

# Student Handbook

## 2019-2020

International and Comparative Education Program



**TEACHERS COLLEGE**

INTERNATIONAL AND COMPARATIVE EDUCATION PROGRAM

# Welcome from the Program Director

International and Comparative Education  
Program

Department of International and  
Transcultural Studies



Dear incoming and continuing students,

The role that education can play in mitigating the challenges that we currently face here in the U.S. and around the world has never been more promising or more daunting. We need critical thinkers and innovators who will aim to develop programs, create policies, and conduct research that seek to ensure equity, equality, peace, and sustainability. Each year a diverse group of students from around the world come to Teachers College to work with our renowned faculty and to prepare themselves to make lasting contributions to these efforts.

During your studies, you will benefit from incredible resources in the International and Comparative Education program, at Teachers College, and across the wider Columbia community. You will also have access to myriad experiences due to the College's location in New York City. Be sure to take full advantage of the academic, cultural, professional, and social opportunities that make up this bustling college campus and its surrounding environs.

This handbook serves as an important guide for your studies, with information on our program, faculty and staff, courses, requirements, and student resources. To supplement this guide, please explore the program website, talk to current students, and read our emails entitled *Notes from Grace Dodge Hall*. These weekly emails provide essential information, including program updates and deadlines, faculty office hours, scheduled events, internship and career resources, and professional development opportunities.

Welcome to the International and Comparative Education Program! We look forward to collaborating with you over the coming year.

A handwritten signature in cursive that reads "Mary Mendenhall".

Mary Mendenhall, Ed.D.  
Associate Professor of Practice

## Table of Contents-

WELCOME FROM THE PROGRAM DIRECTOR	1
ACRONYMS	2
PROGRAM DESCRIPTION	3
FACULTY	4
PROGRAM SUPPORT	13
PROGRAM RESOURCES	19
CONCENTRATIONS	20
REGISTRATION FALL 2019	24
SCHEDULE OF CLASSES FOR PROGRAM	25
DEGREE AND PROGRAM REQUIREMENTS	27
RESEARCH METHODS COURSES	39
CROSS-REGISTRATION	41
INTEGRATIVE PROJECT GUIDELINES	42
MASTER'S DEGREE GRADUATION CHECKLIST	44
GUIDELINES FOR INTERNSHIPS	45
STATEMENT ON ACADEMIC INTEGRITY	46
INFORMATION FOR INTERNATIONAL STUDENTS	47
INTERNSHIPS AND CAREER RESOURCES	48
INTERNATIONAL TRAVEL AND RISK MANAGEMENT	49
FINANCIAL AID SOURCES	50
PROFESSIONAL ASSOCIATIONS	52
STUDENT ORGANIZATIONS	53
CENTERS AND INSTITUTES	54
WELLNESS RESOURCES	55
IMPORTANT INFORMATION AND TC LIFE	56
FACULTY AND STAFF CONTACT INFORMATION	57
SPECIAL DATES FOR AY 19-20	58
MAPS OF TC CAMPUS	59

Cover photos courtesy of Gulmina Mahmud, Mary Mendenhall, and Eleanor Son.  
Photo above courtesy of Carine Verschueren.

# Acronyms

CICE	Current Issues in Comparative Education (Journal)
CIE	Comparative and International Education
CIES	Comparative and International Education Society
CU	Columbia University
Ed.D.	Doctor of Education
Ed.M.	Master of Education
EPSA	Education Policy and Social Analysis
GDH	Grace Dodge Hall
GSAS	Graduate School of Arts and Sciences
IED	International Educational Development
IHI	International Humanitarian Issues
IP	Integrative Project
IPP	International Policy and Planning
IRB	Institutional Review Board
ITS	International and Transcultural Studies
LLC	Languages, Literacies and Cultures
M.A.	Master of Arts
M.Phil.	Master of Philosophy
ODS	Office of Doctoral Studies
OSA	Office of Student Affairs
PEN	Peace Education Network
Ph.D.	Doctor of Philosophy
SIPA	School of International and Public Affairs
TC	Teachers College

## Program Description

In 1899, Teachers College (TC) became the first graduate institution in the United States to develop a program that is now called **International and Comparative Education**. Program faculty members co-founded the Comparative and International Education Society (CIES) in 1954. By the 1960s, TC also became instrumental in the study of international development of education, establishing the program in International Educational Development. In addition to actively participating in the work of various centers and institutes within the Department of International and Transcultural Studies, faculty members of the program conduct research around the globe and play a prominent role in international initiatives at TC and beyond.

The International and Comparative Education Program has two separate tracks, **Comparative and International Education (CIE)** and **International Educational Development (IED)**. The difference between them is that CIE is based on an academic discipline in the social sciences while IED is based on a professional specialization of education. Students in both tracks specify a concentration. Students may specify a geographical area of interest. The regional areas of concentration may include Africa, the Caribbean, Central Asia, East Asia, Europe, the Middle East, Latin America, and the U.S. (for a transcultural/immigration focus).

The program is designed to provide students with challenging course work related to international and transcultural dimensions of education. Program requirements include work in four areas: a core curriculum, a concentration that is either an academic discipline (for CIE track) or a professional field of education (for IED track), courses with a transcultural or geographic focus, and elective credits. The program is designed to be as flexible as possible so that previous educational and professional experience and the future career goals of the student can be taken into account in the choice of appropriate course work. Students are expected to assume major responsibility for formulating, in cooperation with their faculty advisor, a plan of study that will best meet the general program requirements in a way that is most compatible with their own professional goals.

The International and Comparative Education Program provides advanced preparation for professional careers in a wide range of teaching, policy and evaluation, administrative, and research roles. Graduates of the program are found in numerous educational positions, including those in academic research and teaching, educational planning, foundations, non-governmental organizations, governmental institutions, businesses and corporations, and private and public educational institutions.

International and Comparative Education Program	
Comparative and International Education (CIE)	International Educational Development (IED)
Master of Arts (M.A.)	
Master of Education (Ed.M.)	
Doctor of Philosophy (Ph.D.)	Doctor of Education (Ed.D.)



Photo courtesy of Teachers College



Photo courtesy of Amanda Earl

## Faculty

### Fenot Aklog

Adjunct Associate Professor

**E-mail:**

aklog@tc.columbia.edu

**Office Location:**

364 Grace Dodge Hall



### Carol Benson

Associate Professor

**E-mail:**

benson@tc.columbia.edu

**Office Location:**

288 Grace Dodge Hall



Fenot Aklog is the Director of Research and Development at the National Center for Restructuring Education Schools and Teaching (NCREST) at Teachers College. Dr. Aklog has a keen interest in emergent applied research methodologies in education (e.g. continuous improvement research) as means for bridging the gap between research and practice at the school and classroom levels. At NCREST her work includes developing research designs, indicators, data collection instruments, and data analysis and reporting frameworks. She provides technical assistance to low-performing schools across the U.S. on processes for data-driven instruction. Dr. Aklog has extensive experience in international educational research and program evaluation. She serves as the Co-Director with Professor Steiner-Khamsi of ICREST (the international branch of NCREST). Her most recent international work includes serving as the evaluation specialist for ICREST's evaluation of the Swiss Agency for Development and Cooperation's global performance in basic education, co-principal investigator for ICREST's Asian Development Bank-funded education research and technical assistance projects in Kyrgyzstan and Mongolia, and principal investigator for a U.S. Department of State-funded evaluation of a youth media and photojournalism online collaborative project for secondary schools in Pakistan, Tajikistan, and the U.S. Dr. Aklog has an Ed.D. in International Educational Development from Teachers College, an Ed.M. in Administration, Planning and Social Policy from Harvard University, and a B.A. in English and American Literature from Brandeis University. She has taught research and program evaluation methods courses for the International and Comparative Education Program since 2006.

**Courses AY 2019-20:**

**Fall 2019**

ITSF 4009: Introduction to Research Methods in International and Comparative Education

Carol Benson came to Teachers College in 2014 after a long career as an educator, researcher, and consultant in educational development with a focus on non-dominant languages and literacies in multilingual societies. She holds a Ph.D. in Social Sciences and Comparative Education (UCLA, 1994). From 1998 to 2011 she was based at Stockholm University in Sweden, where she worked at the Centre for Research on Bilingualism and later at the Center for University Teaching and Learning while providing technical assistance internationally for Scandinavian bilateral donors in the area of mother tongue-based multilingual education (MLE). Prior to that she lived for some years in Sierra Leone, Guinea Bissau, and Mozambique, and for shorter periods in the Dominican Republic, Bolivia, Ethiopia, and South Africa. Dr. Benson has worked in formal education (teacher capacity building, curriculum development, program evaluation) and non-formal education (literacy, gender equity) in the Asia and Pacific, Latin America, and Africa regions, as well as in Europe, particularly in the Spanish Basque Country. Her most recent work has been an evaluation of L1-based multilingual education in Senegal and ongoing collaborative research to support MLE for Indigenous language speakers in Cambodia, both of which involve TC students as research assistants. Her most recent publication is in the *Routledge International Handbook of Language Education Policy in Asia* (ed. Kirkpatrick & Liddicoat, 2019) entitled, "L1-based multilingual education in the Asia and Pacific regions and beyond: Where are we, and where do we need to go?" Current projects include a meta-study of MLE effectiveness research with Kevin Wong and a team of TC doctoral students, and a second volume of *Language Issues in Comparative Education*, co-edited with Kimmo Kosonen (2019, Brill Publishers). Dr. Benson works in Spanish, Portuguese, French and Swedish.

**Courses AY 2019-20:**

**Fall 2019**

ITSF 4025: Languages, Societies & Schools  
ITSF 4189: Issues: Language & Education Rights

**Spring 2020**

ITSF 4013: Literacy & International Development  
ITSF 4025: Languages, Societies & Schools

**Henan Cheng**

Adjunct Assistant Professor

**E-mail:**

hc2158@tc.columbia.edu

**Office Location:**

348 Macy Hall



Henan Cheng is an Adjunct Assistant Professor in the Department of International and Transcultural Studies at Teachers College, Columbia University. Dr. Cheng is also Associate Director of the Center on Chinese Education and the Center for Benefit-Cost Studies of Education at Teachers College. Previously, Dr. Cheng was a clinical assistant professor at Loyola University in Chicago, where she taught courses on Comparative and International Education, Immigration/Migration and Education, Philosophy of Education, and Mixed Methods Research. Her primary research interests include policy issues facing urban schools in the U.S., and educational development in China, especially issues related to education of ethnic minorities and children of internal migrants. Dr. Cheng's recent publications include "Cost-Effectiveness Analysis of Early Reading Programs" (2016, coauthored); "Compulsory Education for Migrant Children in China: Issues of Educational Quality" (2013); "Cost-effectiveness Analysis in Practice: Interventions to Improve High School Completion (2013, coauthored); and, "Academic Achievement of Migrant Children in China: A Mixed-Method Analysis Focused on Ethnic Minorities" (2011).

Dr. Cheng has extensive interdisciplinary experience and training. In addition to teaching internationally, Dr. Cheng has been actively involved in educational development work at various international organizations over the past decade, including Boston-based Tibet Poverty Alleviation Fund, the UNESCO International Institute for Educational Planning (IIEP), and the Yale-China Association. Dr. Cheng holds degrees in Mechanical Engineering and Economics from universities in China, an Ed.M. from Boston University, and a doctorate from Teachers College, Columbia University.

**Course AY 2019-20:****Fall 2019**

ITSF 4098: Educational Development Policies in China

**Regina Cortina**

Professor

**E-mail:**

cortina@tc.columbia.edu

**Office Location:**

352 Macy Hall



Regina Cortina is a Professor of Education in the Department of International and Transcultural Studies at Teachers College, Columbia University. Her new book is *Civil Society Organizations in Latin American Education: Case Studies and Perspectives on Advocacy* (2018), with Constanza Lafuente. This book focuses on the strategic framework and accountability practices of civil society organizations promoting the right to education in Latin America. Professor Cortina recently published *Indigenous Education Policy, Equity, and Intercultural Understanding in Latin America* (2017), a comparative study of policies designed to increase the educational opportunities of Indigenous students, protect their rights to an education inclusive of their cultures and languages, and improve their education outcomes. *The Education of Indigenous Citizens in Latin America* (2014), her earlier book, examines unprecedented changes in education across Latin America that resulted from the endorsement of Indigenous people's rights through the development of intercultural and bilingual education. Professor Cortina's other areas of expertise are gender and education, the education and employment of teachers, public policy and education, and the schooling of Latinos in the United States. Among her other major publications are *Women and Teaching: Global Perspectives on the Feminization of a Profession* (Palgrave, 2006), *Immigrants and Schooling: Mexicans in New York* (Center for Migration Studies, 2003), and *Distant Alliances: Promoting Education for Girls and Women in Latin America* (Routledge, 2000). She has a Ph.D. in Education, an M.A. in International and Comparative Education, and an M.A. in Political Science, all from Stanford University, and a B.A. from the Universidad Iberoamericana in Mexico City. Professor Cortina is the Past President of the Comparative and International Education Society (CIES) (2019-2020).

**Courses AY 2019-20:****Fall 2019**

ITSF 5008: Gender, Education and International Development

ITSF 5500: Education Across the Americas

**Spring 2020**

ITSF 4060: Latinxs in Urban Schools

ITSF 5043: Decolonial Theories in Comparative Education

**Nancy Green Saraisky**

Adjunct Assistant Professor

**E-mail:**

nlg2004@tc.columbia.edu

**Office Location:**

GDH 370 (Fall Term Only)



Nancy Green Saraisky is a researcher and Adjunct Assistant Professor in the International and Transcultural Studies department at Teachers College. She is broadly interested in the politics of education, both domestically and internationally. Her current research focuses on the politics of educational research use; education activism; and comparative education policy in deeply divided societies. Her research has been supported by the Spencer Foundation, the National Science Foundation, and Teachers College.

Prior to her doctoral studies, Dr. Green Saraisky held a variety of positions in journalism, philanthropy and government, including roles at ABC News, the Markle Foundation, and the Open Society Institute/Soros Foundations. She started her career in politics on the foreign policy staff of Senator Edward M. Kennedy (D-MA).

Dr. Green Saraisky holds a Ph.D. in Comparative Education and Political Science from Columbia University; an M.Sc. in Government from the London School of Economics; and a B.A. in International Relations and Asian studies from Tufts University.

**Courses AY 2019-20:****Fall 2019**

ITSF 4091: Comparative Education

ITSF 5035: Social Analysis of ILSA's

**Constanza Lafuente**

Adjunct Assistant Professor

**E-mail:**

Cel2106@tc.columbia.edu



Connie Lafuente is an Adjunct Assistant Professor in the International and Transcultural Studies department at Teachers College. She is interested in the strategies of NGOs, and in education philanthropy both domestically and internationally. As a practitioner, Dr. Lafuente works at the Carnegie Corporation of New York where she manages a portfolio of grantees working to improve professional learning of educators and school leaders. Dr. Lafuente sources and vets grants and provides technical assistance to grantees. Before joining Carnegie, Dr. Lafuente worked in professional learning of early childhood educators at Bank Street College of Education for New York City's Pre-K for All, and in the implementation of a randomized controlled trial of an early math curriculum with Bank Street College and MDRC, a social policy research organization.

