Advanced professional seminar: Contemporary student issues and policies (3)
- ORLH 5524 Advanced professional seminar: An analysis of student cultures (3)
- ORLH 5527 Advanced professional seminar: The college professoriate (3)
- ORLH 5545 Advanced professional seminar: The civic mission of higher education (3)
- ORLH 5546 Advanced professional seminar: Philanthropy and education (3)
- ORLH 6556 Educational leadership: Research, art and practice (3) or equivalent with advisor approval
- Other ORLH courses (TBA) related to Higher Education area of interest with advisor approval (3)

Other Courses:

- M.A. students with internship must take ORLH 5241, Observation and Supervised Fieldwork in Higher and Postsecondary Education (1 point). Non-internship students elect another Teachers College course with advisor approval (1 point).

- Minimum of two additional out-of-program Teachers College elective courses -- one 3-point course and one 1-point course -- for a total of 4 points. These courses require advisor approval (4 points).

Changes or other adjustments to requirements and distributions, as shown for the M.A. in Higher and Postsecondary Education, require approval of the HPSE MA Advisor. The above plan assumes advisor approval for all courses of enrollment.

Master of Education

The Ed.M. requires a minimum of 60 points and an integrative paper prepared as a culminating project. There are two tracks offered for the Ed.M.: (1) the Professional Practices in Higher Education track and (2) the Practices of Research in Higher Education track.

Core courses required by both tracks (36 points):

- ORL 5521 Introduction to research methods in education (3) or equivalent with advisor approval
- ORLH 4010 Purposes and policies of higher education (3)
- ORLH 4011 Curriculum and instruction in higher education (3)
- ORLH 4020 College and university organization and administration (3)
- ORLH 4031 Financial administration of higher education institutions (3)
- ORLH 5011 College teaching and learning (3)
- ORLH 5044 Theories of diversity in higher education (3)
- ORLH 5526 Advanced professional seminar: The literature of higher education (3)
- ORLH 5527 Advanced professional seminar: The college professoriate (3)
- ORLH 5545 Advanced professional seminar: The civic mission of higher education (3)
- ORLH 6511 Coordinating seminar in higher education (3)
- ORLH 6900 Research and independent study in higher education or equivalent with advisor approval (3). (The integrative paper is prepared in this course.)

Remaining eight courses for the Professional Practices in Higher Education Track (24 points):

- Four courses within the HPSE Program, with the purpose of developing a concentration in one of the curricular domains that pertains to the student's professional career (Academic and Developmental Analysis, Organizational and Institutional Analysis, or Social/Cultural and Civic Analysis). To substitute an out-of-program course requires advance approval from the HPSE faculty advisor.
- Three courses outside the Program, with at least two of these outside the Department of Organization and Leadership. All extra-Program courses should relate conceptually, substantively, and/or methodologically to the student's concentration and area of interest. All out-of-Program electives require advisor approval.
- One course will be an independent study that will be a guided professional practice experience.

Remaining eight courses for the Practices of Research in Higher Education Track (24 points):

- Three courses within the HPSE Program, with the purpose of developing a concentration in one of the curricular domains that pertains to the student's scholarly and career interests (Academic and Developmental Analysis, Organizational and Institutional Analysis, or Social/Cultural and Civic Analysis). To substitute an out-of-program course requires advance approval from the HPSE faculty advisor.
- Two courses either within the HPSE Program or with advisor approval appropriate courses outside HPSE, with the purpose of developing a concentration in a methodological tradition: (examples below)
    - Two quantitative courses (one introductory and one advanced)
    - Two qualitative courses (one introductory and one advanced)
    - One introductory quantitative and one introductory qualitative course

- Two courses should be outside the Department of Organization and Leadership. All extra-Program courses should relate conceptually, substantively, or methodologically to the student's developing area of interest. All out-of-Program electives require advisor approval.
- One course will be an independent study that will be a guided research experience.

Changes or other adjustments to requirements and distributions, as shown for the Ed.M. in Higher and Postsecondary Education, require approval of the HPSE faculty advisor. The above plan assumes advisor approval for all courses of enrollment.

All Ed.M. students are required to complete a guided independent study experience. Students in the Professional Practices track will complete a guided professional practice experience as their independent study. Students in the Practices of Research track will complete a guided research experience as their independent study.

A limited number of internships may be available to Ed.M. students, pending advisor consultation and approval of the Program Director. For information, please contact the Program's Internship Coordinator.

Doctor of Education

The Ed.D. requires a minimum of 90 points of graduate coursework, completion of the certification exam (two parts), and the writing and successful defense of a dissertation.

Required core courses include (33 points):

- ORL 5521 Introduction to research methods in education (3) or equivalent with advisor approval
- ORLH 4010 Purposes and policies of higher education (3)
- ORLH 4011 Curriculum and instruction in higher education (3)
- ORLH 4020 College and university organization and administration (3)
- ORLH 4031 Financial administration of higher education institutions (3)
- ORLH 5011 College teaching and learning (3)
- ORLH 5044 Theories of diversity in higher education (3)
- ORLH 5526 Advanced professional seminar: The literature of higher education (3)
- ORLH 5527 Advanced professional seminar: The college professoriate (3)
- ORLH 6511 Coordinating seminar in higher education (3)
- Other advanced seminars with advisor approval (3)

A minimum of four (4) additional research courses (12 points) will be selected relative to the student's research preparation needs; selection of research coursework requires approval of the dissertation sponsor. Additional methodological coursework and a research apprenticeship are recommended and may be required by dissertation sponsor or committee toward development of appropriate research expertise. Consult with dissertation sponsor.

The remaining fifteen courses (45 points) are to be distributed as follows:

- Five courses within the Program: Development of a concentration within one or two of the curricular domains, or crossing all three, with advisor approval. The concentration must represent a coherent area of study that broadly situates dissertation research.

- Five courses outside the Program, with at least three of these outside the Department of Organization and Leadership, with advisor approval. These courses must contribute substantively, theoretically, or methodologically to the student's selected area of study.

- Five courses either within or outside the Program, with advisor approval. These courses should contribute to the student's area of study substantively, conceptually, or methodologically.

Changes or other adjustments to requirements and distributions, as shown for the Ed.D. in Higher and Postsecondary Education, require approval of the HPSE faculty advisor. The above plan assumes advisor approval for all courses of enrollment.

A limited number of internships may be available to Ed.D. students, pending advisor consultation and approval of the Program Director. For information, please contact the Program's Internship Coordinator.

Application Information

Applications are considered for fall enrollment only. Applicants to all HPSE degree programs should discuss their past educational preparation and professional goals in their personal statements; they also are reminded to discuss the kind of learning in which they hope to engage through the program to which they are applying. In addition to the general application documentation required, all applicants must submit an academic writing sample (e.g., a class paper). Relevant work experience is also helpful, yet not required at any of three degree levels. Ed.M. and Ed.D. applicants should submit a paper written for a graduate-level class. Doctoral applicants should have a master's degree in a relevant discipline or field and work experience in higher/postsecondary education.