A native of Argentina, Dr. Lafuente worked as the director of primary education programs for Junior Achievement Argentina, an international NGO, where she designed curricula, led the primary school program, and provided professional development to teachers and volunteers. Her research interests include the strategies of education-related NGOs, including service delivery, advocacy, and accountability processes.

She has a Ph.D. in International Comparative Education with a concentration in political science from Teachers College, Columbia University, an M.Sc. in Public Policy from the University of Oxford, a master's in NGOs from the Universidad de San Andres, and a bachelor's in Political Science from the Universidad del Salvador in Buenos Aires.

**Courses AY 2019-20:****Fall 2019**

ITSF 4105: Civil Societies and NGOs in IED

**Hope Jensen Leichter**

Professor

**E-mail:**

leichter@tc.columbia.edu

**Office location:**

274 Grace Dodge Hall

**Nicholas Limerick**

Assistant Professor

**E-mail:**

nl2539@tc.columbia.edu

**Office location:**

375C Grace Dodge Hall



Hope Leichter is an Elbenwood Professor of Education and the Director of the Elbenwood Center for the Study of the Family as Educator at Teachers College, Columbia University. Her research and teaching interests focus on families and communities as educators; family memories and narratives; kinship networks and grandparents as educators; the mediation of television by the family; museum education for families; families and school reform; and immigration, migration, and family education. Among Professor Leichter's publications are: *Kinship and Casework: Family Networks and Social Intervention* (Russell Sage Foundation); *Families and Communities as Educators* (Teachers College Press); *The School and Parents* (Teachers College Record); and *Family Contexts of Television* (Educational Communication and Technology). She holds a Ph.D. from Harvard University and an B.A. from Oberlin College.

**Courses AY 2019-20:****Fall 2019**

ITSF 5023: The Family as Educator

ITSF 6520: Families/Communities as Educators

**Spring 2020**

ITSF 5120: Education in Community: Museums

ITSF 6520: Families/Communities as Educators

Nicholas Limerick is an Assistant Professor of Anthropology and Education and International and Comparative Education. His main areas of research and teaching interest include the intersections of cultural politics and the state for schooling; language revitalization; multilingualism in theory, policy, and practice; urban inequality and schooling in Indigenous Latin America, especially Ecuador; horizontal research methods; ethnography; and discourse analysis. He is working on a book and articles from his first project, which is based on years of ethnographic research with Indigenous directors of intercultural bilingual education in Ecuador. He is also involved in another project related to multilingualism, Indigenous language instruction, and alternative forms of urban education in the Andes. His research has received awards from the Wenner-Gren Foundation for Anthropological Research, the National Academy of Education/Spencer Foundation, the National Science Foundation, the Reed Foundation, and the Comparative and International Education Society. Dr. Limerick received his Ph.D. in anthropology and in educational linguistics from the University of Pennsylvania in 2015. His research is conducted in Spanish and in Quichua.

**Courses AY 2019-20:****Fall 2019**

ITSF 5001: Advanced Ethnographic Methods

ITSF 5050: Language, Cultural Politics &amp; Education

**Spring 2020**

ITSF 5003: Communication and Culture

ITSF 5015: Political Anthropology: Labor, Race, and Belief



**Mary Mendenhall**

Associate Professor of Practice

**E-mail:**

mendenhall@tc.columbia.edu

**Office Location:**

276 Grace Dodge Hall



Mary Mendenhall is an Associate Professor of Practice in the International and Comparative Education Program at Teachers College, Columbia University. Her current research interests include policies and practices of refugee education across camp, urban, and resettlement contexts; teacher support and professional development in crisis settings; and the relevance and sustainability of education support provided by international organizations to displaced children and youth in conflict-affected states in Sub-Saharan Africa.

Dr. Mendenhall is currently leading a research study on teacher and student well-being among displaced populations in Uganda and South Sudan. The four-year study is being conducted through an Oxfam-led and EU-funded initiative called *Building Resilience in Conflict through Education*. Dr. Mendenhall also serves as a member of the Standards and Practice Working Group for the Inter-agency Network for Education in Emergencies (INEE), and leads the research workstream for INEE's Teachers in Crisis Contexts Collaborative (TiCC), an inter-agency effort to provide continuous, quality professional development to teachers working in displacement contexts. Through her work on the TiCC, she is also helping to prepare a Teachers in Crisis Contexts Roundtable event, which will be held in Beirut, Lebanon in November 2019 in an effort to bring diverse stakeholders together to improve teacher policies, practices, and research. She also serves as an advisor to the Right to Education Initiative and the Center for Learning in Practice (CLiP) at the Carey Institute for Global Good, and is a faculty affiliate to the CPC Learning Network (housed at Columbia University's Mailman School of Public Health).

Dr. Mendenhall has an Ed.D. in international educational development from Teachers College, an M.A. in higher education administration from New York University, and a B.A. in psychology from Ohio University.

**Courses AY 2019-20:****Fall 2019**

ITSF 6580 Advanced Seminar in International and Comparative Education I

**Spring 2020**

ITSF 6581 Advanced Seminar in International and Comparative Education II

**Oren Pizmony-Levy**

Associate Professor

**E-mail:**

op2183@tc.columbia.edu

**Office location:**

370 Grace Dodge Hall



Oren Pizmony-Levy is an Associate Professor of International and Comparative Education at Teachers College, Columbia University. His research interests include global and transnational sociology and educational social movements. Professor Pizmony-Levy's main line of research is concerned with international large-scale assessments of student achievement (e.g. TIMSS and PISA) and the impact of these assessments on the policy process. Other lines of his research focus on policies that advance environmental and sustainability education and promote safe-schools for sexual orientation and gender identity (SOGIE) minorities. He received a B.A. in political science and educational policy from Tel-Aviv University, and M.A. and Ph.D. in sociology and educational leadership and policy studies from Indiana University – Bloomington.

Professor Pizmony-Levy is the Director of the Teachers College Initiative for Sustainable Futures. He is an active member of the Comparative and International Education Society (CIES), and serves as the Chairperson of the SOGIE Special Interest Group (SIG). He served as the Chairperson of the Large-Scale Cross-National Studies in Education SIG (2013/2016) and the Education for Sustainable Development SIG (2012/2014).

Among his recent publications are "Compare globally, interpret locally: international assessments and news media in Israel," "International assessments of student achievement and public confidence in education: Evidence from a cross-national study" (with Pete Bjorklund), and "How Journalists and Researchers Communicate Results of International Large-Scale Assessments" (with Judith Torney-Purta). Professor Pizmony-Levy is the recipient of multiple awards from professional associations, including CIES and the American Sociological Association. He has received research grants from the Arcus Foundation, Indiana University, the Spencer Foundation, and the U.S. State Department.

**Courses AY 2019-20:****Spring 2019**

ITSF 4101: Quantitative Analysis in CIE

ITSF 5031: Education and Sustainable Development

**S. Garnett Russell**

Assistant Professor

**E-mail:**

sgrussell@tc.columbia.edu

**Office location:**

278 Grace Dodge Hall

**Marlana Salmon-Letelier**

Adjunct Assistant Professor

**E-mail:**

msl2193@tc.columbia.edu



Garnett Russell is an Assistant Professor of International and Comparative Education specializing in education in post-conflict societies. She also directs the George Clement Bond Center for African Education. Her research focuses on areas linked to education and conflict, peacebuilding, transitional justice, human rights, citizenship, and gender particularly in Sub-Saharan Africa, including Rwanda and South Africa. She has also conducted research on resettled refugees and newcomer youth in the U.S., human rights and diversity in New York high schools, and the right to education for urban refugees in Ecuador, Lebanon, Kenya, and other countries in the global south. In addition, she is the co-founder and former co-chair of the CIES SIG for Education, Conflict, and Emergencies, and is also a board member for the Journal on Education in Emergencies and the International Journal for Human Rights Education.

Dr. Russell's recent publications have appeared in *Comparative Education Review*, *Harvard Education Review*, *Gender and Education*, *Comparative Education*, *Social Forces*, *Gender and Society*, and *Globalisation, Societies, and Education*. In addition, her book on education and peacebuilding in post-genocide Rwanda is forthcoming with Rutgers University Press.

She has received funding from the Spencer Foundation, the National Science Foundation (NSF), NSEP Boren, and the U.S. State Department Bureau of Population, Refugees, and Migration (BPRM). Previously, she worked as a policy analyst for UNESCO, as well as a consultant for other non-profit organizations including Save the Children and SRI International. Professor Russell has a Ph.D. from Stanford's Graduate School of Education, an M.A. in International Development from the Johns Hopkins School of Advanced International Studies (SAIS), and a B.A. in International Relations from Stanford University.

**Courses AY 2019-20:****Fall 2019**

ITSF 5029: Education, Conflict & Peacebuilding  
ITSF 6590: Doctoral Seminar (Proposal Writing)

**Spring 2020**

ITSF 4160: Human Rights in Africa  
ITSF 5040: Mixed Research Methods

Marlana's research interests include education in conflict/post-conflict; diverse and integrated schools; cultural and religious literacy education; Islamophobia; citizenship education; and schools in relation to the nation-state. She is currently working on publications from her doctoral research, which focused on Unity Colleges (diverse secondary boarding schools) in Nigeria. Her mixed methods dissertation research was conducted over 10 months and involved longitudinal surveys, social network analysis, interviews, and observations. She also has training in visual methodologies.

She completed her Ed.D. in International Educational Development at Teachers College, Columbia University. She also holds an M.T.S. from Harvard University in Multiculturalism and Religion with a focus in Education and a B.B.A./B.A. in International Business/Spanish from the University of Texas in Austin.

Previously, she was a teacher in Bridgeport, Connecticut where she received a grant to travel abroad with students. She continues to lead groups of high school students on research trips abroad while mentoring them as they conduct full research projects. She has worked and continues to work on a variety of research, consultancy, and advocacy projects with organizations such as FHI360, the World Bank, United Board, Citizen Schools, and the Arab Educational Institute.

Currently, she is starting up a study abroad program for high school students to delve deeper into the complexity of conflict ([www.kaleidoscope.travel](http://www.kaleidoscope.travel)). As a part of Kaleidoscope, she engages educators of many types in interviews that she airs across social media platforms to increase discussion around strategies for managing hot topics in the classroom in our current divisive political environment. Alongside this effort, she co-leads a podcast (The Conflict Kitchen) focused on engaging and addressing complexity of today's conflicts and encouraging listeners to support inclusive and transformative strategies.

**Courses AY 2019-20:****Fall 2019**

ITSF 4090: Issues and Institutions in IED

**Gita Steiner-Khamsi**

Professor

**E-mail:**

gs174@tc.columbia.edu

**Office location:**

364 Grace Dodge Hall



Gita Steiner-Khamsi is a Professor of International and Comparative Education. Her scholarly interests include comparative policy studies, policy borrowing/lending, teacher policy and school reform, globalization theories, case-study methodology, strategic planning, and evaluation research. Among Professor Steiner-Khamsi's twelve books are: *Comparative Methodology in the Era of Big Data and Global Networks* (with Radhika Gorur and Sam Sellar, Routledge 2019); *The State, Business and Education: Public-Private Partnerships Revisited* (with Alexandra Drexler, E.Elgar Publisher 2018); *Researching the Global Education Industry* (with Marcelo Parreira do Amaral and Christiane Thompson, Palgrave 2018); and *Understanding PISA's Attractiveness: Critical Analysis in Comparative Policy Studies* (with Florian Waldow, Bloomsbury, 2019).

She actively participates in a five-year research project (2018-23) entitled "Policy Knowledge and Lesson Drawing in Nordic School Reform in an Era of International Comparison," funded by the Norwegian Research Council and hosted at the University of Oslo, Norway. Periodically, she carries out analytical work for the Asian Development Bank, European Union, Open Society Foundations, Swiss Agency for Development and Cooperation, UNICEF, USAID, and the World Bank with a focus on Mongolia and Central Asia. Professor Steiner-Khamsi was 2009/2010 President of the Comparative and International Education Society. She is (co)-editor of the book series *International Perspectives on Educational Reform* (Teachers College Press), *World Yearbook of Education* (Routledge), and *NORRAG Series on International Education and Development* (Elgar). She is recipient of an honorary doctoral degree from the Mongolian National University of Education. She received her M.A. and Ph.D. from the University of Zurich/Switzerland.

Professor Steiner-Khamsi splits her time between New York and Geneva. She is teaching and advising students in the International and Comparative Education program in the fall semester of each year. In the spring semester, she teaches at the Graduate Institute of International and Development Studies in Geneva. In addition to her academic appointments, she serves as Director of NORRAG, a Geneva-based global network of international policies and cooperation in education with more than 5,000 members.

**Courses AY 2019-20:****Fall 2019**

ITSF 5006: Comparative Policy Studies

ITSF 5509: Comparative Policy Studies and Globalization

**Felisa Tibbitts**

Lecturer

**E-mail:**

ft442@tc.columbia.edu

**Office location:**

376 Grace Dodge Hall



Felisa Tibbitts is a Lecturer in the Comparative and International Education Program at Teachers College, Columbia University. Her research interests include peace, human rights, and global citizenship education; curriculum policy and development; critical pedagogy; and human rights in higher education. Her geographical areas of interest include post-Soviet Europe, South Africa, Turkey, and Myanmar.

She has published practical resources on curriculum, program development, and evaluation on behalf of the Office of the UN High Commissioner for Human Rights, UNICEF, UNESCO, OSCE/ODIHR, the Council of Europe, and non-governmental organizations such as Amnesty International and the Open Society Foundations. Dr. Tibbitts' scholarship has appeared in numerous books and journals including *Comparative Education*, *Journal of Peace Education*, *Intercultural Education*, *Prospects: Quarterly Review of Comparative Education*, *Teaching and Teacher Education*, and the *International Review of Education*.

In addition to her responsibilities at Columbia University, Dr. Tibbitts is Chair in Human Rights Education at Utrecht University (Netherlands) and UNESCO Chair in Human Rights and Higher Education. She co-founded the NGO Human Rights Education Associates (HREA – www.hrea.org), which she directed from 1999-2011 and remains active in international Human Rights Education (HRE) networks. Dr. Tibbitts was a Fulbright Fellow at Lund University, Sweden (Fall 2014) and a Human Rights Fellow at the Kennedy School of Government, Harvard University (2011-2013). She received her bachelor's degree and two master's degrees (Public Policy, Education) from Harvard University and her D.Phil. in Political Science from the Otto-von-Guericke Universität of Magdeburg (Germany).

**Courses AY 2019-202:****Fall 2019**

ITSF 4090: Issues and Institutions in IED

ITSF 4613: International Perspectives on Peace &amp; Human Rights Education

**Spring 2020**

ITSF 4038: Monitoring and Evaluation in IED

ITSF 4614: International Organizations, Civil Society and Peace Education

**Ruth Westheimer**

Adjunct Professor

**E-mail:**

rfw2004@tc.columbia.edu

**Office location:**

274 Grace Dodge Hall

**Portia Williams**

Adjunct Assistant Professor

**E-mail:**

pwilliams@tc.columbia.edu

**Office location:**President's House, 2<sup>nd</sup> Floor

Ruth Westheimer may best be known for having pioneered talking explicitly about sex on radio and television, but as it turns out, that is only a small part of her rich and diversified life. Born in Germany in 1928, Dr. Westheimer went to Switzerland at the age of ten to escape the Holocaust, which wiped out her entire immediate family. At the age of sixteen she went to then Palestine. She joined the Haganah, the Israeli freedom fighters, and was trained to be a sniper and was seriously wounded in a bomb blast. She later moved to Paris to study at the Sorbonne and in 1956 went to the U.S. where she obtained her M.A. in Sociology from the Graduate Faculty of the New School of Social Research and an Ed.D. in the Interdisciplinary Study of the Family from Teachers College, Columbia University. Her work for Planned Parenthood led her to study human sexuality under Dr. Helen Singer Kaplan at New York Hospital-Cornell University Medical Center, where she became an Adjunct Associate Professor. She is also an Adjunct Professor at New York University, and a fellow of both Calhoun College at Yale and Butler College at Princeton, where at the latter two she taught a seminar from 2005-2010, as well as a fellow of the New York Academy of Medicine. She has her own private practice in New York and lectures worldwide. She is the author of 36 books, the latest of which is Dr. Ruth's Guide for the Alzheimer's Caregiver and the executive producer of five documentaries.

**Courses AY 2019-20:****Spring 2020**

ITSF 5026: The Family and Television

Portia Williams is the Executive Director for the Office of International Affairs (OIA) and an Adjunct Assistant Professor in the Department of International and Transcultural Studies at Teachers College, Columbia University. Her current work explores internationalization practices within higher education, transnational cooperation, and strategic global mobility. With more than 20 years of experience in education and development, Dr. Williams has directed, advised, or collaborated on policy and program initiatives in East and Southern Africa, Eastern Europe, East and Southern Asia, the Middle East, and the United States. Dr. Williams holds an Ed.D. in International Educational Development and Policy Studies and an Ed.M. in International Family and Community Education from Teachers College, Columbia University. She also holds an M.A. in Teaching English as a Second Language from the University of Illinois at Urbana Champaign. Dr. Williams is a former Spencer Research Fellow and David L. Boren Fellow. Her research investigates the politics of foreign aid and its impact on educational policy and teacher shortages.

**Minati Panda**

Visiting Scholar



Dr. Minati Panda is a visiting Fulbright Scholar in the International and Comparative Education Program for the 2019-2020 academic year. She is also a Professor of Social Psychology of Education at Jawaharlal Nehru University (JNU), New Delhi and the coordinator for the Center for Advanced Studies at the Zakir Hussain Center for Educational Studies, School of Social Services at Jawaharlal Nehru University from 2015-2020. She has published many books and research papers in the areas of multilingual education, tribal education, child rights, folk mathematics, and critical pedagogy. She was the Director of the National Multilingual Education Resource Consortium, JNU, and the Advisor to the Ministry of Tribal Affairs, Government of India, and Advisor to the Government of Sri Lanka for implementation of the Trilingual Policy in School Education. She has worked extensively with the Saora and Kondhs tribal groups in Odisha on issues related to multilingual education and folk mathematics. She has recently concluded a very successful MLE program called “Multilingual Education Plus” in tribal areas of Odisha. She has research collaborations with the Laboratory of Comparative Human Cognition, University of California, San Diego; the University of Western-Ontario, Canada; the University of Hamburg, Germany; and the University of Manchester, UK; and accepted the Rotating Chair position of South Asian Studies at the University of Hamburg, Germany, for the 2014-2015 academic year.

# Program Support

## PROGRAM ASSISTANT

The main responsibilities of the Program Assistant revolve around managing the day-to-day communications of the International and Comparative Education program. This means providing support to the program's administrators, faculty, and students. In doing so, the Program Assistant must be knowledgeable about the different aspects of the program, the department, and the College.

The Program Assistant also:

- Supports the faculty and program to ensure that it runs smoothly.
- Assists doctoral students with general paperwork, procedures, and requirements.
- Guides prospective and current students through program and college procedures and policies.
- Helps students with the transfer credit process.
- Prepares program materials and assists students in navigating the program and degree requirements.
- Prepares weekly *Notes from Grace Dodge Hall* which is sent to program student listservs.
- Ensures the professional, orderly, and smooth functioning of the busy program office, including reception, answering phones, composing correspondence, answering emails, filing, maintenance of program databases, updating the program website, mail distribution, and office errands.

### Elizabeth Endara

Program Assistant

#### E-mail:

iceinfo@tc.columbia.edu

#### Office location:

374 Grace Dodge Hall



Elizabeth Endara is the Program Assistant for the International and Comparative Education Program. She holds a B.A. in English and is a graduate of the M.A. program in International Educational Development at Teachers College. She has worked for NGOs in Lebanon, Jordan, Kosovo, and Ghana and did her integrative project on the impact of dance education on refugee girls in the U.S.



Photo courtesy of Mary Mendenhall

## PEER ADVISORS

Peer Advisors (PAs) are doctoral fellows who support all students. You can contact them in person during office hours (by appointment) or send an email.

### WHAT CAN YOU EXPECT FROM YOUR PEER ADVISOR?

- The PA is available by appointment weekly and you can find office hours on the program's website and in the weekly *Notes from Grace Dodge Hall* e-mails.
- Office hours change every semester and can change periodically, so be sure to check the weekly emails about these changes.
- The PA can assist you with questions about current course offerings and any program or degree requirements.
- The PA can offer advice on your course of study, internships, and academic/professional goals.
- The PA supports the initiation, development, and completion of integrative projects by providing research and writing support to students by holding individual meetings and leading working groups.
- The PA helps coordinate social events and other activities to promote the integration of students and interactions between faculty and students.

### WHAT SHOULD YOU KEEP IN MIND?

- Please **try to make appointments with the PA during office hours**, but if you are unable to make it to those contact your peer advisor directly.
- Please **be proactive** about asking for support; *it is advisable to meet with your PA before meeting your faculty advisor in order to optimize your time with your faculty advisor.*
- If you need to **cancel/reschedule an appointment** with the PA please do so 24 hours in advance.
- **Email** is the best way to contact the PA. Please allow a **48-hour turnaround** for emails. Generally, the PA will only reply to emails between 9am and 5pm on **weekdays**.

### Erina Iwasaki

Doctoral Fellow

#### E-mail:

ei2232@tc.columbia.edu

#### Office location:

372 Grace Dodge Hall



Erina graduated in 2010 with an M.A. in Political and Moral Philosophy from the University of Paris-Sorbonne and a Diploma in American Studies at Smith College, in Northampton, Massachusetts. After her graduate studies, she returned to Yangon, Myanmar, to work as the Curriculum Director and Developer at Khayay School for the past 7 years.

Growing up within and in-between different countries and cultures, she built together with the faculty of the Khayay School an innovative multilingual curriculum that fosters the learners' self-esteem and cultural identity while empowering them with the ability to connect with people from different backgrounds. A firm believer in the role of the arts in development, she also works as the Associate Director of the Myanmar Music Festival.

She is a third-year doctoral fellow at Teachers College in Comparative and International Education and her research focuses on multilingual education with Professor Carol Benson.

**Brittany Kenyon**

Doctoral Fellow

**E-mail:**

bjk2156@tc.columbia.edu

**Office Location:**

372 Grace Dodge Hall



Brittany is a third-year doctoral student, who will be working as a Peer Advisor this year. Her research interests include the relationships between families, communities, and schools, particularly in culturally diverse communities, and the role of schools in community development in rural contexts. She has recently completed a visual research methodology project exploring the concepts of belonging and place using digital photography with children living in a small town with a large immigrant community. Her previous research includes qualitative research aimed at understanding the contributions family members make to the non-formal education of children and visual research with children aimed at understanding concepts of place and belonging.

Originally from Rhode Island, Brittany has extensive experience teaching abroad. Before coming to Teachers College she was an elementary educator for ten years, teaching students in kindergarten through grade two in Alexandria, Egypt, Berlin, Germany, and Provincetown, Massachusetts. Her experience in these geographically, culturally, and socioeconomically diverse settings has led her to believe that education can be used as a tool for promoting international understanding and compassion for others. It has also led her to explore the relationship between place, community, and education in a variety of contexts.

She holds an M.Ed. in Teaching English as a Second Language, which she earned from The College of New Jersey at their campus in Mallorca, Spain. As a master's student, she researched the importance of supporting second language literacy development in the home and ways to enable parental language development. She also holds a B.A. in Mathematics and B.S. in Education Studies from Stonehill College.

**Marcella Winter**

Doctoral Fellow

**E-mail:**

md3809@tc.columbia.edu

**Office Location:**

372 Grace Dodge Hall



Marcella Winter is a first-year Ph.D. student in the International and Comparative Education program. Originally from Brazil, Marcella is happy to join the Teachers College community as a doctoral fellow and peer advisor.

She holds an M.A. in International Relations from Rio de Janeiro State University (UERJ), a *Latu Sensus* Post-Graduation in Educational Management from Ibmec-SP, and a Bachelor of Arts in International Relations from Pontifical Catholic University of Rio de Janeiro (PUC-Rio). Working as a researcher in the field of International Relations, Marcella's main interests of study were related to international security, Brazilian foreign policy, and the role scientific cooperation and epistemic communities played in the establishment of a zone of peace and stability in South America. In the field of Education, she has researched educational revolution in South Korea and its consequences for Korean society and economy.

For the past ten years, Marcella has been working in education. She has acted as an academic coordinator, instructor and a lecturer for subjects such as Brazilian Foreign Policy, Regional Integration Studies, China Contemporary Policies, and Nuclear Issues in the Contemporary World. Prior to joining Teachers College, she led a team of scholars that prepared students for one of the most challenging selections in her country: the entrance examinations for Brazil's diplomatic service.

Her research interests include social justice through education in the developing world; government expenditure on higher education and its impacts on socioeconomic development; affirmative action policies in higher education; quality of university education in Brazil; race and inequality in Brazilian universities. Marcella believes the enhancement of education in developing countries is crucial for the making of plural, inclusive, and less unequal societies. Through her work as a scholar and a researcher, she intends to raise awareness that education cannot be seen as a privilege, and high-quality education should not be circumscribed to a few.



## ALUMNI ENGAGEMENT & CAREER DEVELOPMENT ADVISOR

The Alumni Engagement and Career Development Advisor will work to strengthen our alumni network and internship/career preparation activities for current master's and doctoral students in the International and Comparative Education program.

### ALUMNI ENGAGEMENT

- Support efforts to establish contact and stay connected with our alumni through outreach and engagement activities.
- Develop alumni profiles to include on the program website.
- Plan annual alumni panel and networking event.
- Establish and manage new Alumni LinkedIn site for our program.
- Invite alumni to other events for current and/or prospective students (as needed)

### CAREER DEVELOPMENT

- Help plan and execute the annual internship fair (fall semester); which may include alumni employers connected to the alumni engagement work.
- Plan presentations/panels by alumni and/or relevant employers for our program; coordinate these efforts with our program's Peer Advisors to ensure that different themes/topics/professional pathways are covered throughout the year.
- Coordinate career development efforts with the Office of Career Education and Professional Development and active student organizations working on related topics.

### Kairat Kurakbayev

Doctoral Fellow

**E-mail:**

kk3282@tc.columbia.edu

**Office Location:**

372 Grace Dodge Hall



Kairat Kurakbayev is a doctoral fellow and a second-year Ph.D. student in the International and Comparative Education program. Prior to joining Teachers College, Kairat served as one of the founding managers of the Center for Education Policy and then the Director of a Research Institute at Nazarbayev University Graduate School of Education in Kazakhstan. Since 2011, he has been actively involved in several international research projects on Kazakhstan's school reforms and secondary education policies in strategic partnership with the University of Cambridge Faculty of Education where he has played a role of co-principal investigator.

Kairat's research interests center on issues of transnational accreditation in public school systems. Applying the conceptual framework of policy borrowing and a systems theory perspective, he examines rationales and drivers for education public-private partnerships between post-Soviet governments and international private providers.

## CICE JOURNAL EDITOR

The primary responsibility of the Current Issues in Comparative Education (CICE) Journal Editor position is administrative and substantive oversight of the journal.

### JOURNAL EDITOR

- Oversee annual recruitment and training of student volunteers as associate editors, web editors, and copy editors.
- Work with CICE editorial team to plan and execute two journal issues per year.
- Work with the TC Office of Student Development to ensure compliance with TC student organization policies and re-certification procedures.
- Address questions concerning and enforce any CICE policies and procedures regarding copyright / reprint permissions, plagiarism, article corrections, and quality issues.
- Consult with and provide ongoing updates about CICE to TC faculty sponsors and the International Advisory Board.
- Organize and teach, in the fall/spring semesters, a practicum for students around a CICE-related issue theme, where students will develop skills in reviewing, editing, and publishing academic material in and around a specific content area relevant to a CICE-related call for papers.

### Paula Mantilla-Blanco

Doctoral Fellow

**E-mail:**

plm2128@tc.columbia.edu

**Office Location:**

372 Grace Dodge Hall



Paula is a second-year Ph.D. student in the International and Comparative Education program.

Her research interests include peace education in post-conflict contexts, processes of normalization of violence, and the relationship between emotions, values, and narratives of war. Her work draws primarily on textbook narratives of the Colombian armed conflict and on students' personal stories of war in conflict-afflicted regions. She is also interested in the challenges and possibilities of peace education through memory sites and other non-formal spaces of education, especially for bystander youth.

Prior to joining Teachers College, Paula received a B.S. in Mathematics from the Universidad de los Andes, in Bogotá, and an M.A. in Cultural and Educational Policy Studies from Loyola University Chicago.

## WEBSITE & SOCIAL MEDIA MANAGER

The primary responsibility of the International and Comparative Education Website and Social Media Manager position is to develop and oversee marketing and promotional resources related to the Program.

### ESTABLISHMENT OF A STRONG ONLINE PRESENCE

- Maintain, update, and add new information to the program webpage.
- Promote program events and activities via social media (e.g. Twitter, Facebook).
- Support continued work and revisions on new webpage design and platform (in coordination with external relations office).
- Propose new ideas for strengthening the program's online presence and student requirement strategies (e.g. assess promising practices among similar academic programs).
- Disseminate the newsletter to students, faculty, alumni, and friends of the program.

### Erika Kessler

Doctoral Fellow

#### E-mail:

elk2144@tc.columbia.edu

#### Office Location:

372 Grace Dodge Hall



Erika is a second year Ph.D. student in the International and Comparative Education program. As a doctoral fellow for the 2019-2020 academic year, she is thrilled to join as the program's web developer and social media strategist.

Prior to joining the doctoral program, Erika gained professional and educational experience in varying parts of China, including two years serving as a teaching fellow in Yunnan province with Teach for China and studying Silk Road history at Shaanxi Normal University. Before attending Teachers College, Erika received two bachelors from the University of Tulsa in International Business and Chinese Studies. While in Tulsa, she worked at the Center for Global Education as a peer advisor for incoming international students, served as a certified nurse assistant, and was actively involved in a fellowship with the City of Tulsa to provide access for equitable transportation.

Erika attended Teachers College for her Master's in International Educational Development with a concentration in International Policy Planning. She was involved in several research projects including the Ranking Storm Project, the Zankel Fellowship on Education for Sustainability Education, and the Bulgarian Education Technology Directors' Program. For the past two years, she actively served TC's Current Issues in Comparative Education Journal as the board secretary and has worked as a research assistant in the Office of International Affairs and the Center for Technology and School Change. Erika's research interests focus on social movements in education, organizational change and the examination of teachers, students, and the public engagement in education for the environment and sustainability, internationalization, and assessments.