Faculty List

Faculty

WILLIAM J. BALDWIN
Professor in Practice

CORBIN MARTIN CAMPBELL
Assistant Professor of Higher Education

KATHARINE GRIFFIN CONWAY
Associate Professor

NOAH D DREZNER
Associate Professor of Higher Education

ANNA NEUMANN
Professor of Higher Education

JANICE SHERYL ROBINSON
Vice President for Diversity and Community Affairs

Adjunct

JAMES JOSEPH BERG
Adjunct Assistant, Higher and Post Secondary Education

DUANE S. BRUCE
Adjunct Assistant

MONICA COEN CHRISTENSEN
Adjunct Associate, Higher & Post Secondary Education

TAMSYN PHIFER JOHNSTON
Adjunct Assistant, Higher & Post Secondary Education

DELMY M. LENDOF
Adjunct Assistant

THOMAS PATRICK ROCK
Vice Provost for Student Affairs

SAMANTHA REGAN SHAPSES-WERTHEIM
Adjunct Assistant

Instructors

JONATHAN FRIEDMAN
Interim Hourly

Course List

ORL 5521 Introduction to research methods in education

This course meets a departmental requirement for an introductory course on empirical research in education and organizational studies. The goal is to help students be able to access, comprehend, synthesize, and utilize research, to support and facilitate the research efforts of others, and to begin to prepare to conduct their own research. Students read exemplars of published research, along with texts about research design, data collection and analysis, and strategies for assessing the validity and trustworthiness of research. The course covers qualitative, quantitative, and mixed methods approaches to research, such as experiments, surveys, case studies, ethnography, and action research.

ORLH 4010 Purposes and policies of higher education

An introduction to the U.S. system of higher education through an overview of the system and its history, a survey of the missions and purposes served by U.S. colleges and universities, and an investigation of some of the pressing policy questions now confronting those institutions.

ORLH 4011 Curriculum and instruction in higher education

An introduction to theories and practices pertaining to curriculum and teaching in U.S. higher education. Internal and external influences on curriculum and teaching and implications for college and university classrooms. Examination of key trends and developments, including the impact of the scholarship of teaching.

ORLH 4012 The community college

Emerging issues, problems, and trends in community colleges, technical institutes, and adult education. Topics include the history and philosophy of the community college movement, governance and finance, teaching, student personnel work, impact on students, and the future of the community college.

ORLH 4020 College and university organization and administration

Basic aspects of college and university organization and administration with consideration given to the roles of various groups in governance and management as well as organizational processes such as leadership, decision making, and conflict resolution. External and internal constraints examined from conceptual, practical, and policy perspectives.

ORLH 4031 Financial administration of higher education institutions

No financial training is required. Introduction to the financial pressures facing colleges and universities and the various kinds of solutions they have adopted to meet those pressures. Topics include strategic planning, cost cutting, outsourcing, enrollment planning, new curricula, and fund raising.

ORLH 4040 The American college student

Reviews the demographic data about student access to college, the determinants of social class, race and gender differences in college access and choice, and the influence of colleges upon students.

ORLH 4041 Student personnel administration: Organization, functions, and issues

Permission required. An introduction to various forms of organization and functions: multidisciplinary foundations, including historical and philosophical foundations and conceptual and research contributions from the behavioral and social sciences.

ORLH 4042 Student personnel administration: Programs and services

A survey of programs and services typical of American colleges and universities. Includes contemporary issues of concern to student personnel administrators.

ORLH 4845 Diversity: Implications for recruitment and retention

Students will explore diversity (race, class and gender) concerns affecting the recruitment and retention of diverse student and faculty populations in the context of American higher education.

ORLH 4900 Research and independent study in higher education

Faculty.

ORLH 5011 College teaching and learning

Designed for individuals who aspire to college teaching. This course emphasizes research on student learning and pedagogies. The course stresses the implications of diversity in the student population.

ORLH 5044 Theories of diversity in higher education

Critical analysis of cultural diversity in American higher education with respect to the curriculum, co-curriculum, and institutional structure. Presents new paradigms with which to understand the complexities of response that are necessary to adequately meet the needs of all students.

ORLH 5241 Observation and supervised fieldwork in higher and postsecondary education

Permission required. Students reserve two days a week for work in colleges. A seminar integrates field practices with course theory. Required of all students doing an internship.

ORLH 5522 Advanced professional seminar: Contemporary Student Issues and Policies

Intensive analysis of selected problems and issues in postsecondary education. The course is intended for practicing professionals in postsecondary education as well as majors in the program. Other students in the college who wish to enroll should obtain permission of the instructor.

ORLH 5524 Advanced professional seminar: An analysis of student cultures

Critical analysis of selected research reports pertaining to the student cultures. The focus is on the purposes of each study, the question(s) asked, the assumptions and theories upon which the research is based, the sources of data, the method(s) of data collection, the conclusions and interpretations developed, and the relevance of the research to student personnel in particular and to higher education in general.

ORLH 5525 Advanced professional seminar: College student development theories

Course focuses on college student development theories and their application to higher education. Primary areas of focus include: (1) intellectual and ethical developmental theory, individual development models, learning styles models, and theories of cultural identity, (2) ethical considerations using theory in practice, and (3) critique of theories from a variety of research perspectives.

ORLH 5526 Advanced professional seminar: The literature of higher education

Permission required if not a student in the program. Intensive analysis of research process as applied to study of higher education. The course is intended for Ed.M. and Ed.D. students in the program. Other students in the college who wish to enroll should obtain permission of the instructor. Analysis of selected classic and contemporary works that have influenced thought and affected public opinion and public policy related to higher education. Topics vary from year to year.

ORLH 5527 Advanced professional seminar: The college professoriate

Review and discussion of the research and literature, diverse roles, and expectations that characterize the position of college professor, with attention to implications for professional and personal development. Consideration of the professoriate as a profession.

ORLH 5533 Advanced professional skills: Faculty development

Theory and practice concerning theory, evaluation, and improvement of college teaching. Topics include models and practices for review, design, and conduct of faculty development programs.

ORLH 5545 The civic mission of higher education

This course is designed to give you an understanding of the civic mission of higher education and introduce you to the study and practice of public engagement in higher education. During the semester, we will consider the civic roles of postsecondary education institutions both past and present. Special attention will be paid to contemporary philosophies and practices of engagement, and how engagement is expressed in various institutional contexts.

ORLH 5546 Philanthropy and education

The power of philanthropy within the United States and American higher education has been tremendous. Philanthropy has become a cultural norm in the United States; Americans give their money at a higher rate than any other country in the world. In fact, Peter Dobkin Hall believes that "No single force is more responsible for the emergence of the modern university in America than giving by individuals and foundations." The purpose of this course is designed to look critically at how philanthropy and fundraising has affected American higher education.

ORLH 5900 Research and independent study in higher education
Faculty.

ORLH 6020 Craft of interview research
Taught in research team/practicum format, the course develops students' knowledge and skills of interview research as a process including development of research questions, conceptual framework, study design and methods, data collection, data analysis, interpretation, and reporting. We focus on one-to-one interviewing coupled to document analysis and observation toward understanding persons' thinking and learning in diverse educational contexts.

ORLH 6511 Coordinating seminar in higher education
Permission required. Course restricted to Ed.D. and Ed.M. students in the Higher Education program. An overview and discussion of the most topical literature in American higher education, this course is designed to explore a wide variety of educational roles in the context of the goals and aspirations of new doctoral students.

ORLH 6556 Educational leadership: Research, art and practice
Examination of leadership research definition, dimensions, characteristics, and capacities. Exploration of leadership opportunities within entire range of educational practice. Application of leadership lessons to educational problems and situations through case studies.

ORLH 6900 Research and independent study in higher education

ORLH 7500 Dissertation seminar in higher education
Students should have completed most or all coursework (including research methods courses) and have passed the certification examination. Students register for the course the semester a proposal hearing is to be scheduled. The course is intended for students who have identified a reasonably narrow area for research and have already completed a preliminary literature review. The course will assist the student in design, methods, and other matters of concern in the preparation of an acceptable dissertation proposal.