# Program Resources

## ITS Workshops

This workshop series provides a venue for faculty and students from the International and Transcultural Studies (ITS) Department, as well as from other programs, departments, and universities, to present scholarly research, to discuss work in progress, and to further develop our scholarly community. The scope of the workshop is, by design, deliberately broad and inclusive, ranging from work on large-scale educational policy to the study of micro interactions in the classroom. Meetings are organized around one or a pair of presentations by faculty and graduate students (at all stages of study).

Students are encouraged to actively participate in the workshops and, as a rule, ask the first question to the speaker. An additional feature of the workshop is to provide opportunities for professional development, including learning how to use new software programs, managing a dataset, or discussing a relevant topic for the field of International and Comparative Education. Past sessions have focused on Qualtrics, a web-based tool for building sophisticated surveys, and how to deliver effective academic presentations. The workshop meets once a month during the fall and spring semesters. Look out for the ITS Workshop dates in the *Notes from Grace Dodge Hall* weekly emails. For any further information on the workshops, please contact Elizabeth Endara at [iceinfo@tc.columbia.edu](mailto:iceinfo@tc.columbia.edu).

## Program Website

The Program recently launched a new and improved website. There are numerous resources for current students, including FAQs (Frequently Asked Questions), tips for students, student and alumni profiles, an event calendar, and more. Please check the website on a regular basis for helpful resources.



## Current Issues in Comparative Education (CICE) Journal

Current Issues in Comparative Education (CICE) is an international, online, open access journal inviting diverse opinions of academics, practitioners and students. CICE shares its home with the oldest program in comparative education in the U.S., the International and Comparative Education Program, founded in 1898 at Teachers College, Columbia University. Established in March 1997 by a group of doctoral students, CICE is dedicated to serve as a platform for debate and discussion of contemporary educational matters worldwide. We welcome submissions from professors, researchers, students, advocates, policymakers, and practitioners.

The publication of the CICE Journal is a student-led initiative at TC that is made possible by its editorial team. There are a number of opportunities for doctoral and master's students to join the committee. It is an excellent opportunity to gain exposure in academic research and publishing, and students are encouraged to get involved and learn more about the work of CICE in the program. To find out more about how you can be part of the CICE team, subscribe to the journal, or submit an abstract, contact [cice@tc.columbia.edu](mailto:cice@tc.columbia.edu).

Please check out the CICE website, accessible from the program webpage, join on Facebook at <https://www.facebook.com/cicejournal>, and follow CICE on Twitter @TC\_CICE.

# Concentrations

All students in the International and Comparative Education Program must select a concentration. Students in the International Educational Development (IED) track should choose from the available professional concentrations, while students in the Comparative and International Education (CIE) track should choose from the academic discipline concentrations. The following information provides students in the program with a brief description of the concentrations.

Each student is expected to assume major responsibility for formulating, in cooperation with their advisor and the faculty liaison for the concentration, a plan of study that will best meet the general program requirements in a way that is compatible with their own professional goals. The programs of study will need to be reviewed and approved by the student's assigned faculty advisor each semester.

## Professional Concentrations for IED

### PROGRAM CONCENTRATIONS

Below you will find information for the professional concentrations offered by the International and Comparative Education Program for IED students. Some concentrations have additional requirements, including core courses and internships. For more detailed information visit the program webpage section on program concentrations or contact the program faculty liaisons.

#### Concentration Courses

Professional concentration courses offered within the International and Comparative Education program are included below. The list of courses under each concentration is not an exhaustive list for each area but rather a guide to help students begin the course selection process for the 2019-20 academic year. Since these courses are subject to change, check the online TC Schedule of Classes regularly for updated information. Students, in consultation with their faculty advisors, may select courses from other departments in Teachers College and other Columbia University schools such as the Graduate School of Arts and Sciences, the School of International and Public Affairs, and the Mailman School of Public Health. Additionally, students in consultation with their faculty advisors may also select methods courses towards their concentration requirement.

#### African Education

*Liaison: Professor S. Garnett Russell*

The concentration in African Education reflects the growing demand within schools and other public agencies for persons knowledgeable about the diverse institutions and historical processes that have shaped the African continent and its educational systems. There is also an unprecedented need for educators and policy makers who understand the fundamental changes in African education stemming from decentralization, democratization, and privatization, as well as religious and political movements on the continent. The concentration provides students with a foundation in African Studies through

courses on cultural and social relations in African communities, demographic changes on the continent, and comparative studies of education in specific African countries. Those who select this concentration will be prepared for further academic studies as well as for professional careers in teaching, policy-making, and international development. Students are encouraged to consult with the concentration liaison or faculty advisor to select courses from other departments at Teachers College as well as from other programs at Columbia University. The George Clement Bond Center for African Education hosts events and provides opportunities for students interested in education in the African context. For more information go to: <http://www.tc.columbia.edu/cae>. To be added to the CAE mailing list, email: [cae@tc.columbia.edu](mailto:cae@tc.columbia.edu).

Relevant courses:

ITSF 4160: Human Rights in Africa (Spring 2020)

#### Family & Community Education

*Liaison: Professor Hope Jensen Leichter*

Teachers College continues its long history of groundbreaking work on Family and Community Education through the concentration in Family and Community Education in the ITS Department. In all societies individuals learn from many others in their social networks, e.g. parents, siblings, grandparents, peers, religious leaders, as well as teachers and other professionals. What is more, education takes place through many institutions, e.g. families, day-care centers, businesses, the media, museums, libraries, community agencies, religious institutions, as well as the schools. Since the configurations of these educational networks and institutions are subject to change—sometimes drastic changes such as those associated with new technological enterprises—studies in Family and Community Education examine the changing linkages among educative institutions in the community.

Fundamental changes in education also stem from the extensive transnational migration and immigration taking place

in many areas of the world today. Given increasing geographic mobility, together with new forms of communication, an understanding of the connections between local and global cultures and the resources families and communities bring from one area to another is essential for educators and policy makers. Thus, another focus of the concentration is studies of family migration, immigration, and education. Courses examine basic processes of education within families, for example, the social construction of family memories, the mediation of television and other forms of technology by families, as well as the changing configurations of education in community settings, for example, linkages among museums, families, and schools. Frameworks for these courses are interdisciplinary, drawing upon concepts from the social sciences and the humanities.

Relevant courses:

ITSF 5023: The Family as Educator (Fall 2019)  
 ITSF 5026: The Family and Television (Spring 2020)  
 ITSF 5120: Education in Community Settings: Museums (Spring 2020)  
 ITSF 6520: Families and Communities as Educators (Fall 2019 & Spring 2020)

### International Humanitarian Issues

*Liaisons: Professors Mary Mendenhall and S. Garnett Russell*

The International Humanitarian Issues (IHI) concentration is an interdisciplinary specialization within the Program in International Educational Development. It is designed for students interested in conducting research on humanitarian issues or in providing humanitarian assistance in regions experiencing conflict, post-conflict recovery, or natural disasters. Through courses offered at Teachers College, the School of International and Public Affairs (SIPA), the Earth Institute, and the Mailman School of Public Health, students will examine the social, political, environmental, and economic dimensions of humanitarian emergencies and the impact of these emergencies on the education sector. Coursework in these different schools and programs will allow students to explore from an interdisciplinary perspective the role of formal and non-formal education in periods of conflict and crisis, and to consider the limitations of education in resolving different kinds of humanitarian emergencies. Students in the IHI concentration will plan an appropriate course of study with their advisors. In addition, master's and doctoral students are advised to take foreign language and area studies classes to help them obtain familiarity with cultural, historical, and linguistic contexts in which they plan to work. All students are strongly encouraged to complete an internship with an organization involved in humanitarian issues.

Relevant courses:

ITSF 4160: Human Rights in Africa (Spring 2020)  
 ITSF 5029: Education, Conflict & Peacebuilding (Fall 2019)

### International Policy and Planning

*Liaisons: Professors Oren Pizmony-Levy and Gita Steiner-Khamsi*

The International Policy and Planning (IPP) concentration is interdisciplinary and applies a cross-national and comparative lens for understanding educational reform at the different levels of an educational system, that is, early childhood education, school (primary, lower secondary, upper secondary), teacher education, vocational-technical education, and higher education. In addition, the IPP concentration is attuned to non-formal education systems and programs, such as social movements and community organizations. Courses are taught with attention to multiple paradigms and worldviews to prepare future scholars and policy analysts to engage in the work of educational reform, formation, and study. Faculty who teach international policy and planning courses are experts on theories of policy change (e.g. globalization studies, neo-institutionalism, cross-national policy borrowing/lending, transfer of "best practices," etc.) education reform.

Importantly, faculty members have rich experience in carrying out analytical work in international policy and planning using diverse techniques and methods: sector reviews, policy analysis, international large-scale assessments (e.g. TIMSS, PIRLS, and PISA), public opinion, monitoring and evaluation, as well as strategic planning in international educational development. Students in this concentration learn about the craft of policy-making and analysis, build a strong foundation in theory and debates, and learn empirical methods and analysis. Upon completion of the program, students are equipped with the knowledge to analyze education change in the context of political, economic, and social processes. Equally important, they are able to apply skills that are necessary for developing evidence-based sector reviews, design, monitoring, and evaluating projects in culturally sensitive and context-specific ways, and using participatory methods for sector planning in international educational development. Additional requirements for the IPP concentration are on the program webpage section under Program Concentrations.

Relevant courses:

ITSF 4038: Monitoring & Evaluation in IED (Spring 2020)  
 ITSF 4098: Educational Development and Policy in China (Fall 2019)  
 ITSF 4101: Quantitative Analysis in International and Comparative Education (Spring 2020)  
 ITSF 4199: Civil Society and NGOs in International Educational Development (Fall 2019)  
 ITSF 5006: Comparative Policy Studies (Fall 2019)  
 ITSF 5031: Education and Sustainable Development (Spring 2020)  
 ITSF 5035: Social Analysis of ILSA (Fall 2019)  
 ITSF 5509: Comparative Education Policy Studies & Globalization (Fall 2019)

## Languages, Literacies and Cultures

*Liaisons: Professors Carol Benson and Nicholas Limerick*

This interdisciplinary concentration encourages students to analyze relationships between linguistic and educational practices in an increasingly globalized and technical world. Courses in this concentration address themes of individual and societal multilingualism, multiliteracies, and multiculturalism in a range of contexts, including management of diverse languages, the education of immigrant groups, and revitalization in situations of language endangerment/loss. Students may study the role of family, community, school, and/or national-level policy in promoting and valorizing non-dominant languages and cultures. Others may consider how to plan for and teach additional regional, national, or international linguistic varieties. Research methods include participant observation, discourse analysis, comparative policy studies, assessment of student achievement and literacies competencies, and classroom-based observation. Courses are designed to help students develop a critical, comparative perspective regarding questions of power, identity, Indigeneity, and interculturalism in economically developing as well as developed countries. Associated fields include linguistic human rights, language policy, language-in-education policy and practice, languages and literacies, pedagogy and assessment. More recent paradigms include multimodal communication, such as understandings of how visual and digital literacies influence communication and teaching.

Relevant courses:

ITSF 4025: Languages, Societies & Schools (Fall 2019 & Spring 2020)  
ITSF 4189: Issues: Language & Education Rights (Fall 2019)  
ITSF 4013: Literacy & International Development (Spring 2020)

## Latin American and Latinx Education

*Liaison: Professor Regina Cortina*

Latin American and Latinx Education is an interdisciplinary concentration focused on education across the Americas. Responding to the importance of the Latin American and Caribbean region as well as the growing numbers of immigrants from that region to the United States, this concentration provides students with a foundation in Latin American/Latinx studies through courses that consider topics, such as the impact of economic processes on education in the region; language policy in schools; the social, cultural, and political dimensions of education, ethnicity, and academic achievement; gender and social change; educational access and quality; teacher preparation and curricular development; patterns of migration within and between countries in the Western hemisphere; intercultural education; and the impact of international and bilateral educational policies and institutions on educational policy and practice in the region. Students are also encouraged to pursue relevant coursework at the School of International and Public Affairs, the Mailman School of Public Health, and other Columbia-affiliated institutions to examine the variety of

linguistic, cultural, social, political, and economic processes that shape education across the Americas.

\*For additional information visit the Latinx and Latin American Faculty Working Group at <http://www.tc.columbia.edu/latino-ed>. To join the mailing listserv, please email [latino@tc.columbia.edu](mailto:latino@tc.columbia.edu).

Relevant courses:

ITSF 4060: Latinx in Urban Schools (Spring 2020)  
ITSF 5008: Gender, Education, and International Development (Fall 2019)  
ITSF 5043: Decolonial Theories in Comparative Education (Spring 2020)  
ITSF 5500: Education Across the Americas

## Peace and Human Rights Education

*Liaisons: Professors S. Garnett Russell and Felisa Tibbitts*

The Peace and Human Rights Education is an interdisciplinary concentration that applies a cross-national and critical perspective to the roles that education can play in promoting justice, sustainable peace, and human dignity. This concentration is primarily concerned with addressing direct structural and cultural violence through pedagogy, curriculum, and policies, in both formal and non-formal contexts. As such, all national environments are relevant but especially those that are challenged through conflict, structural oppression, or fragile democracies. Through this concentration, students gain a conceptual understanding of peace and human rights. Peace and Human Rights Education courses also address policies and practices of actors, ranging from inter-governmental organizations to community-based educators.

Students are encouraged to follow a program that will prepare them to pursue the objectives of peace and human rights in whatever area of education they choose to focus. Students in this concentration often work on practical skills of curriculum design and program development, and other classes in the department allow the student to easily link with thematic or geographical areas of interest. Peace and human rights-related classes are also offered within the wider Columbia University community through, for example, AC4/Earth Institute, SIPA, and the Institute for the Study of Human Rights. This concentration is associated with the Peace Education Network (PEN) at Teachers College, which facilitates students applying the praxis of peace and human rights education. To join the TCPeace listserv, please e-mail Professor Tibbitts: [ft2442@tc.columbia.edu](mailto:ft2442@tc.columbia.edu).

Relevant courses:

ITSF 4160: Human Rights in Africa (Spring 2020)  
ITSF 4613: International Perspectives on Peace & Human Rights Education (Fall 2019)  
ITSF 4614: International Organizations, Civil Society & Peace Education (Spring 2020)  
ITSF 5029: Education, Conflict & Peacebuilding (Fall 2019)

## Academic Discipline Concentrations for CIE

### **Anthropology**

*Department of International and Transcultural Studies*

Anthropology has a long and distinguished history of contributing directly to the major issues facing all educators. Throughout its history, the discipline has offered powerful alternatives. Anthropologists have participated in the shaping of policy and reform at all levels, from the most general to the most local. The anthropology concentration offers a disciplinary approach to analyzing the entry of matters of social class, ethnicity, language, race, gender, and other factors into issues of educational achievement, of health disparity, disability, among other concerns. It also helps students understand the ways of knowing specific to the discipline, how to apply them to practical issues, and participate in the continuing evolution of the field, including better methods for application.