ORLH 7900 Directed dissertation research
All doctoral students eligible for this course must register each semester until a proposal hearing has occurred and a proposal has been approved.

ORLH 8900 Dissertation advisement in higher education
Individual advisement on doctoral dissertations. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration for Ed.D./Ph.D. degrees.

Social-Organizational Psychology

Department of - Organization & Leadership

Contact Information

Phone: (212) 678-8109

Fax: (212) 678-8253

Email: @

Director: Dr. Elissa Perry

Program Description

The Program in Social-Organizational Psychology is concerned with the various contexts (interpersonal, group, inter-group, and inter-organizational) in which human behavior occurs; the ways in which groups of individuals interact and influence these contexts; and how these interactions can be understood, studied, and modified through theory, research, and various types of interventions.

Three programs are offered: a master's program in organizational psychology, an executive master's program in organizational psychology with a specialization in change leadership, and a doctoral program. A terminal Master of Arts degree in Psychology: Organizational is awarded upon successful completion of 45 points and passing the comprehensive examination, or in the case of the executive MA program, a capstone project. The Ph.D. degree is awarded upon completion of at least 75 points of planned and sequential study, qualifying papers, and a dissertation.

The programs provide advanced training in the concepts, research methods, and applications of social-organizational psychology. They are designed to prepare students to engage in research, consultation, and teaching in educational, business, governmental, and community organizations. Emphasis is placed on the acquisition of basic concepts and methods applicable to diverse institutional and organizational contexts.

With the help of a faculty advisor, students select courses in a generalist track, or, in their area of specialization, with consideration given to their academic backgrounds, work experiences, and career objectives. These tracks are supplemented by courses offered through other programs and departments at Teachers College and Columbia University.

In addition, an Advanced Certificate in Cooperation and Conflict Resolution approved by the New York State Education Department is also offered to students in the M.A./Ph.D. programs. Students interested in receiving the certificate must complete a sequence of five courses and one semester of internship. Students who opt for the Advanced Certificate must complete an application for admission with the Office of Admission. Students in the M.A./Ph.D. program who wish to take their electives within the area of conflict resolution but who do not wish to receive the Advanced Certificate may register for courses without completing an application.

Master of Arts in Organizational Psychology (ORGM)

The 45–point M.A. program educates students to be experts in organization effectiveness, culture and change, team development and team building, conflict resolution, assessment and coaching, leadership, and more, through emphasizing the rigorous scientific study of the practical problems facing people in organizations today, in service of a more just society.

Students who join the M.A. program craft their course of study according to their backgrounds, interests, and goals along with their advisor. Academic, career and personal advising is plentiful and accessibility to meetings with the Program Director and the Program Advisor is a key source of support for M.A. students. Further, all social-organizational psychology program faculty are available for advising and meet with students regularly to discuss research, practice, and myriad other issues related to the program and the field, providing an additional resource to students for academic and career development.

Upon completing the M.A. program, students are prepared to engage in a broad range of professional employment opportunities. Our graduates are often employed in positions typically found within the organization development function of middle or large-size organizations including human resources, people development, human capital, talent management, and the like. These include positions in organization development and consultation, human resource development and strategy, organizational effectiveness, human capital research, employee relations, mediation and conflict resolution, global learning, and career development and counseling among others.

Graduates of the master's program may apply for admission to the doctoral program in Social-Organizational Psychology. However, successful performance in the M.A. program does not in and of itself guarantee admission. Students who apply become part of the applicant pool for that year, and their qualifications are evaluated with equal standing along with the other applicants.

Executive Masters Program in Organizational Psychology with a specialization in Change Leadership (ORGX)

Developed specifically for experienced working professionals, the Executive Master's Program in Change Leadership is designed to help individuals and organizations increase their capacity for initiating, managing, and sustaining workplace change efforts in increasingly complex and global environments. Focusing on the application of both psychological and business principles to relevant real-world organizational challenges, the program emphasizes individual, team, and organizational learning and transformation through rigorous training in and experience with applied research, reflective practice, and the use of theoretical models. Executives enter the program each summer in small cohorts of 16-24 students and are trained by faculty experts in organization change and consultation using a range of innovative adult learning technologies and various cultural immersion and residential experiences in and around the New York City metropolitan area. The program is delivered in four one-week modules extending over one year and includes pre-work, post-work, and guided independent study/action research as part of the formal program requirements. Executives will learn about change-related topics at the societal, organizational, group, and individual levels and will be asked to integrate their own learning and professional development through various opportunities for practice and reflection. The program culminates in a 45-credit Master of Arts Degree in Organizational Psychology, with a specialization in Change Leadership.

For a more comprehensive description of the Executive Masters Program in Change Leadership, please visit www.tc.edu/leadchange.

Doctor of Philosophy in Organizational Psychology (ORGD)

The doctoral program in Social-Organizational Psychology follows a scientist-practitioner model. It is designed for full-time graduate students who desire fundamental education and skill development in the science and application of psychology to social and organizational situations and activities. Our goal is to provide an environment that is conducive to the development of scientist-practitioners who are prepared to assume the diverse responsibilities of positions at research universities, leading businesses, and professional service firms. Through coursework, field projects with organizations, and close working relationships with faculty members and fellow graduate students, doctoral students are provided with advanced training in the theoretical concepts, research methods, and applications of social-organizational psychology. Students gain critical knowledge and skills that encompass both research and practice.

Some unique aspects of the program include:

- The integration of both social and organizational psychology;

- A theoretical, research, and applied focus on understanding multiple levels of organizational functioning from individuals to groups to organizations as a whole and the dynamic interaction among these levels;
- A breadth of coverage including human resource management, organizational behavior, organizational change, leadership, conflict and negotiation, coaching, diversity, organizational demography, motivation, power and authority, group processes, and organizational dynamics;
- An emphasis on both quantitative and qualitative research methods to address organizational issues;
- Opportunities to engage in basic research, applied research, and organizational consulting and application activities; and
- Faculty members who are trained in a broad array of disciplines including social psychology, counseling psychology, industrial-organizational psychology, organizational behavior, and business management, and all of whom apply their respective disciplines to social-organizational psychology issues.

Degree Summary

PSYCHOLOGY: ORGANIZATIONAL (ORGM)

- Master of Arts (M.A.)

PSYCHOLOGY: ORGANIZATIONAL (EXECUTIVE MASTERS) (ORGX)

- Master of Arts (M.A.)

SOCIAL-ORGANIZATIONAL PSYCHOLOGY (ORGD)

- 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

General

Note the basic research requirements and additional information on the program site.

Degree Requirements: M.A. Program

MASTER OF ARTS IN ORGANIZATIONAL PSYCHOLOGY (ORGM)

The program provides courses at Teachers College, and students may take relevant courses at Columbia University, particularly the Graduate School of Business, the School of International and Public Affairs (SIPA), the School of Social Work, and the Mailman School of Public Health among others. There is one major for the M.A. degree entitled Psychology: Organizational.

The curriculum is comprised of major courses consisting of four required core level I courses, five required advanced core level II courses, other general elective courses (usually ORLJ but can be outside ORLJ or at other Columbia schools) and 6 credits of breadth courses, which are Teachers College, non-ORLJ courses, in a related field.

Courses available at the Graduate School of Business, Graduate School of Arts and Sciences, School of International and Public Affairs, Social Work, and in other graduate programs at Columbia University may be taken as a general elective course (courses not taken at Teachers College may not count as a breadth course). Students must consult with an advisor to select courses outside of Teachers College that may satisfy the elective requirements. An effort is made to assist students in developing a program of study that will best meet their personal career interests and objectives.

Core Required Courses: Level I

The following four courses are required for all candidates.

- ORLJ 4002 Functions of organizations (3)
- ORLJ 4005 Organizational psychology (3)
- ORLJ 4009 Understanding behavioral research (3)
- ORLJ 5003 Human resource management (3)

Advanced Core Required Courses: Level II

The three courses immediately below are required for all candidates. In addition, candidates must choose one of the application courses and one of the advanced theory courses (listed further down), for a total of five courses required to satisfy the advanced core level II:

- ORL 5362 Group dynamics: A systems perspective (3)
- ORLJ 5045 Organizational dynamics and theory (3) (prerequisite ORLJ 4005)
- ORLJ 5148 Managing conflict in organizations (3)

Plus one of the following application courses:

- ORLJ 5012 Organizational internship (2-3) (prerequisite ORLJ 4005)
- ORLJ 5340 Basic practicum in conflict resolution (3)
- ORLJ 6343 Practicum in change and consultation in organizations (5) (prerequisites ORL 5362, ORLJ 4005)

Plus one of the following advanced theory courses:

- ORLJ 5005 Leadership and supervision (3)
- ORLJ 5046 Intercultural communications in organizational contexts: Theory, issues, and practices (3)
- ORLJ 6040 Fundamentals of cooperation, conflict resolution, and mediation in different institutional contexts (3)

Breadth Courses: 6 credits Teachers College, non-ORLJ courses are required. Please consult an advisor.

Suggested Organizational Psychology Elective/Concentration Courses:

The following courses are suggested electives within ORLJ. Students may choose from among these electives and other relevant electives that are not listed here (including courses at the Graduate School of Business, SIPA, etc.) upon consultation with an academic advisor.

- ORLJ 4010 Executive coaching (3)
- ORLJ 5002 Advanced functions of organizations (3)
- ORLJ 5005 Leadership and supervision (3)
- ORLJ 5012 Organizational internship (1-3)
- ORLJ 5017 Small group intervention: Improving team performance (3)
- ORLJ 5018 Using survey research in organizational consulting (3)
- ORLJ 5019 Data-based interventions in organizations (3)
- ORLJ 5046 Intercultural communications in organizational contexts: Theory, issues, and practices (3)
- ORLJ 5090 Strategic talent management (3)
- ORLJ 5115 Social networks and performance (3)
- ORLJ 6040 Fundamentals of cooperation, conflict resolution, and mediation in different institutional contexts (3)
- ORLJ 6343 Practicum in change and consultation in organizations (5)
- ORLJ 6350 Advanced practicum in conflict resolution (3)
- ORLJ 6540 Contemporary issues in organizational psychology

Internship

While not a prerequisite for graduation, an internship may be helpful for proper job placement. The purpose of the internship is to provide students with an opportunity to gain practical experience relevant to their interests and to apply the principles of organizational psychology theories to real-world situations. Students who are interested in doing an internship should consult with an academic advisor.

Comprehensive Examination

The Comprehensive Examination may be taken after a student has completed the core level I courses receiving the grade of a C+ or above. In addition, 32 of 45 credits toward the M.A. degree must be complete or in progress the semester the exam is taken. Students are encouraged to take the exam in their penultimate semester of the M.A. program.

A student must score 80% or above to pass the comprehensive examination. Should a student fail the examination twice, he/she will not be allowed to continue in the M.A. program.

EXECUTIVE MASTERS PROGRAM IN ORGANIZATIONAL PSYCHOLOGY WITH A SPECIALIZATION IN CHANGE LEADERSHIP (ORGX)

Executives enrolled in the program will be exposed to a change leadership curriculum that is both grounded in traditional psychological and business principles but also focused on working with and managing change in organizational environments of the future. Course content and learning objectives reflect professionally documented competencies essential for successful change leaders and are sequenced to emphasize the multi-level, complex nature of change in today's organizations. Executives will learn about change-related topics at the societal, organizational, group, and individual levels and will be asked to integrate their own learning and professional development through action research projects, cultural

events, and participation in discussion-based reflective practice courses. The curriculum for the Executive Masters Program is comprised of three components. Executives will enroll in twelve "core" courses that reflect the fundamental knowledge, skills, and abilities required for leading organization change. These courses are sequenced across four Learning Modules, each of which focuses on a different aspect or level of change in organizations (e.g., system, group, individual).

In addition to the core, two "integrative" courses have also been developed to assist the translation and application of course concepts to the actual work environment, namely through action research and individual and group reflection. These integrative courses will span the length of the entire program and will have virtual components that occur in the liminal spaces between modules. A final course is comprised of attendance at and participation in four cultural events and spans the length of the program as well. All integrative and cultural experience courses are part of the formal curriculum and will be taken for credit.

Capstone Project

Executives will be required to lead an applied change project related to an organization change initiative within their sponsoring organizations.

Degree Requirements: Ph.D. Program

DOCTOR OF PHILOSOPHY (ORGD)

Students are required to take a minimum of 75 points for the Ph.D. Occasionally, students may transfer credits - up to a maximum of 15 points from previous graduate training at other institutions. Transferring the maximum is unusual, because courses transferred must be equivalent to courses that are required in the Ph.D. program.

Students are encouraged to design an individually meaningful course of study within the larger offerings of the program. Opportunities for doing this are available through coursework, work with faculty members, independent research and study, and teaching activities. Students take a series of required courses that build a strong foundation in social-organizational psychology and may also select a series of more specialized courses depending on their specific areas of interest. Additional focus and expertise are developed through collaboration on major research projects with faculty members and practice-based or consulting activities under faculty supervision.

Research Training

The research training for doctoral students involves acquiring an understanding of underlying concepts and theories in social and organizational psychology and gaining experience in conducting research in both field and laboratory settings. The formal coursework provides a strong foundation in both social psychology and organizational psychology theories and their applications. A series of research methods courses provide the foundation necessary for understanding and conducting scholarly research. Similarly, a series of courses in measurement and statistics provides students with the strong statistical and analytical background necessary for the research process.

Research experience is gained through "workgroups." Workgroups are research teams led by a faculty member and consist of four to ten doctoral students. In workgroups, students participate in the design, execution, data analysis, and writing phases of research projects. All students are required to participate in workgroups each semester for the first four years. The commitment to research training is an important part of the program and consumes a significant amount of students' time.

Applied Aspects of the Program

The applied aspects of the program for doctoral students involve the development of skills and knowledge in the application of theory and research to practice and consulting activities. As such, students acquire an understanding of the systems approach, in particular, the dynamic interaction among individuals, groups, organizations, and their environments as well as an understanding of organization development and the process of organization change. A variety of opportunities are available for students to develop skills in conducting applied and action research and in providing consultation to groups and organizations. All of these activities are grounded in theory and research in social-organizational psychology. A series of courses are available which provide students with basic skills in interpersonal relationships, interviewing and information gathering techniques, and process consultation. In addition, supervised field experiences are available whereby students engage in an applied project with a local organization under faculty direction. Internships and other work-related experiences are also examples of field experiences. The Ph.D. Program in Social-Organizational Psychology is a scientist-practitioner program and as such focuses on both research and practice. The curriculum represents the dual emphasis of the program.