### **Economics**

*Department of Education, Policy & Social Analysis (EPSA)*

Economics is a powerful tool for scholars and educational practitioners who wish to develop a better understanding of educational institutions and decisions. The concentration in Economics and Education allows students in the program to develop an array of skills in the application of economic concepts and theory, in cost-benefit analysis and other evaluative procedures, and in the statistical treatment of mass data.

### **History**

*Department of Arts and Humanities*

The History and Education concentration addresses important educational questions, first, by examining the ideas, individuals, and institutions of the past to determine their influence on their own times; and, second, by bringing historical knowledge and perspective to bear on current educational issues. Courses cover a range of topics including the educational history of urban areas, women, immigrants, and African-Americans. Students acquire a deep understanding of education in historical perspective through a comparative lens.

### **Philosophy**

*Department of Arts and Humanities*

The concentration in Philosophy and Education offers students a unique opportunity to develop their humanistic and critical thinking about comparative education. Coursework allows educators to broaden and deepen their understanding of the processes and aims of education through inquiry into the fields of aesthetics, ethics and moral philosophy, and epistemology and the philosophy of science. Study of a variety of historical and conceptual frameworks enables students to develop theoretical perspectives on education and to effectively critique arguments in contemporary educational debates.

### **Politics**

*Department of Education, Policy & Social Analysis (EPSA)*

How do societies handle conflicting visions of what schools should be doing? What changes in political and governance processes might facilitate better decision-making and policy implementation? The Politics and Education concentration serves students who wish to study the ways in which governance institutions, political ideologies, and competing interests influence the content, form, and functioning of schooling. Students study in-depth the ways power and politics affect and are affected by such issues as reform and innovation, privatization and school choice, race and ethnicity, poverty and inequality, and more.

### **Sociology**

*Department of Education, Policy & Social Analysis (EPSA)*

The Sociology and Education concentration examines basic issues in education from a sociological perspective. Training and hands-on experience in evaluation methods and both quantitative and qualitative research methods are central to the program. The curriculum emphasizes issues in urban education, including the social organization of urban schools and school systems, and the success or failure in serving educationally disadvantaged populations.

*\*More information can be found on the websites of the respective departments.*



# Registration Fall 2019

## PROGRAM REQUIREMENTS AND COURSE PLANNING WORKSHEETS

This handbook includes a guide and course planning worksheets that explain the requirements for completing the degree. Use them to begin thinking ahead about your course plan.

## CONCENTRATIONS

- Incoming students have already picked a concentration during the admissions process. A brief description of these can be found on pages 20-23.
- Keep in mind that your concentration is flexible, and that you may enter in one concentration but switch to another after your second semester (with faculty advisor approval).

## HOW TO FIND COURSES AND DESCRIPTIONS

- **Online Course Schedule:** The TC general course schedule for Fall 2019 and Spring 2020 is available online at <http://www.tc.columbia.edu/tc-schedule/> with the most recent course information. Under the “Any Subject” category, search for courses by finding “All International & Transcultural Studies courses” and selecting “ITSF (Comparative and International Education)”. The schedule is updated several times daily.
- **Student Handbook:** Program courses are also listed on pages 25 and 26 of this handbook.
- **Program Website:** Brief course descriptions can be found on the Program website. In addition, some faculty members provide detailed course descriptions on their individual websites: <http://www.tc.columbia.edu/international-and-transcultural-studies/international-and-comparative-education/people>.

## NEXT STEPS

- **Worksheet:** Please create a list of 3-5 courses that you would like to take using your course planning worksheet.
- **ITSF Core Courses:** Include at least one core course in your worksheet’s first semester. Please note that ITSF 4090: Issues and Institutions in International Educational Development & ITSF 4091: Comparative and International Education provide a strong foundation as you begin your program. While they have slightly different theoretical and methodological orientations, they should be considered interchangeable. You should choose depending on the time and day that you are available. These courses are only taught during the fall semester. More information on research methods as core courses can be found in this handbook on pages 39 and 40.
- Prepare a few back-up options beyond those 3-5 classes you have selected.
- **Peer Advisor:** Email the list of your proposed courses to the Peer Advisor. Please include your concentration in the email so that they can best assist you.
- **PIN:** After you discuss your course plan with the Peer Advisor, the Peer Advisor or Program Assistant will give you a PIN and you will be able to register.
- **Faculty Advisor:** Discuss your course plan with your faculty advisor who will give final approval for your course selection.

## REGISTRATION PROCEDURES

- With the PIN that you receive (from the Peer Advisor or Program Assistant) you can register for most courses, but some require special permission from the instructor. To register for these courses, you must email the professor and copy (cc) the Program Assistant at [iceinfo@tc.columbia.edu](mailto:iceinfo@tc.columbia.edu) expressing your interest (just a brief sentence or two is fine) and requesting permission to enroll.

## ADVISEMENT CONTACT INFORMATION

Your **Faculty Advisor** will be assigned to you during the summer prior to starting classes and will be available to provide advisement regarding your initial course selection and any other questions you might have at that time and throughout the academic year.

The **Peer Advisor** is available at [peeradvisors@tc.columbia.edu](mailto:peeradvisors@tc.columbia.edu) to discuss your course plan and other questions related to registration for fall. During the summer months a peer advisor (typically a doctoral student) will also be available to provide advisement. In order to make the best use of the advisement, please read all of the information carefully and ask specific questions.

# Schedule of Classes for Program

## Fall 2019

	Monday	Tuesday	Wednesday	Thursday
1:00-2:40 pm	<b>ITSF 4098</b> Educational Development Policies in China <i>Cheng, Henan</i>	<b>ITSF 4198</b> (1-3 pm) Issues: Language & Education Rights <i>Benson, Carol</i>	<b>ITSF 5023</b> (1:30-4 pm) The Family as Educator <i>Leichter, Hope</i>	
3:00-4:40 pm	<b>ITSF 5035</b> Social Analysis of ILSA's <i>Green Saraisky, Nancy</i>  <b>ITSF 5029</b> Doctoral Seminar (Proposal Writing) <i>Russell, S. Garnett</i>	<b>ITSF 5029</b> Education, Conflict & Peacebuilding <i>Russell, S. Garnett</i>  <b>ITSF 6520</b> Families/Communities as Educators <i>Leichter, Hope</i>	<b>ITSF 4613</b> International Perspectives on Peace and Human Rights Education <i>Tibbitts, Felisa</i>  <b>ITSF 5050</b> (3-5 pm) Language, Cultural Politics & Education <i>Limerick, Nicholas</i>  <b>ITSF 5509</b> Comparative Education Policy Studies and Globalization <i>Steiner-Khamsi, Gita</i>	<b>ITSF 4009</b> Introduction to Research Methods in International & Comparative Education <i>Aklog, Fenot</i>
5:10-6:50 pm	<b>ITSF 4090-002</b> Issues & Issues and Institutions in International Education Development <i>Tibbitts, Felisa</i>  <b>ITSF 5500</b> Education Across the Americas <i>Cortina, Regina</i>	<b>ITSF 4091</b> Comparative Education <i>Green Saraisky, Nancy</i>  <b>ITSF 5006</b> Comparative Policy Studies <i>Steiner-Khamsi, Gita</i>	<b>ITSF 5008</b> Gender, Education & International Development <i>Cortina, Regina</i>	<b>ITSF 6580</b> Advanced Doctoral Seminar: International and Comparative Education I <i>Mendenhall, Mary</i>
7:20-9:00 pm	<b>ITSF 4025</b> (7-9 PM) Languages, Societies & Schools <i>Benson, Carol</i>	<b>ITSF 4090-001</b> Issues & Institutions in International Education Development <i>Salmon Letelier, M.</i>	<b>ITSF 4105</b> Civil Society and NGOs in International Educational Development <i>LaFuente, Constanza</i>	

## Spring 2020

	Monday	Tuesday	Wednesday	Thursday
1:00-2:40 pm	<b>ITSF 4038</b> Monitoring and Evaluation in IED <i>Tibbitts, Felisa</i>		<b>ITSF 5120 (1:30-4:00 pm)</b> Education in Community Settings: Museums <i>Leichter, Hope</i>	
3:00-4:40 pm	<b>ITSF 5040</b> Mixed Research Methods <i>Russell, S. Garnett</i>  <b>ITSF 5043</b> Decolonial Theories in Comparative Education <i>Cortina, Regina</i>	<b>ITSF 4160</b> Human Rights in Africa <i>Russell, S. Garnett</i>  <b>ITSF 6520</b> Families/Communities as Educators <i>Leichter, Hope</i>	<b>ITSF 4614</b> International Organizations, Civil Societies and Peace Education <i>Tibbitts, Felisa</i>	
5:10-6:50 pm	<b>ITSF 6581</b> Advanced Doctoral Seminar: International and Comparative Education II <i>Mendenhall, Mary</i>		<b>ITSF 4060</b> Latinxs in Urban Schools <i>Cortina, Regina</i>	<b>ITSF 4101</b> Quantitative Analysis in Comparative & International Education <i>Pizmony-Levy, Oren</i>
7:20-9:00 pm	<b>ITSF 4025 (7-9 PM)</b> Languages, Societies & Schools <i>Benson, Carol</i>	<b>ITSF 4013 (7-9 pm)</b> Literacy & International Development <i>Benson, Carol</i>  <b>ITSF 5026</b> The Family and Television <i>Westheimer, Ruth</i>		<b>ITSF 4101</b> Quantitative Analysis in Comparative & International Education Lab I: 7-8 pm Lab II: 8-9pm

## Special Dates:

10:00 am – 2:00 pm	Friday 1/24, 1/31, 2/7, 2/14, 2/21, 2/28, 3/6, 3/13 & 5/8	<b>ITSF 5031</b> Education and Sustainable Development <i>Pizmony-Levy, Oren</i>
--------------------	---	--

Please note that last-minute changes do happen. Kindly check the online TC Courses Schedule to verify classes.

# Degree and Program Requirements

## MASTER OF ARTS (M.A.)

International Educational Development (IED – code: INTL)

Comparative and International Education (CIE – code: COMP)

### 1. Coursework (at least 32 graduate level credits)

M.A. coursework falls into four broad areas:

#### Area 1: Core Courses (6 credits)

- Choose one: ITSF 4090 (Issues and Institutions in International Educational Development) or ITSF 4091 (Comparative Education) .
- ITSF Research Methods Course (other options available in consultation with your advisor).

#### Area 2: Concentration (at least 12 credits)

- Courses counting towards the concentration must be faculty advisor-approved.
- Students considering a change in concentration must discuss the change with the faculty advisor.

#### Area 3: Transcultural/Area Studies (at least 8 credits)

- Courses must come from at least two of the following categories: topics, research methods, professional skills, internship/practicum.

#### Area 4: TC Electives (at least 6 credits)

- To fulfill the TC breadth requirement, M.A. students must take at least 6 credits that are at TC but outside of the International and Comparative Education Program. This could take the form of two 3-credit courses, three 2-credit courses, or any other combination agreed upon by students and their academic advisors.
- All non-ITSF courses at TC count as TC breadth electives.
- Courses offered by other programs within the ITS department (anthropology) can also count as TC breadth electives if they are outside of the student's concentration.

### 2. Integrative Project (IP)

- Completion of an IP is required for the M.A. degree. Please see the *Guidelines for Master's Integrative Project (IP)* on pages 42 and 43 in this handbook.
- Students should consult with the faculty advisor about the IP at least one semester before the intended graduation date. After the IP topic has been approved, the IP Advisor is available to guide students through the completion of the IP.
- Students who are working on the IP but are not registered for any other classes may register for IND 4000 (Master's Candidate).

### 3. Graduation

- While it is possible to complete the M.A. degree within one academic year (fall semester, spring semester, and summer session), the majority of students complete the degree in two years.
- In order to graduate, students need to review their coursework on Degree Audit (accessed online through myTC portal) and have it approved by their faculty advisor. Once the IP is completed, the student's faculty advisor must approve it through Degree Audit. As per New York State requirements, students must submit a soft copy of the IP to be filed in the Program office (374 GDH). Students will complete a release form indicating whether or not they grant permission for the IP to be viewed by other students.

## COURSE PLANNING WORKSHEET FOR MASTER OF ARTS (M.A.) STUDENTS

Students are encouraged to use this worksheet to plan out all coursework. They should bring it with them when they meet with their peer and academic advisors.

### **Total Credits Required: At least 32**

#### **Area 1: Core Courses (6 credits)**

Course		Term	Credits
Choose 1	ITSF 4090 or 4091		
Choose 1	ITSF Research Methods Course (other options available in consultation with your advisor)		
Total			

#### **Area 2: Concentration (at least 12 credits)**

Course		Term	Credits
Total			

#### **Area 3: Transcultural/Area Studies (at least 8 credits)**

Course		Term	Credits
Total			

#### **Area 4: TC Electives (at least 6 credits outside of International and Comparative Education Program)**

Course		Term	Credits
Total			

Integrative Project		Term	Credits
IND 4000	Register for this if you are working on your IP and not registered for other TC/CU courses		0

## COURSE PLANNING WORKSHEET FOR MASTER OF ARTS (M.A.) STUDENTS IN THE INTERNATIONAL POLICY AND PLANNING CONCENTRATIONS

Courses counted toward concentration requirements are in **BOLD**.

**Total Credits Required: At least 32**

### Area 1: Core Courses (6 credits)

Course		Term	Credits
Choose 1	ITSF 4090 or 4091		
Choose 1	ITSF Research Methods Course (other options available in consultation with your advisor)		
Total			

### Area 2: Concentration (at least 12 credits)\*

Course		Term	Credits
<b>ITSF 5006</b>	<b>Comparative Policy Studies (3 credits)</b>		
<b>ITSF 5035</b>	<b>Social Analysis of ILSAs (3 credits)</b>		
<b>Required</b>	<b>Skill-Building Course</b>		
<b>Required</b>	<b>Quantitative Research Methods Course</b>		
Recommended	Internship (recommended for students with limited professional experience)		
Total			

\*These courses are required by the IPP Concentration. Exceptions may be made by advice and approval of advisor.

### Area 3: Transcultural/Area Studies (at least 8 credits)

Course		Term	Credits
Recommended	Course in Foundations of Policy Studies		
Recommended	Specialized courses related to Policy and Planning in a (a) particular education sector (e.g. school, teacher education, higher education, etc.) and/or in (b) specific reform area (education finance, curriculum reform, gender, literacy, etc.)		
Recommended	Specialized courses related to particular geographic region		
Total			

### Area 4: TC Electives (at least 6 credits outside of International and Comparative Education Program)

Course		Term	Credits
Total			

Integrative Project		Term	Credits
IND 4000	Register for this if you are working on your IP and not registered for other TC/CU courses		0

## COURSE PLANNING WORKSHEET FOR MASTER OF ARTS (M.A.) STUDENTS IN THE LANGUAGES, LITERATICES AND CULTURES CONCENTRATIONS

Courses counted toward concentration requirements are in **BOLD**.

**Total Credits Required: At least 32**

### Area 1: Core Courses (6 credits)

Course		Term	Credits
Choose 1	ITSF 4090 or 4091		
Choose 1	ITSF Research Methods Course (other options available in consultation with your advisor)		
Total			

### Area 2: Concentration (at least 12 credits)

Course		Term	Credits
ITSF 4025*	<b>Languages, Societies and Schools</b>		
ITSF 5000*	<b>Methods of Inquiry/Introductory Ethnographic Methods</b>		
Recommended	Other language- and culture-related courses from within the department		
Total			

\* These courses are required by the concentration. Exceptions may be made by advice and approval of advisor.