The following are six areas from which students select courses:

1. Research and Statistics
2. Theory and Practice in Social-Organizational Psychology
3. Integrative Experiences
4. Breadth Requirement
5. Elective courses
6. Dissertation Advisement

Students take 29-31+ required courses for a total of 75-79+ points. Variable-point courses should be taken for the minimum rather than the maximum number of points in order to have both the required number of points and the desired distribution of courses.

For a more comprehensive description of the Ph.D. program requirements, please see the Ph.D. program handbook, located on the Social-Organizational Psychology student resources web page. The handbook should be considered the primary document with regard to degree requirements for the Ph.D. program, including information on requirements for the two Qualifying Papers.

1.) Research and Statistics (6 courses required)

- ORLJ 5040 Research methods in social psychology
- HUDM 4122 Probability and statistical inference
- HUDM 5122 Applied regression analysis
- HUDM 5123 Linear models and experimental design
- HUDM 6122 Multivariate analysis I

Plus one of the following:

- ORL 5522 Evaluations methods I
- ORL 5524 Instrument design & validation
- ORL 6500 Qualitative research methods in organizations: Design and data collection
- ORL 6501 Qualitative research methods in organizations: Data analysis and reporting
- ORLJ 5018 Using survey research in organizational consulting
- ORLA 6641 Advanced topics in research methods and design
- HUDM 5026 Introduction to data analysis in R
- HUDM 5059 Psychological measurement
- HUDM 5124 Multidimensional scaling and clustering
- HUDM 5133 Causal Inference
- HUDM 6026 Computational statistics
- HUDM 6030 Multilevel and longitudinal data analysis
- HUDM 6055 Latent structure analysis

2.) Theory and Practice in Social-Organizational Psychology (12 courses required)

Courses in this section are sub-divided into theory/seminar and practice courses. Of the twelve required courses, there are five courses that are set (two pro-seminars, as well as three practice courses). Of the seven remaining courses, four must be theory/seminar courses taught by TC Faculty, while the remaining three may be selected from either the remaining optional theory/seminar courses or the remaining optional practice courses listed below.

THEORY/SEMINAR

Required:

- ORLJ 5540 Pro-seminar in social psychology
- ORLJ 5541 Pro-seminar in organizational psychology

Optional:

- ORLJ 5155 Social Networks & Performance
- ORLJ 6040 Fundamentals of cooperation, conflict resolution, and mediation in different institutional contexts
- ORLJ 6045 Demography in organizations
- ORLJ 6199 Special topics seminars
- ORLJ 6500 Stereotypes and stereotypic processes in organizational contexts
- ORLJ 6502 Dynamic networks and systems
- ORLJ 6520 Advanced professional writing seminar
- B 9506 Organizational behavior

PRACTICE

Required:

- ORL 5362 Group dynamics: A systems perspective
- ORLJ 6343 Practicum in change and consultation in organizations
- ORLJ 6349 Practicum in process consultation

Optional:

- ORLJ 4002 Functions of organizations
- ORLJ 4010 Executive coaching
- ORLJ 5002 Advanced functions of organizations
- ORLJ 5017 Small group intervention: Improving team performance
- ORLJ 5090 Strategic talent management
- ORLJ 5148 Managing conflicts in organizations
- ORLJ 5340 Practicum in Conflict Resolution
- ORLJ 6244 Fieldwork in organizational coaching and consultation
- ORLJ 6350 Advanced practicum in conflict resolution
- ORLJ 6540 Contemporary issues in organizational psychology
- ORLD 5055 Staff development and training
- ORLD 5061 The learning organization
- ORLD 5821 Leveraging emotional intelligence to enhance organizational effectiveness
- ORLD 5822 Building productive relationships with social intelligence
- ORLD 5823 Building 21st century organizational capability with cultural intelligence

3.) Integrative Experiences

Integrative experiences include participation in eight semesters of workgroups and colloquia, as well as graduate teaching assistantships.

WORKGROUPS

The curriculum is designed to facilitate students' completion of two qualifying papers, while enrolled in workgroups for the first four years of the program.

- ORLJ 6341 Workgroup (Debra Noumair)
- ORLJ 6342 Workgroup (Loriann Roberson)
- ORLJ 6344 Workgroup (Peter Coleman)
- ORLJ 6345 Workgroup (Elissa Perry)
- ORLJ 6346 Workgroup (James Westaby)
- ORLJ 6347 Workgroup (Caryn Block)
- ORLJ 6348 Workgroup (W. Warner Burke)

Notes:

1. One workgroup per semester for a minimum of eight semesters is required from the time a student enters the Ph.D. program.
2. Students must take six of the eight workgroups for credit points (see Ph.D. Handbook for guidelines). An exception may be made for students who participated in a workgroup as a master's student in the social-organizational psychology program, in which case, the student must take a minimum of four of the eight workgroups for credit.
3. Workgroup points may not be substituted for required courses.
4. Students are required to actively engage in at least *two* different workgroups over the eight semesters that workgroup is required. Active engagement means regular participation in the design and conduct of research until it reaches a conclusion. Solely being present at meetings does not satisfy the requirement.

COLLOQUIUM

Each semester, the program holds a number of colloquia and related activities including invited speakers from academia and consulting, presentations from program members, and general meetings. These are important developmental experiences for learning about research, practice, and professionalism. Attendance is *required* throughout the first four years of the program.

- ORLJ 6640 Social-organizational psychology colloquium

TEACHING ASSISTANSHIPS

Doctoral students are *required* to serve as a graduate teaching assistant for master's-level courses (in the Fall and in the Spring) for two years within their first three years of the Social-Organizational Psychology Program. The TA-ship requirement starts in the student's second year, unless they are a graduate of the M.A. program. Students typically are expected to act as graduate teaching assistants for the Master's level core courses (Human Resources Management, Organizational Psychology, Understanding Behavioral Research, to name a few). Beyond this, additional graduate teaching assistantship opportunities are available for more advanced courses (e.g., Organizational Dynamics, Leadership and Supervision, Group Dynamics, Executive Coaching, etc.).

4.) Breadth Requirement

Students must take a total of six credits of breadth courses. A breadth course must be outside of your program of study (in this case, non-ORLJ) and must also be a course at Teachers College. On the College forms, you are strongly encouraged to count your statistics/methods as breadth courses.

5.) Elective Courses

To fulfill the 75-credit program, electives can be taken in addition to required courses and the Breadth Requirement. Any ORLJ courses may be taken as electives. Below is a list of pre-approved elective courses outside of ORLJ, including courses at Columbia. This list is NOT exhaustive.

If a student wishes to take a course not listed here, he/she must get written approval from the Ph.D. Coordinator (an email will suffice). If the student is at risk of being closed out of the course by waiting for approval, it is best to register for the course during the interim period and then drop it, if necessary.

- ORLJ 5003 Human resource management
- ORLJ 5045 Organizational dynamics
- ORL 5524 Instrument design and validation
- ORLD 4051 How adults learn
- ORLD 4827 Fostering transformational learning
- ORLD 4085 Management and leadership skills in practice
- ORLD 5821 Leveraging EQ to enhance org effectiveness
- ORLD 5822 Building productive relationships with SQ
- ORLD 5823 Building 21st century organizational capabilities with CQ
- B 7553 Managerial decision making
- B 9506 Organizational behavior
- CCPJ 4050 Microaggressions in institutional climates
- CCPJ 5020 Racism and racial identity in psychology and education
- CCPJ 5062 Career counseling
- CCPJ 5563 Multicultural consultation in org development
- CCPX 4035 Personality and behavior change
- CCPX 5034 Developmental psychopathology
- CCPX 6352 Cognition, emotion, & health
- HUDK 5023 Cognitive development
- HUDK 5029 Personality development across the life span
- HUDM 5059 Psychological measurement

Certification After Completing Coursework

Certification Examination in Psychology: The Research Methods Examination (RME) in Psychology is part of the certification process for doctoral students in all of the psychology programs at Teachers College. The examination measures students' knowledge in statistics, measurement, and research design and is developed by the Research Methods Examination Committee.

Qualifying Papers: All doctoral candidates in social-organizational psychology must submit two qualifying papers (Theory-based Empirical and Applied). The primary purposes of the qualifying papers are integrative, diagnostic, pedagogical, and evaluative. The qualifying papers are examples of the kind of work students will be doing as social-organizational psychologists. The papers provide an opportunity for the faculty to help develop and evaluate the student's skills in an ongoing and iterative process.

6.) The Dissertation

The doctoral dissertation is a report of independently conducted research. In formulating and conducting this research, the student has available as consultants and advisors two or three members of the faculty. Students will need to register for dissertation−related classes. There is a sequence of courses that vary with respect to course credit and fee. When actively working on the dissertation and meeting with one's sponsor and/or committee, students are expected to register for ORLJ 7501 two semesters. This course is only offered for 1−3 points and students can register for the minimum number of credits; it is offered for variable credit to accommodate the different needs of various students. Once the student has registered for two terms of ORLJ 7501, Ph.D. students are required to register for ORLJ 8900 for 0 credits and pay the fee for every semester until the term of the final defense when a student must enroll TI8900, PhD Dissertation Defense. Please see the Office of Doctoral Studies for information regarding the fees.

Degree Requirements: Advanced Certificate in Cooperation and Conflict Resolution

Advanced Certificate in Cooperation and Conflict Resolution

In addition to the degree programs previously described, the Program in Social-Organizational Psychology, through the Morton Deutsch International Center for Cooperation and Conflict Resolution (MD-ICCCR), offers an Advanced Certificate in Cooperation and Conflict Resolution approved by the New York State Education Department. Students interested in receiving the certificate must complete a sequence of five courses and one semester of internship. Students who opt for the Advanced Certificate must complete an application for admission through the Office of Admission. Students in the M.A./Ph.D. program who wish to take their electives within the area of conflict resolution but who do not wish to receive the Advanced Certificate may register for courses without completing an application. The courses are offered in conjunction with the MD-ICCCR whose mission is to help individuals, schools, communities, businesses, and governments better understand the nature of conflict and how to achieve its constructive resolution. Contact: Professor Peter Coleman at (212) 678-3402.

Application Information

Master of Arts in Organizational Psychology (ORGM)

The 45-point M.A. program in organizational psychology admits students for the summer and fall semesters.

For a more comprehensive descreiption of the M.A. program and its requirements, please see the Social-Organizational Psychology M.A. Handbook.

Persons from a variety of academic backgrounds and work experiences may qualify for admission to the program. Primary consideration for admission is given to previous academic record, work experiences, letters of reference, GRE scores, and the personal statement. The GRE General Test is required for M.A. applicants. In lieu of the GRE, applicants may submit GMAT scores. The early deadline for fall applications is January 15. The final deadline for fall applications is April 15.

Executive Masters Program in Organizational Psychology with a specialization in Change Leadership (ORGX)

Individuals selected for the Executive Master's Program must have at least eight to ten years of work experience and must be able to demonstrate that continued education and training in change leadership would enhance their ability to work effectively in their formal organizational roles. Mid-career professionals and aspiring organizational leaders who wish to lead and manage future change efforts are especially encouraged to apply. Full-time employment, organizational sponsorship, two letters of reference, a personal statement, a current work product, an undergraduate transcript, and a recent resume are all required for admission. Admission decisions will be made on a rolling basis. Individuals who apply to the program are strongly encouraged to do so before the application deadline (visit www.tc.edu/leadchange for more information). Students are admitted once annually. The program begins in late spring/early summer and concludes in May of the following year.

Doctor of Philosophy (ORGD)

Applicants are considered once a year for the fall semester only. Completed applications with supporting documentation must be received no later than December 15. Late or incomplete applications will not be considered. In addition to the application, applicants must provide documents supporting previous academic record, professional resume, letters of reference, GRE scores, a writing sample, and a personal statement. The writing sample must be a recently completed paper on a topic of interest to the applicant. This may be, but does not have to be, a paper submitted to satisfy course requirements for another academic program.

Admission to the doctoral program is highly competitive. Preference is given to candidates who possess excellent verbal and quantitative skills and whose transcripts, references, and previous work experience suggest that they have the potential to make a significant contribution to research, theory and practice. Please note that full-time study is required for the first and second years of study.

Faculty List

Faculty

CARYN J. BLOCK
Professor of Psychology and Education

W. WARNER BURKE
Edward Lee Thorndike Professorship of Psychology & Education

MADHABI CHATTERJI
Professor of Measurement, Evaluation & Education
Director of Assessment and Evaluation Research Initiative

PETER THOMAS COLEMAN
Professor of Psychology and Education

TERRENCE EARL MALTBIA
Associate Professor of Practice

DEBRA NOUMAIR
Associate Professor of Psychology and Education

WILLIAM A PASMORE
Professor of Practice of Social Organizational
Psychology

ELISSA L. PERRY
Professor of Psychology and Education

LORIANN ROBERSON
Professor of Psychology and Education

JAMES WESTABY
Professor of Psychology and Education

Lecturers

SARAH JEAN BRAZAITIS
Senior Lecturer

GINA BUONTEMPO
Lecturer

YARON PRYWES
Lecturer - Social-Organizational Psychology

Adjunct

ROBERT M ANDERSON
Associate Adjunct Professor

CLYMER D BARDSLEY
Associate Adjunct Professor

DAVID BUCKNER
Full Adjunct- Education & Psychology

TOMAS CHAMORRO PREMUZIC
Adjunct Full

ALLAN HIXSON CHURCH
Adjunct Assistant

CLAUDIA COHEN
Associate Adjunct Professor

CELESTE ANN CORUZZI
Adjunct Full- Education and Psychology

FREDERIC P. DELMHORST
Adjunct Assistant Professor of Education and
Psychology

BRUCE ALAN ECHTENKAMP
Adjunct Assistant Professor

MARINA PATRICIA FIELD
Adjunct Assistant Professor

ALICE M HALLER
Adjunct Associate Professor

DONNA CAROL HICKS
Associate Adjunct

SAM T LIU
Adjunct Associate-- Education & Psychology

ERIC COLTON MARCUS
Adjunct Associate Professor

ROBERT B. MORRIS
Assistant Adjunct Professor

BRIDGET REGAN
Curriculum Development Specialist

MICHELE S. RILEY
Associate Adjunct Professor

JUAN CARLOS RIVERO
Adjunct Assistant - Education & Psychology

SVETLANA SHMULYIAN
Adjunct Associate Professor

ROSS TARTELL
Adjunct Associate Professor

FLORA NAOMI TAYLOR
Temporary Professional

MATTHEW HART TYE
Adjunct Full Professor

RENEE MARIE VIEIRA
Assistant Adjunct Professor

Instructors

SEQUOIA W STALDER

MICHELLE S WEBER
Adjunct Associate- Education and Psychology

Course List

ORL 5362 Group dynamics: A systems perspective

Enrollment limited. The course explores social processes in groups and their impact on individual behavior. In addition to a series of lectures/discussions, students are required to participate in an experiential group relations conference or to conduct a self-study project on group relations. Special fee is required.This class gives students the opportunity to develop an in-depth understanding of group dynamics from a systemic perspective and to learn about their own behavior in groups. Readings, lectures, and discussions will address dynamics as they occur in varied groups, systems and contexts including the business world, educational institutions, healthcare systems, the military, religious institutions, and in community and family life. The interplay of power, authority, socio-political identities, and group dynamics is emphasized.