### Area 3: Transcultural/Area Studies (at least 8 credits)

Course		Term	Credits
Recommended	Courses that complement Language, Literacy and/or Culture along with your interests, such as: (a) Courses that link education inside and outside the classroom, or anthropology courses (b) Courses that develop a specific skill set (c) Courses on a particular geographic region (d) Courses that examine social contexts for education (e.g. gender, ethnicity, race, class, sexuality, etc.)		
Optional	Internship doing teaching or research in bi-/multilingual education, multicultural education or literacy		
Total			

### Area 4: TC Electives (at least 6 credits outside of International and Comparative Education Program)

Course		Term	Credits
Total			

Integrative Project		Term	Credits
IND 4000	Register for this if you are working on your IP and not registered for other TC/CU courses		0

## MASTER OF EDUCATION (Ed.M.)

International Educational Development (IED – code: INTL)

Comparative and International Education (CIE – code: COMP)

### 1. Coursework (at least 60 graduate level credits, including up to 30 transferred credits)

Ed.M. coursework falls into four broad areas:

#### *Area 1: Core Courses (9 credits)*

- Choose one: ITSF 4090 (Issues and Institutions in IED) or ITSF 4091 (Comparative Education).
- ITSF Research Methods Course (other options available in consultation with your advisor).
- One other advisor-approved ITSF course .

#### *Area 2: Concentration (at least 18 credits)*

- Courses counting towards the concentration must be faculty advisor-approved.
- Students considering a change in concentration must discuss the change with the faculty advisor.
- In some cases, transferred credits may be applied in this area.

#### *Area 3: Transcultural/Area Studies (at least 18 credits)*

- Courses must come from at least three of the following categories: topics, research methods, professional skills, internship/practicum.
- Transferred credits may be applied in this area.

#### *Area 4: TC Electives (at least 15 credits)*

- To fulfill the TC breadth requirement, Ed.M. students must take at least 6 credits that are at TC but outside of the International and Comparative Education program. This could take the form of two 3-credit courses, three 2-credit courses, or any other combination agreed upon by students and their academic advisors.
- All non-ITSF courses at TC count as TC breadth electives. Courses offered by other programs within the ITS department (anthropology) can also count as TC breadth electives if they are outside of the student's concentration.
- Other elective courses can be taken outside of the ITS department or transferred from other schools.

**Transfer credit:** A maximum of 30 credits may be transferred from other recognized institutions. Only graduate courses which have been (1) completed with grades of B or higher, (2) submitted on an official transcript from a regionally accredited institution, and (3) granted/assigned credit on the transcript of that institution, may be considered for transfer credit. Transfer credit is awarded at the discretion of the faculty advisor. After registering for the first semester, students should obtain and fill out an Advanced Standing Review (ASR) application from the Office of the Registrar and return it to the Office of the Registrar. Transcripts will be evaluated and sent to the Program Assistant, who will then contact the student with further instructions. The entire process can take several months.

### 2. Integrative Project (IP)

- Completion of an IP is required for the Ed.M. degree. Please see the guidelines on pages 42 and 43.
- Students should consult with the faculty advisor about the IP at least one semester before the intended graduation date. After the topic has been approved, the IP Advisor is available to guide students through the completion of the IP.
- Students who are working on the IP but not registered for any other classes may register for IND 4000 (Master's Candidate).

### 3. Graduation

- Full-time students who transfer the full 30 credits can complete the Ed.M. degree within one academic year (fall semester, spring semester, and summer session); however, most students take 1.5 to 2 year to complete this degree.
- In order to graduate, students need to review their coursework on Degree Audit (accessed online through myTC portal) and have it approved by their faculty advisor. Once the IP is completed, the student's faculty advisor must approve it through Degree Audit. As per New York State requirements, students must submit a soft copy of the IP to be filed in the Program office (374 GDH). Students will complete a release form indicating whether or not they grant permission for the IP to be viewed by other students.



## COURSE PLANNING WORKSHEET FOR MASTER OF EDUCATION (Ed.M.) STUDENTS

Students are encouraged to use this worksheet to plan out all coursework. They should bring it with them when they meet with their peer and academic advisors.

**Total Credits Required: At least 60**

### Area 1: Core Courses (9 credits)

Course		Term	Credits
Choose 1	ITSF 4090 or 4091		
Choose 1	ITSF Research Methods Course (other options available in consultation with your advisor)		
Choose 1	Any advisor-approved ITSF Course		
Total			

### Area 2: Concentration (at least 18 credits)

Course		Term	Credits
Total			

### Area 3: Transcultural/Area Studies (at least 18 credits)

Course		Term	Credits
Total			

### Area 4: TC Electives (at least 15 credits, including 6 credits within TC but outside Program)

Course		Term	Credits
Total			

Integrative Project		Term	Credits
IND 4000	Register for this if you are working on your IP and not registered for other TC/CU courses		0

## DOCTOR OF EDUCATION (Ed.D.)

International Educational Development (IED – code: INTL)

### 1. Coursework (at least 90 graduate level points, including up to 45 transferred credits).

Ed.D. coursework falls into four broad areas:

#### *Area 1: Core Courses (12 credits)*

- ITSF 6580: Advanced Doctoral Seminar: International and Comparative Education I
- ITSF 6581: Advanced Doctoral Seminar: International and Comparative Education II
- Choose 2 other ITSF courses (approved by the advisor)

#### *Area 2: Concentration (at least 27 credits)*

- Courses counting towards the concentration must be advisor-approved.
- In some cases, transferred credits may be applied in this area.

#### *Area 3: Transcultural/Area Studies/Research Methods (at least 27 credits)*

- At least 6 credits must be in research methods
- Other Area 3 courses must come from at least two of the following categories: topics, professional skills, internship/practicum
- In some cases, transferred credits may be applied in this area.
- In some cases, language credits may be applied in this area. Please check with the Registrar for restrictions on applying language credits

#### *Area 4: Broad & Basic/Electives (at least 24 credits)*

- Can include courses dealing with the nature of education, the nature of a person's learning processes, and the methods of evaluation and research
- Can include courses that do not fit into any of the previous categories such as courses in related scholarly disciplines, and/or those which give an understanding of the functions of related specialties.
- Transferred credits may be applied in this area

#### **Languages:**

Only graduate-level language courses at an advanced level of proficiency count towards the degree. These require approval from your advisor and the Registrar. No more than six credits of language courses can be used towards a graduate degree.

#### **Courses Outside of TC:**

Please see the TC Catalogue for information about taking courses through the Inter-University Doctoral Consortium.

#### **Transfer credit:**

A maximum of 45 credits may be transferred from other recognized institutions. Only graduate courses which have been (1) completed with grades of B or higher, (2) submitted on an official transcript from a regionally accredited institution, and (3) granted/assigned credit on the transcript of that institution, may be considered for transfer credit. Transfer credit is awarded at the discretion of the faculty advisor. After registering for the first semester, students should obtain and fill out an Advanced Standing Review (ASR) application from the Office of the Registrar and return it to the Office of the Registrar. Transcripts will be evaluated and sent to the Program Assistant, who will then contact the student with further instructions. The entire process can take several months.

### 2. Program Certification Examination

- Students complete their certification exam by the end of their first year in the program. The exam is integrated with the Advanced Seminar. Students must be authorized by ODS to take this exam; please see advisor for more details. The certification exam may be attempted twice.

### 3. Specialization Examination

- Each professional specialization has different examination requirements. Students must register for the exam with ODS during the first week of the semester and should consult the main advisor for more information.

#### 4. Defense of a Dissertation Proposal

- The dissertation proposal defense requires two readers. The advisor/sponsor is the first reader, and students are responsible for finding a second reader appropriate for the concentration.
- Students are responsible for making arrangements with the two readers for the proposal hearing. Students should fill out the "Dissertation Proposal Hearing Report," available from the ODS website. After a successful hearing, this form needs to be signed by both readers and the department chair. A copy should be submitted to the Program office and the original should be turned in to ODS.
- After a successful proposal hearing, students must submit an application to TC's Institutional Review Board (IRB) for the research project.
- Please refer to the TC IRB website for more information (<http://www.tc.columbia.edu/institutional-review-board>). Once approved, copies of the IRB approval letter must be filed with the Program office and ODS.

#### 5. Program Plan

- Download the document "Ed.D. Program Plan Form" from the ODS website. Students should complete the Program Plan and obtain the advisor's signature on the form. This should be done by the time of the proposal hearing.

#### 6. Ed.D. Certification

- Once students have 1) completed most of the required coursework, 2) passed the program exam, the specialization exam, and the proposal hearing, 3) received IRB approval for the dissertation research, and 4) submitted the approved program plan, students are eligible for Ed.D. certification. This process must be completed through the program office with the assistance of the Program Assistant.

#### 7. Fieldwork Outside of the United States

- Students who are conducting fieldwork outside of the United States may register for ITSF 6200 for one or two semesters. This is a 0-credit, no fee course. If this course will be taken, it should be included in the program plan. If ITSF 6200 is taken following the semester in which the dissertation proposal is complete, this meets the obligation for continuous registration requirement.

#### 8. Preparation and Defense of a Research Dissertation

- Upon completion of the proposal hearing, all Ed.D. candidates are required to continuously register for ITSF 8900 or pay a fee in the term in which the dissertation is defended. Students who are not going to receive advisement may petition for an exemption of dissertation advisement with ODS. Please see the Ed.D. Requirement Bulletin for more information.
- Students may also refer to the document "General Instructions for the Preparation of Dissertations for the Doctor of Education Degree: A Manual of Style" downloadable from the ODS website for more information on dissertation preparation.
- The "Guide to the Dissertation Oral Defense" is available on the ODS website for general guidance on preparing for the dissertation defense.
- Consult the Ed.D. Requirement Bulletin for requirements on continuous enrollment.



## DOCTOR OF PHILOSOPHY (Ph.D.)

Comparative and International Education (CIE – code: COMP)

### 1. Coursework (at least 75 graduate level points, including up to 30 transferred credits)

Ph.D. coursework falls into four broad areas:

#### *Area 1: Core Courses (9 credits)*

- ITSF 6580: Advanced Doctoral Seminar: International and Comparative Education I
- ITSF 6581: Advanced Doctoral Seminar: International and Comparative Education II
- Choose 1 other ITSF course (approved by advisor)

#### *Area 2: Concentration in an Academic Discipline (at least 30 credits)*

- Courses counting towards the concentration must be advisor-approved.
- Many of these courses can be taken at Columbia's Graduate School of Arts and Sciences (GSAS).
- This area may include discipline-based research methods (note that Ph.D. students must have at least 12 credits of research methods courses).
- In some cases, transferred credits may be applied in this area.

#### *Area 3: Comparative Education/Transcultural/Area Studies (at least 18 credits)*

- The majority of these courses will come from the ITS department.
- This area may include research methods (note that Ph.D. students must have at least 12 credits of research methods courses).
- Transferred credits may be applied in this area.

#### *Area 4: Non-Major Foundations/Electives (at least 18 credits)*

- This includes courses taken outside the primary program of study.
- Transferred credits may be applied in this area.

#### **Languages:**

Only graduate-level language courses at an advanced level of proficiency count towards the degree. These require approval from your advisor and the Registrar. No more than six credits of language courses can be used towards a graduate degree.

*Courses Outside of TC:* Please see the TC Catalogue for information about taking courses through the Inter-University Doctoral Consortium.

#### **Transfer credit:**

A maximum of 30 credits may be transferred from other recognized institutions. Only graduate courses which have been (1) completed with grades of B or higher, (2) submitted on an official transcript from a regionally accredited institution, and (3) granted/assigned credit on the transcript of that institution, may be considered for transfer credit. Transfer credit is awarded at the discretion of the faculty advisor. After registering for the first semester, students should obtain and fill out an Advanced Standing Review (ASR) application from the Office of the Registrar and return it to the Office of the Registrar. Transcripts will be evaluated and sent to the Program Assistant, who will then contact the student with further instructions. The entire process can take several months.

#### **Note:**

Ph.D. students must complete all degree requirements in no more than seven years. Those with 30 points of advanced standing prior to doctoral admission are to complete requirements within six years.

### 2. Program Certification Examination

- Students complete their certification exam by the end of their first year in the program. The exam is integrated with the Advanced Seminar. Students must be authorized by ODS to take this exam; please see advisor for more details. The certification exam may be attempted twice.

### 3. Specialization Examination

- Each discipline has different examination requirements. Students must register for the exam with ODS during the first week of the semester and should consult their faculty advisor for more information.

### 4. Defense of a Dissertation Proposal

- The dissertation proposal defense requires two readers. The advisor/sponsor is the first reader, and students are responsible for finding a second reader appropriate for the concentration.
- Students should register for ITSF 7500 during the semester of the proposal hearing. Please note that students are liable for dissertation advisement fees (ITSF 8900) in every semester following registration for ITSF 7500.
- Students are responsible for making arrangements with the two readers for the proposal hearing. Students should fill out the "Dissertation Proposal Hearing Report," available from the ODS website. After a successful hearing, this form needs to be signed by both readers and the department chair. A copy should be submitted to the Program office and the original should be turned in to ODS.
- After a successful proposal hearing, students must submit an application to TC's Institutional Review Board (IRB) for the research project. Please refer to the TC IRB website for more information (<http://www.tc.columbia.edu/institutional-review-board>). Once approved, copies of the IRB approval letter must be filed with the Program office and ODS.

### 5. Foreign Language Examinations

- Ph.D. students are required to pass up to two proficiency examinations in foreign languages. Examinations are usually arranged through the appropriate language department at Columbia University. Consult the Ph.D. Requirement Bulletin, Appendix D for more information.
- One of these examinations may be replaced by receiving a passing grade for two of the following statistics courses offered at TC: HUDM 4122 (Probability and Statistical Inference), HUDM 5122 (Applied Regression Analysis), HUDM 5123 (Experimental Design).
- Languages to be used must be listed on the program plan.

### 6. Program Plan

- Download the document "Ph.D. Course Program Plan Form" from the ODS website. Students should complete the Program Plan and obtain the advisor's signature on the form. This should be done by the time of the proposal hearing.

### 7. M.Phil. Certification

- Once students have 1) completed all required coursework, 2) passed the program exam, the specialization exam, and the proposal hearing, 3) passed the foreign language examinations, 4) received IRB approval for the dissertation research, and 5) submitted the approved program plan, students are eligible for the M.Phil. certification. This process must be completed through the program office with the assistance of the Program Assistant.

### 8. Fieldwork Outside of the United States

- Students who are conducting fieldwork outside of the United States may register for ITSF 6200 for one or two semesters. This is a 0-credit, no-fee course. If this course should be taken, it should be included in the program plan.

### 9. Preparation and Defense of a Research Dissertation

- After taking ITSF 7500, all Ph.D. candidates are required to continuously register for ITSF 8900 and pay a fee in the term in which the dissertation is defended. Students who are not going to receive advisement may petition for a "Personal Exemption for Dissertation Advisement" to ODS.
- Students may also refer to the website [gsas.columbia.edu/student-guide/dissertation/formatting-guidelines](http://gsas.columbia.edu/student-guide/dissertation/formatting-guidelines) for more information on dissertation preparation.
- Consult the Office of Doctoral Studies for requirements on continuous enrollment.