ORL 5522 Evaluation Methods I

Prerequisite: ORLJ 4009, Understanding Behavioral Research, or an instructor-approved substitute. This course provides an overview of major evaluation models and social research methods useful in designing evaluations of social interventions, programs, policies, services/products, or institutions. A main aim of the course is to develop critical consumers of evaluation research.

ORL 5523 Evaluation Methods II--Seminar

ORL 5523 is designed as an evaluation research laboratory. The course emphasizes selected readings and skill-building on an array of methodological topics covering qualitative, quantitative, and mixed-methods techniques through hands-on experiences with a "client-based problem" and data set.

Prerequisite: ORL 5522, Evaluation Methods I, or an instructor-approved substitute. It is highly desirable that students have completed one or more added courses in statistics, data analysis (in qualitative or quantitative methods), or measurement before they begin ORL 5523.

ORL 5524 Instrument design and validation

This course provides hands-on experiences in the design and validation of a variety of assessment devices, such as, tests, scales, survey-based indices, or other instruments to tap educational, psychological, health, or other social constructs. The course draws (mainly) on techniques and theory from Classical Test Theory in measurement.

Prerequisite: ORL 5522, Evaluation Methods I, or an instructor-approved substitute. It is highly desirable that students have completed one or more added courses in statistics, including multiple regression before they begin ORL 5524.

ORLJ 4000 Conflict Resolution and Schools: Pedagogy and Curriculum Design

This course investigates the field of conflict resolution education in the context of supporting student academic achievement, increasing social and emotional learning, and creating positive and caring classrooms.

ORLJ 4002 Functions of organizations

A survey of the primary functions and operations of organizations: accounting, finance, marketing, strategic planning, management information systems, and the relation of these functions to human resource management.

ORLJ 4005 Organizational psychology

Introduction to theories and research that underlie the field of organizational psychology. Implications and applications in various organizational contexts are considered.

ORLJ 4009 Understanding behavioral research

Overview of alternative methods of behavioral research and their relative strengths and limitations. Application of methodological principles in order to read and evaluate social science research and

learn how to begin to conduct research.

ORLJ 4010 Executive coaching

Executive Coaching combines two previously taught courses into one in order to integrate theory and practice. As such, this course is intended to provide students with an overview of theory, research, and practice related to coaching within organizational settings as coaching is viewed as a subset of organizational consultation. Assuming some basic knowledge of organizational behavior and theory and limited experience with coaching, the course is designed to give students an opportunity to gain foundational knowledge of the coaching process, including how to create a coaching relationship, engage in coaching conversations, and build commitment for action planning.

ORLJ 4800 Conflict and Complexity: A Dynamical System Approach to Addressing Protracted Conflict

This course will develop the relevance of dynamical systems theory for understanding protracted and seemingly intractable conflict at different levels of social reality (interpersonal, inter-group, international) and will outline the conditions under which such conflict can be transformed.

ORLJ 4804 Healing and Reconciling Relationships in Conflict

This course examines the role that unaddressed and unhealed emotional trauma plays in creating and maintaining conflict. It also highlights unaddressed trauma as an obstacle to reconciliation-our ability to put the past to rest and to rebuild relationships that have broken under the strain of conflict.

ORLJ 4901 Research and independent study in social-organizational psychology

Permission Required. Student works closely with faculty in conducting research in social-organizational psychology and producing a substantive paper at semester's end.

ORLJ 5002 Advanced functions of organizations

In *Advanced Functions of Organizations,* students will learn about the larger contexts within which businesses function, the mechanisms by which they are regulated, the ways in which these contexts and mechanisms impact the viability and success of a business or organization, and the impact these variables have on the decision-making role and behavior of management and employees in an organization. Topics covered are market analysis and business ethics, capital markets, business law, and business strategy and decision-making.

ORLJ 5003 Human resource management

The goal of this course is to provide a solid understanding of theory, research, and practice in human resource management. Through a combination of reading, cases, lectures, and discussions of the material, students will understand human resources' ability to be a credible partner to the business and its pivotal role in supporting organizational strategy; the complexity of the human resources function to move from the sole mission of the attraction, motivation and retention of people to one that also attempts a line of sight and contribution to organizational value; and the various aspects of the human resources function such as human resource strategy, talent management, talent development, organizational design/effectiveness, and training.

ORLJ 5005 Leadership and supervision

Major psychological and other interdisciplinary approaches to the study of leadership. Critical analysis of relevant theories, research, and practical applications.

ORLJ 5012 Organizational Internship

This course is designed to provide meaningful, real-world work experience through temporary placement in an organizational setting. It allows the student to gain exposure to and to apply academic theory within a Human Resources, Organizational Development, or other related professional environment where, upon graduation, employment is likely to be found.

ORLJ 5017 Small group intervention: Theory and method

Prerequisite: ORL 5362. This course gives students an opportunity to apply their knowledge of group and team dynamics in order to learn how to improve work team functioning and performance. The course covers a variety of models for effective teaming with an emphasis on how to apply those models to real work teams. Students learn relevant theory and research that underlies effective small group interventions and practice applied skills in teamwork. The class format is a seminar style with considerable discussion, case study analyses, role-plays, and small group work.

ORLJ 5018 Using survey research in organizational consulting

Prerequisite: ORLJ 4009. This course illustrates how to conduct survey research for organizational change initiatives. The following topics are covered: entering into survey research consulting, selecting concepts, conducting focus groups, survey construction and administration, data analysis, identifying needs, survey feedback techniques, and final reports. Students develop a survey-based project from initial conceptualization to final report presentation.

ORLJ 5019 Data-based interventions in organizations

Prerequisite: ORLJ 4009. Reviews tools for collecting, organizing, and analyzing qualitative and quantitative data in organizations. Students explore and practice the use of data collection techniques most frequently utilized by practitioners in the field (secondary data, observations, questionnaires, interviews, and focus groups), as well as practice analysis techniques associated with these tools. The use of diagnostic tools is considered within the framework of the consulting cycle (contracting and planning, data collection, data analysis, and data feedback). Upon completion of this course, the students should be well prepared to engage in a consultation with the real client.

ORLJ 5040 Research methods in social psychology

Open only to qualified doctoral students in the behavioral or social sciences. Representative approaches to practice in the design, conduct, and analysis of research. Fall: Experimental and quasi-experimental design. Spring: Field and survey methods; policy and evaluation research.

ORLJ 5045 Organizational dynamics and theory

Prerequisite: ORLJ 4005 or equivalent. Study of organizations as total systems with consideration of different types of organizations. Organizational change is examined through the impact of such dimensions as mission, strategy, structure, culture, systems, and leadership on individual and organizational performance.

ORLJ 5046 Intercultural communications in organizational contexts: Theory, issues, and practices

This class equips participants with the knowledge and skills required to practice mindful intercultural communication. Mindfulness means being keenly aware of our own assumptions, viewpoints, and ethnocentric tendencies in entering an unfamiliar situation. Simultaneously, mindfulness means paying attention to the perspectives and interpretive lenses of dissimilar others in viewing an intercultural episode.