## Research Methods Courses

All degrees in the International and Comparative Education Program require core courses (Area 1), which include methods courses (check your specific Program Description and Requirements for details). The following are research methods courses offered both within the International and Transcultural Studies Department (ITS) as well as in other TC Departments. These courses are subject to change, so check the online *TC Course Schedule* regularly for updated information.

- Please note that if you plan to take a methods course outside of the ITS department, you need to get the **approval** of your faculty advisor. Additionally, some of the courses have special fees or require instructor's permission.
- Additional research methods courses are offered at other Columbia University schools, such as GSAS and SIPA. You can find these in the Columbia Directory of Courses: <http://www.columbia.edu/cu/bulletin/uwb/>.

### ITS Department Methods Courses

#### Fall 2019

ITSF	4009	Introduction to Research Methods	<i>Aklog, F.</i>
ITSF	5000	Methods of Inquiry: Ethnography & Participant Observation	<i>Tawasil, A.</i>
ITSF	5001	Advanced Methods: Ethnography and Participant Observation	<i>Limerick, N.</i>
ITSF	5016	Ethnography of Education	<i>Grundaker, G.</i>
ITSF	5020	Practicum in Anthropological Field Techniques	<i>Comitas, L.</i>

#### Spring 2020

ITSF	4101	Quantitative Analysis	<i>Pizmony-Levy, O.</i>
ITSF	5000	Methods of Inquiry: Ethnography & Participant Observation	<i>Tawasil, A.</i>
ITSF	5016	Ethnography of Education	<i>Varenne, H.</i>
ITSF	5040	Mixed Methods Research	<i>Russell, S.G.</i>

### TC Methods Courses

#### Fall 2019

EDPA	4002	Data Analysis Policy Decision Making	<i>Bretas, S. Lyon, M.</i>
EDPA	6002	Quantitative Methods Evaluation Education Policies	<i>Cohodes, S.</i>
EDPA	5002	Data Analysis Policy Decision Making II	<i>Matsudaira J.</i>
EDPS	5020	Survey Research Methods	<i>Pallas, A.</i>
HUDK	4050	Core Methods Educational Data Mining	<i>Lang, C.</i>
HUDM	4120-001	Basic Concepts in Statistics	<i>Matlosz, K.</i>
HUDM	4120-010	Basic Concepts in Statistics	<i>Patelis, T.</i>
HUDM	4122-001	Probability/Statistical Inference	<i>Corter, J.</i>
HUDM	4122-002	Probability/Statistical Inference	<i>Corter, J.</i>
HUDM	4122-003	Probability/Statistical Inference	<i>Patelis, T.</i>
HUDM	4122-010	Probability/Statistical Inference	<i>Lee, Y.</i>



HUDM	5122	Applied Regression Analysis	<i>Patelis, T.</i>
HUDM	5123	Linear Models Experimental Design	<i>Keller, B.</i>
HUDM	5126	Linear Models and Regression Analysis	<i>Marchev, D.</i>
ORL	5521-001	Intro to Research Methods in Education	<i>Stilwell, R.</i>
ORL	5521-002	Intro to Research Methods in Education	<i>TBA</i>
ORL	5524	Instrument Design & Validation	<i>Chatterji, M.</i>
ORL	6501-001	Qualitative Research Method Orgs: Data Analysis Design	<i>Marsick, V.</i>
ORL	6501-002	Qualitative Research Method Orgs: Data Analysis Design	<i>Maltbia, T.</i>
ORLJ	4009-001	Understanding Behavioral Research	<i>Perry, E.</i>
ORLJ	4009-002	Understanding Behavioral Research	<i>Perry, E.</i>
ORLJ	4009-003	Understanding Behavioral Research	<i>Chatterji, M.</i>

### Spring 2020

EDPA	5002	Data Analysis Policy Decision Making II	<i>Cohodes, S.</i>
EDPS	5057	Qualitative Research Education Policy & Social Analysis	<i>Wells, A.</i>
HUD	4120	Methods of Empirical Research	<i>Watts, T.</i>
HUDM	4120	Basic Concepts in Statistics	<i>TBA</i>
HUDM	4122	Probability/Statistical Inference	<i>Marchev, D.</i>
HUDM	5122	Applied Regression Analysis	<i>Patelis, T.</i>
HUDM	5124	Multidimensional Scaling/Clustering	<i>Corter, J.</i>
HUDM	5133	Causal Inference Program Evaluation	<i>Keller, B.</i>
HUDM	6026	Computational Statistics	<i>Marchev, D.</i>
HUDM	6055	Latent Structure Analysis	<i>DeCarlo, L.</i>
HUDM	6122	Multivariate Analysis I	<i>Marchev, D.</i>
ORL	5521	Introduction to Research Methods in Education	<i>Conway, K.</i>
ORL	5522	Evaluation Methods I	<i>Chatterji, M.</i>
ORL	6500	Qualitative Research Methods: Designing Data Collection	<i>Yorks, L.</i>
ORLA	6641	Advanced Topics: Research Methods & Design	<i>Bowers, A.</i>

# Cross-Registration

*Excerpted from the Office of the Registrar. For the entire and most updated text, please visit <http://www.tc.columbia.edu/registrar>.*

## How to Register for Columbia University Courses

- Cross-registration with Columbia University begins later than registration in TC courses. In any given semester, we would anticipate opening cross-registration one week before the start of that semester. However, the actual opening date for cross-registration varies term by term. For specific dates, please e-mail [registrar@tc.edu](mailto:registrar@tc.edu) two to four weeks prior to the start of a semester.
- Search Columbia's [directory of classes](#). Make sure to take note of the five-digit call number you will need to register.
- For a course requiring instructor or departmental approval, be prepared to obtain written, signed permission from the instructor or departmental representative. You may use TC's [special approval form](#), or you can ask the instructor/departmental rep to write up a short note indicating that you have permission to register. Bring the permission note to the Office of the Registrar at Teachers College (324 Thorndike), forward the e-mail, or fax it to (212) 678-3005. We will then enter the approval, and you can proceed to register.
- Once the TC Registrar has received and entered all necessary course approvals, you may register for a Columbia course online through the myTC Portal. Simply enter the five-digit Columbia call number when you are prompted to add classes; enter the call number in the same space where you would enter the CRN of a TC course. Make sure to save your changes and confirm your registration.
- Certain Columbia schools place additional restrictions on registration. To enroll in courses in any of these schools, you will need to obtain written approval. You will also have to register in-person with the TC Registrar (324 Thorndike) or by faxing your completed [registration form](#) to us at (212) 678-3005. Please present your written approval along with the registration request. See below for instructions on obtaining approval (more details on are on the website):
  - School of Architecture: Approval granted in 4<sup>th</sup> Floor of Avery Hall, Admissions.
  - Business School: Pursue approval online through the Business School's [cross-registration site](#).
  - School of International and Public Affairs (SIPA): Please view the list of SIPA courses that are open to TC students for the current term. Note that you must register for SIPA courses through myTC, or you will not receive grades or credits for those courses. Please see <http://www.tc.columbia.edu/registrar/pages/registration/open-sipa-courses/> for more information.
  - School of Journalism: Visit the [Current Students](#) site and click the link for "Cross-Registration: Other Students." For specific questions about approval, contact Melanie Huff, Assistant Dean for Student Affairs, at [mgh2@columbia.edu](mailto:mgh2@columbia.edu).
  - School of Law: Approval granted in the Law School Registrar's Office, 5<sup>th</sup> Floor of William and June Warren Hall.
  - School of Social Work: Pursue approval online through this School's [cross-registration site](#). Note that you must register for Social Work courses through myTC, or you will not receive grades or credits for those courses.
  - Any 0-point CU course: Students must register in-person with the TC Registrar.

**OTHER REGISTRATION OPTIONS:** Occasionally, Columbia courses do not load properly in TC's system, and you will not be able to register online. If you enter a Columbia call number and your request is rejected, you may register either in person in the Registrar's Office at TC or by faxing a completed [registration request](#) to (212) 678-3005. Be sure to sign your request form and to include the following course information: five-digit call number, subject, course number, and section. You can confirm your registration through the myTC Portal one business day after sending your fax or registering in-person.

**TUITION:** Be aware that you will be billed according to Columbia's [tuition rates](#) based on the school in which you register. However, please remit any balance due to TC's Student Accounts Office, even if the tuition due is for a Columbia course.

**GRADES:** Course instructors will submit grades to the Columbia Registrar. The TC Registrar will obtain your course grades from Columbia near the end of each semester as instructors submit grades. You can view your Columbia grades through the myTC Portal along with your TC grades.

**CONSULT YOUR PEER ADVISOR AND FACULTY ADVISOR:** Before considering any course outside of TC, we recommend that you consult with your faculty advisor on how that course will fit in your plan of study. In addition, please review the applicable policies on **credit for advanced undergraduate courses** and on **non-TC credit limits** for registration outside of TC. Failure to speak to your advisor or to check into the appropriate policies before registering might delay your graduation and have unintended financial consequences. Finally, our affiliate institutions may have academic calendars that differ slightly from TC's. Please review these calendars online (at affiliates' web sites) before you decide to cross-register.

# Integrative Project Guidelines

An Integrative Project (IP) is required for the completion of the master's degree (both M.A. and Ed.M.), and represents an extraordinary opportunity for students to apply the knowledge base they have developed during their time within the program. The IP allows students to deepen their research skills, and advance knowledge in their area of study and interest.

Students typically take one of the following four approaches for completing their IP:

- (1) Empirical research paper or proposal:** Empirical research provides an opportunity for students to design and conduct a small, original study that relates both to International and Comparative Education but also to each student's concentration. The IP will include a clearly stated purpose of the study (including critical research questions, aims of the study, and why this study matters to the field of CIE); a literature review; the methodological framework (clearly justifying why these have been chosen and are best suited for the study); an analysis of empirical data (quantitative, qualitative, or mixed methods) in relation to the research question and methodology; and a discussion of the data analysis in relation to the scholarship the study draws on and to which it contributes. Data can be derived from primary or secondary sources. The IP will make concluding remarks and suggest future research in relation to International and Comparative Education and the student's concentration. Length: 8,000 words.
- (2) Theoretical exploration:** Critical theories provide starting points for rethinking what constitutes knowledge and how this knowledge is connected to the educational realities we seek to understand. Draw on existing critical theories and perspectives to assess, highlight, or rethink the knowledge produced within the field of international and comparative education. For example, a paper might provide a critical assessment of education privatization by applying a critical perspective that questions the tenets of neoliberal school reform policies. Or, a paper might critique practices and pedagogies of an educational program that privileges Eurocentric middle-class values over the funds of knowledge held by migrant or culturally marginalized youth. Finally, a paper might use postcolonial theory to break down the myths of internal homogeneity that nation-states use to legitimize one group's cultural and linguistic practices over others. Length: 8,000 words.
- (3) Policy study:** A policy study will provide an opportunity for students to engage in a key policy space in the field of International and Comparative Education. The IP will include background on a well-defined problem, analyze existing research (quantitative, qualitative, or mixed methods), present various policy options and their implications, and identify key policy actors and stakeholders that are involved in the policy debate or reform. The social, political, economic, and cultural dimensions of a policy should also be discussed. The Policy IP should contain an Executive Summary and relevant figures, maps, and graphs. Length: 8,000 words.
- (4) Curriculum design and development:** A curriculum-focused IP will provide an opportunity for students to gain curriculum development skills materials in response to a clear need in the International and Comparative Education field. Students can choose to write a *curriculum design paper*, which includes an extensive research paper and sample curriculum module. The paper will consist of an abstract, introduction, context (if developed for a specific location/program), rationale for curriculum (based on needs assessment data or other research if available), conceptual framework for curriculum (drawing on curriculum development theories, curriculum design choices and key principles, including scope and sequence) limitations. The accompanying curriculum module will include 1-3 page outline, table or other "snapshot" of a module or session to illustrate a sample of what a more extensive curriculum might contain once fully developed. Or, students may choose to create a *Curriculum Development Project*, which includes a shorter research paper (Length: 5,000 words) and a fully developed curriculum that includes the overarching goals and learning objectives, activities, assessment strategies, and other required materials for successfully executing the curriculum. Curriculum materials may be developed for students, teachers and/or facilitators Length: 8,000 words. (Length of the curriculum will depend on type of curriculum and duration of course/training and should be agreed upon with your advisor).

Other types of writing projects may also be accepted pending consultation and approval from your advisor.

**General Guidelines to Follow:**

1. Define your paper around a specific topic or problem that is of interest to you. Try to avoid writing a description of a topic like “development objectives of non-governmental agencies.” If you were to select this broad topic, think about what interests you the most about it. What is the most controversial aspect discussed in the courses you have taken and covered in the readings? What are the theoretical and practical issues surrounding the topic? Another option would be to select a specific project and discuss how your course work has broadened your understanding of the role of NGOs in development processes.
2. All of the options described above should include a review of relevant literature. If you choose options 1 or 2, then the bulk of the paper will be a review of the literature organized around a thesis statement, or major argument, you are seeking to support. If you choose option 3, the integrated project will have a concise literature review along with additional written and/or visual material.
3. The integrative project should include a title page, abstract, table of contents, reference list, and appendices (if relevant), and it should be in accordance with the *Publication Manual of the American Psychological Association*, which includes no spelling errors, grammatical mistakes, or typos. It is recommended that the IP be between 25-30 pages long (exclusive of references, appendices, and other components).
4. An outline of the paper should be presented to your advisor before the deadline. You should have your advisor’s approval on the topic, content, and structure of your integrated project. Dates for the first and final drafts of IPs are listed on the next page.
5. The Peer Advisor in the International and Comparative Education Program plays a critical role in guiding master’s students through the process of preparing the IP. Workshops and individual consulting sessions are available to assist students at every step of the way. Students will be notified about the workshops through the website and weekly newsletter.
6. Peer Advisors are **not** editors and should not be asked to proofread your paper; they can help develop your ideas and assist in structuring your IP. It is highly recommended that you form a writing group and exchange drafts with your peers to receive initial edits. If you require further assistance, please discuss it with your advisor or seek assistance at the Teachers College Graduate Writing Center (GWC) at Thorndike Hall, Room 162 ([writingcenter@tc.edu](mailto:writingcenter@tc.edu) or 212-678-3789).

**Procedure:** Students are required to discuss their projects with their advisors and obtain advisors’ approval before undertaking the projects. Advisors are required to review project outlines before signing degree application forms.

**IP Support:** In addition to ongoing support from their Peer Advisor, the International and Comparative Education Program will offer weekly Integrative Project (IP) Workshops for students writing their IPs for the M.A. or Ed.M. in Program. The workshops are designed to introduce students to the different components of an integrative project (IP) research paper and provide structured support and accountability during the writing process. Students will explore the basics of research including how to formulate research questions, how to write a critical literature review, how to develop a conceptual framework, and how to write a methods section. In addition, students will have the opportunity to receive feedback on their work from the Peer Advisor (a doctoral fellow) and from their peers. Students should also work closely with their primary advisors for approval of the IP and final draft. Once the IP is completed, the student's faculty advisor must approve it through Degree Audit.