ORLJ 5055 Organization change: Theory and practice

This course covers the primary content and substance of organization change. The content/substance includes theory, models and frameworks, research studies, and related concepts that influence the practice of organization change and vice versa: that is, how the practice of organization change influences theory, models, research, and concepts. The course is conducted as a combination of lecture and student activities and discussion with emphasis on (a) selected readings to be studied prior to each class and (b) discussion during class by all students.

ORLJ 5115 Social networks and performance

Prerequisite: ORLJ 4005 and ORLJ 4009 (or equivalent). This course allows students to understand how social networks influence performance in a wide variety of settings. Relevant topics in the application of social network ideology are explored, such as motivated goal pursuits, leadership

processes, and the structure of group and organizational networks. The course also explores important interpersonal processes through a social network lens, such as human conflict, emotional contagion, and helping behavior.

ORLJ 5148 Managing conflicts in organizations
This is a course designed to address conflicts that typically take place in organizations. It combines a theoretical foundation with application and skill practice through the exploration of theories about conflict organizational behavior, communication, power, systems and more.

ORLJ 5310 Preparation for Coaching
The purpose of this course is to introduce students to the basic structure and techniques of interviewing and listening. The course is largely experiential and is intended for students who have little or no background or experience in counseling or coaching.

ORLJ 5340 Basic practicum in conflict resolution
An experiential course aimed at developing basic collaborative negotiation and mediation skills for interpersonal conflict in a variety of contexts. Students will have the opportunity to develop more self-awareness and basic collaborative negotiation skills with supervised practice.

ORLJ 5540 Proseminar in social and organizational psychology
Open only to qualified doctoral students in the behavioral or social sciences. Intensive readings and analysis of theories and research in social psychology and social structure.

ORLJ 5541 Proseminar in social and organizational psychology
Open only to qualified doctoral students in the behavioral or social sciences. Intensive readings and analysis of theories and research in organizational psychology and organizational structure.

ORLJ 6040 Fundamentals of cooperation, conflict resolution and mediation in different institutional contexts
Topics such as cooperation and competition, trust and suspicion, bargaining and negotiation as they relate to conflict resolution in various contexts.

ORLJ 6045 Demography in Organizations
This course seeks to understand the role that demography plays in organizations. The main focus in this course is on demographic variables such as race, gender, and disability. The course examines various theoretical frameworks that help us to understand how demographic variables influence organizational behavior and decisions.

ORLJ 6244 Fieldwork in change, coaching, and supervision
Permission required. Prerequisites: ORL 5362 and ORLJ 4010. Students will be trained in Interpersonal Process Recall (IPR) and practice their acquired skills with the facilitation of the executive coaching labs (ORLJ 4010). Students meet in seminar format to debrief facilitation sessions, integrate learning, and advance their coaching knowledge and skills through reflection and assigned reading. Additional coaching opportunities and supervision may be undertaken.

ORLJ 6342 Research workgroup in social-organizational psychology: Multi-level research in organizations
Permission required. Limited to doctoral students. Topics are announced in the preliminary and final course schedules distributed each semester.

ORLJ 6343 Practicum in change and consultation in organizations
Prerequisite: ORL 5362 and ORLJ 4005. Enrollment limited. Open to master's students and doctoral candidates who have a strong background in social science, organizational behavior, administration, psychology, or business. Offers the opportunity to understand the consulting process through work on change projects involving actual clients.

ORLJ 6344 Research workgroup in social-organizational psychology: Conflict, justice, and cooperation

Permission required. Limited to doctoral students. Topics are announced in the preliminary and final course schedules distributed each semester.

ORLJ 6345 Research workgroup in social-organizational psychology: Diversity and discrimination in organizations

Permission required. Limited to doctoral students. Topics are announced in the preliminary and final course schedules distributed each semester.

ORLJ 6346 Research workgroup in social-organizational psychology: Dynamic Network Lab

Permission required. Limited to doctoral students. Topics are announced in the preliminary and final course schedules distributed each semester.

ORLJ 6347 Practicum: Diversity Dynamics in Organizations

Permission required. Limited to doctoral students. Topics are announced in the preliminary and final course schedules distributed each semester.

ORLJ 6348 Research workgroup in social-organizational psychology: Psychology of managerial and leadership competence and multirater feedback

Permission required. Limited to doctoral students. Topics are announced in the preliminary and final course schedules distributed each semester.

ORLJ 6349 Practicum: Process Consultation

Permission required. Limited to doctoral students. Topics are announced in the preliminary and final course schedules distributed each semester.

ORLJ 6350 Advanced practicum in conflict resolution

Prerequisite: ORLJ 5340. Limited enrollment. Students will engage in negotiation and mediation involving persons from different cultural contexts as well as with "difficult" cases.

ORLJ 6500 Stereotypes and stereotypic processes in organizational contexts

Open only to qualified doctoral students in the behavioral or social sciences. Stereotypes are an important means by which perceivers form impressions of others, and understand and interact with their social environments. It is importan to understand the role of stereotypes in information processing as well as the conditions under which stereotype activation and use are more or less likely to occur. This seminar explores the development, activation and suppression and use of stereotypes in organizational contexts.

ORLJ 6502 Dynamic Networks and Systems

Doctoral seminar. This seminar examines various theoretical and empirical approaches to the study of complex systems. Example topics include traditional systems theory, social network analysis, dynamic network theory, social interaction analysis, and simulations of complex systems. A variety of frameworks are addressed that span individual, dyadic, group, organizational, and international levels.

ORLJ 6520 Advanced professional writing seminar

For doctoral students, only. This course is designed to help students develop the writing skills needed in their academic and post-academic careers. Course topics include establishing and maintaining good writing habits; writing theoretical, applied, and empirical papers; providing and responding to reviewer comments on manuscripts; and ethics in writing. The course provides a support for students as they work on completing their own qualifying papers. The desired and expected outcome of the course is at least one completed qualifying paper or paper ready to submit for publication.

ORLJ 6540 Contemporary Issues in Organizational Psychology

The primary purpose of this course is to provide students with an opportunity to develop an in-depth understanding of assessment tools from a psychological perspective and to learn about the wide range of applications of assessments in organizations. The course aims to enable students to apply, understand, and interpret scientific assessment tools throughout the talent management spectrum:

selecting, onboarding, developing and engaging employees. Psychometric and test theory, a brief history of applied assessment, and the key methodologies used to assess and measure major work-related constructs (e.g., EQ, IQ, personality, and leadership potential) will be discussed, as well as novel applications of assessment and the future of talent identification. The course will pay particular attention to assessment-based solutions or interventions, such as executive coaching, organizational development, and high potential identification programs.

ORLJ 6640 Social-organizational psychology colloquium
Permission required. For doctoral candidates only. Discussion of ongoing projects involving research and consultation.

ORLJ 6901 Advanced research and independent study in social-organizational psychology
Permission required.

ORLJ 7501 Dissertation seminar
Permission required. Development of doctoral dissertations and presentation of plans for approval. Registration limited to two terms. For requirements, see section on Continuous Registration for Ed.D./Ph.D. degrees.

ORLJ 8900 Dissertation advisement in social-organizational psychology
Fee to equal 3 points at current tuition rate for each term. For requirements, see section on Continuous Registration for Ed.D./Ph.D. degrees.