*As per New York State requirements, students must submit a soft copy of their completed IP to be filed in the International and Comparative Education Program office (GDH 374). Students will complete a release form indicating whether or not they grant permission for the IP to be viewed by other students.*

# Master's Degree Graduation Checklist

## COMPLETING THE IP CHECKLIST

- Attend the IP workshops.
- Submit the IP to your faculty advisor by the deadline.
- Include the following statement on your cover page:

*Submitted in partial fulfillment of the requirements of the degree of Master of Arts (or Master of Education)  
in International Educational Development (or Comparative and International Education)  
at Teachers College, Columbia University*

- As per New York State requirements, submit a soft copy of your IP to the Program Assistant
- Complete the release form (available in 374 GDH) indicating whether or not you grant permission for the IP to be viewed by other students.

## APPLYING FOR GRADUATION CHECKLIST

### Students:

- Finish courses according to your timeline (e.g. 1 year, 1.5 years, 2 years).
- Download a PDF of your degree audit (click on Print View on the top right corner).
- Forward the degree audit via email to your advisor.
- Submit the degree application (degree audit approved by your advisor) by the appropriate deadline (see below).
- Complete your IP by the deadline.

### Advisors:

- Forward the degree audit to degreeaudit@tc.columbia.edu. If the advisor sends the degree audit via their TC email account it will be accepted in lieu of a signature.
- Confirm completion of the IP by the deadline.

### Important Dates:

For Degree to be Awarded in:	Approval of Project by Advisor	Degree Audit Submitted to Advisor	First Draft of Project Paper Due	Final Draft of Project Paper Due to Advisor	Master's Project/IP Approval Deadline
<b>May 2020</b>	December 1 <sup>st</sup>	February 1 <sup>st</sup>	March 1 <sup>st</sup>	April 1 <sup>st</sup>	April 30 <sup>th</sup>
<b>February 2020</b>	May 1 <sup>st</sup>	November 1 <sup>st</sup>	October 15 <sup>th</sup>	December 1 <sup>st</sup>	January 2 <sup>nd</sup>
<b>October 2020</b>	May 1 <sup>st</sup>	August 1 <sup>st</sup>	June 15 <sup>th</sup>	August 1 <sup>st</sup>	September 1 <sup>st</sup>



Photo courtesy of Mary Mendenhall

# Guidelines for Internships

**Definition:** A graduate internship is an experiential learning opportunity through which students apply theoretical knowledge gained from their coursework in International and Comparative Education. An internship may be a new position or a current position with new responsibilities/duties/tasks. A student may have multiple internships, as long as each internship is linked to the student's educational and professional goals in International and Comparative Education. An internship is not focused on gathering data as one would for a graduate thesis.

**Process:**

## **Pre-internship**

1. The student prepares a 1-2 page internship proposal for their faculty advisor, through which the student will:
  - a. Identify the organization where the internship will occur.
  - b. Explain why the organization interests you.
  - c. Explain your (new) responsibilities in the internship.
  - d. Explain what interests you regarding the responsibilities, *including elements relevant to our program*.
    - i. Explain how the internship will contribute new knowledge and advance your future career goals.
    - ii. List 3-4 goals (as related to the International and Comparative Education Program) for undertaking the internship. Make the goals specific, measurable, achievable, realistic, and time-bound (SMART) e.g. "At the end of the internship, I will know/be able to...".
    - iii. Clarify the # of hours to be worked per week and duration of the internship.
2. The faculty advisor reviews the proposal.
3. The faculty advisor approves the internship and grants permission for the student to register.
  - a. The student and advisor will consult about the number of credits to take (1-6) and whether or not the course will be for a grade vs. pass/fail.
4. The student registers for the credits and participates in the internship.

## **During the internship**

5. Students will keep a journal while participating in the internship, noting interesting developments, challenges, related theories for addressing the issues, and student learning/educational goals.

*Note:* The student does not need to submit the journal to the faculty advisor, but the journal will be invaluable when the time comes to write the internship report—see below for more details.

6. The faculty advisor communicates at the mid-term and end-point of the internship with the on-site supervisor in an effort to facilitate and collect the on-site performance evaluation (see rubric on the program website).
  - a. Faculty advisor can also conduct the performance evaluation by phone with the on-site supervisor if preferred.
  - b. On-site supervisor should be encouraged to submit the final evaluation within 30 days of the conclusion of the internship.

## **Post-internship**

7. The student submits an internship report, which entails the following:
  - a. Background and specific nature of the organization.
  - b. Description of the work performed for the organization, with a particular emphasis on the knowledge and technical skills developed and/or strengthened during the internship (include in appendices of paper possible samples of work – e.g. draft policy briefs, program design or M&E frameworks, fundraising proposals, blog posts, etc.).
  - c. Analysis and discussion of specific issues, opportunities, and challenges of doing international work for the host organization and how the experience contributed to broadening your understanding of the field of international and comparative education.
  - d. Reflection on the positive and negative aspects of the internship experience, including steps that were (or could have been) taken to mitigate any negative aspects.
  - e. Reflection on the internship experience's contribution to your long-term professional development goals.
8. The student submits a 400-700 word blog on their internship experience to be posted on the program website and shared with current and prospective students.
9. When possible, the student makes a formal presentation to the program by participating on a panel with other student interns (panel events held once per semester). Select presentations will be posted on the program's website and shared with students and faculty in the program.

# Statement on Academic Integrity

We uphold the highest standards of academic integrity at Teachers College and in the International and Comparative Education program. Plagiarism--that is, taking someone else's work or ideas and presenting them as your own--is an offense that we take very seriously. It is a student's responsibility to carefully read Teachers College's full policy about academic integrity and to understand that students who plagiarize will face disciplinary action, including expulsion. Please note that using one's own work for multiple academic purposes is also a form of plagiarism.

Please read the excerpts below from the TC Student Code of Conduct on Academic Integrity (also [available here](#)), which explain the full spectrum of what plagiarism entails as well as the disciplinary actions that can be taken.

When a faculty member identifies an act of plagiarism, they will share the name(s) of the students with the Program Director and their plans for responding to the situation. Faculty are kept apprised of plagiarism incidents so that we can monitor the situation across all of our courses and intervene appropriately.

We strongly encourage all students to take advantage of workshops and resources on what plagiarism is and follow the APA guidelines closely. Please visit the [TC Graduate Writing Center](#) for more information about upcoming events. If you have any questions about your understanding of academic integrity, please do not hesitate to contact your faculty advisor, our Program Director, or Program Assistant.

## STUDENT CONDUCT CODE: ACADEMIC INTEGRITY

**2.1 Professional and Ethical Standards:** TC is an academic community whose most fundamental purpose is the pursuit of knowledge. High principles of academic integrity are essential to the functioning and continued growth of this community. Students, as well as faculty, are responsible for adhering to these principles, and TC will not tolerate any abuse of academic integrity. Students who intentionally or recklessly submit work either not their own or without clear attribution to the original source, fabricate data or other information, engage in cheating, or misrepresentation of academic records may be subject to charges. Those who violate academic and professional ethics should expect sanctions up to and including dismissal from TC.

**2.2 Responsibilities of Community Members:** Every member of the TC academic community is responsible for upholding the standards of professionalism and ethics declared in this policy.

2.2.1 If a student is unsure whether actions might constitute a violation of academic integrity, he or she has the responsibility to consult with the instructor in advance about any ambiguities.

**2.3 Violations of academic integrity include but are not limited to:**

2.3.1 **Cheating:** using or attempting to use unauthorized assistance, material, or study aids in examinations or other academic work;

2.3.2 **Plagiarism:** using the ideas, data, or language of another without specific or proper acknowledgement;

2.3.3 **Fabrication:** submitting contrived or altered information in any academic exercise, such as making up data, citing nonexistent articles, contriving events and sources of information;

2.3.4 **Duplicate submissions:** submitting any work submitted to fulfill another assignment without appropriate revision to meet the instructional goals of the current course. In cases of uncertainty or ambiguity, a student should check with his/her instructor;

2.3.5 **Misrepresentation** of academic records, or attempting to tamper with transcripts or any portion of a student's academic record;

2.3.6 **Facilitating academic dishonesty** by knowingly helping another student to violate academic integrity;

2.3.7 **Unfair advantage** through attempting to gain unauthorized access to examination materials, or obstructing another student's efforts.

*Excerpted from the Student Conduct Code: Academic Integrity and General Misconduct. For the entire text, please visit <http://www.tc.columbia.edu/policylibrary/student-conduct-code>*

# Information for International Students

The following information may be helpful to International Students. For more information and additional resources, please visit the Office of International Service (OIS) at <https://www.tc.columbia.edu/international/>.

## Full-time Course Load and Full-time Equivalency:

International students with F-1 or J-1 visas are required to pursue a full-time course of study throughout the academic year. At Teachers College, full-time study requires registration for 12 credits of coursework or the equivalent during the Fall and Spring semesters.

In certain circumstances, an F-1 student may request authorization to engage in a reduced course of study (part-time study). You must request **pre-approval** for a reduced course of study directly from the Office of International Services. Please note that authorization for a reduced course of study may be granted only for the following situations:

- **Initial difficulty with the English language or with academic adjustment** (Students who have completed previous undergraduate or graduate work in the United States are not eligible for this type of reduced course load).
- **Documented illness or medical condition.**
- **Final semester: Students in their last semester.**

For more information about each of these situations, please visit the OIS website. You may request approval for a reduced course load by downloading and submitting to the OIS a [Reduced Courseload Request Form](#).

## Employment and Internships:

Continuing students who have completed at least one semester of study at TC may become eligible for on-campus employment. After one academic year, most students will become eligible to apply for off-campus employment. International students may also work as graduate research or teaching assistants. Consult the OIS with specific questions regarding employment eligibility.

## Travel:

International students who will be traveling internationally must obtain a travel signature on their I-20 form for re-entry into the United States. OIS recommends that you come to the OIS at least 2 weeks before you intend to travel outside the U.S. to obtain a travel signature and to confirm that you have the required documents to re-enter the U.S.

## Presentation Funding For International Students:

International students who have had a paper selected for presentation at a conference can apply for a grant for presentation funding from the Office of International Service. For more information, please visit the OIS website.



*Photo courtesy of Erika Kessler*



## Internships and Career Resources

Internships are an important part of the student experience in the International and Comparative Education Program and are strongly encouraged. Internships positively impact and reinforce the education and training provided to students, contribute to the work of education organizations in the field, as well as enhance future employment prospects. For example, they provide the opportunity to gain more practical exposure to the working world, to apply skills and knowledge in real-life settings, and to network with practitioners and other stakeholders in international and comparative education.

The Program hosts internship information sessions and collaborates with TC's Career Education and Professional Development Office (CEPD) and other organizations to offer internship fairs, alumni panels, and other opportunities to explore internship and career pathways in international and comparative education. These events are advertised in the weekly *Notes from Grace Dodge Hall*.

Students who have completed internships in the field of international and comparative education are encouraged to share reflections on their experience. For further information on internships and career resources, refer to the Program website or contact Dr. Felisa Tibbitts (ft2442@tc.columbia.edu) and Kairat Kurakbayev (kk3282@tc.columbia.edu).

## Other TC Resources

### The Graduate Writing Center

Highly recommended by all Program Faculty, the Graduate Writing Center (GWC) is a branch of the Office of Students Affairs and offers a variety of free writing services to the Teachers College community. During private consultations, visitors have the opportunity to focus on any aspect of their writing with one of the qualified advisors. The types of assistance offered are on both the micro and macro levels, including brainstorming, organizing, drafting, as well as writing coaching and instruction. The GWC also offers workshops throughout the year on topics that meet the wide-reaching needs of the TC population, as well as writing solidarity events and retreats for dissertation writers. The mission of the GWC is to support visitors' development as writers, rather than serve as a proofreading or editing service.

**Online scheduling:** <https://www.gwc.mywconline.com>

**Phone:** (212) 678-3789

**Email:** writingcenter@tc.edu

**Office:** Horace Mann, Room 44

### Career Education & Professional Development Office

Invaluable for its support in creating and updating resumes and year-round workshops and events to support students in planning their careers, the Career Education & Professional Development Office offers career counseling appointments, career document review, and mock interviews. Call 212-678-3140 to set up an appointment for a confidential one-hour career counseling session. Alternatively, stop by for a "quick" (10-15 minutes on a first-come, first-serve basis) counseling appointment with one of the career counselors. The website also features CV, resume, and cover letter examples as well as provides sources for the job search and networking. Don't miss the Career Fairs, Employer Showcases, and information sessions!

**Email:** careerservices@tc.edu

**Office:** Thorndike Hall, Room 162

**Phone:** (212) 678-3140

**Website:** [www.tc.columbia.edu/career-education](http://www.tc.columbia.edu/career-education)

# International Travel & Risk Management

Many students in the program choose to travel abroad for internships or research. All international travel conducted as a registered student of Teachers College, in order to fulfill degree requirements, or funded by Teachers College, should be registered with the Office of Risk Management.

The following guidelines are designed to help students prepare for international travel. More detailed information can be found by reading The Teachers College Policy on International Travel or visiting the website for Risk Management:

<https://www.tc.columbia.edu/controller/risk-management/>

## Before Deciding To Travel:

- Ensure you have the appropriate visas to leave and re-enter the United States and to enter the country you intend to travel to.
- Familiarize yourself with political, health, crime, and other safety-related conditions prevailing in the country you will be visiting.
- Determine whether the country and country region is listed on the U.S. Department of State's Travel Advisory as Level 3 (reconsider travel) & 4 (do not travel), or the Office of Foreign Assets Control (OFAC) due to imposed sanctions on the country/region. Additional information and approval will be required.
- Ensure you have the necessary medical and evacuation insurance to travel and health/emergency plan to receive appropriate medical attention if needed.
- Receive approval from your academic advisor for your trip.

## Planning Your Trip:

- At least 60 days before your trip: notify the Office of Risk Management of your intended travel plans.
- Obtain medical and medical evacuation insurance coverage.
- Complete the required forms (available on the Office of Risk Management website):
  - Emergency Contact and Medical Information Form
  - Release and Authorization Form
  - Itinerary Report
- Complete the Evacuation Planning Checklist.
- Obtain the Travel Assistance card from the Office of Risk Management.



Photo courtesy of Danni Falk



Photo courtesy of Carol Benson

## Financial Aid Sources

For many students, the availability of financial aid can greatly affect their decision to pursue an advanced degree in higher education. For this reason, the Teachers College Office of Financial Aid is available to assist students in obtaining the resources needed to achieve their educational and professional goals. Financial Aid can take many forms: there are scholarships, fellowships and grants (within the Program, the ITS Department, and TC), assistantships, Federal Student Loans, Federal Work-Study, and private loans as well as other external funding sources. Moreover, there are Dean's Grants for student research (all degrees) as well as research dissertation fellowships and doctoral dissertation grants. Please visit the website for more information: [www.tc.columbia.edu/admissions/financial-aid](http://www.tc.columbia.edu/admissions/financial-aid). Below you will find a few examples. Please note that this list is not exhaustive. Be alert for scholarship, award, and work-study opportunities that may arise throughout the year and will be circulated via the weekly *Notes from Grace Dodge Hall* emails.

### FELLOWSHIPS & SCHOLARSHIPS AT INTERNATIONAL AND COMPARATIVE EDUCATION PROGRAM

#### The Carmela and Marie F. Volpe Fellowship for International Service in Education

The Carmela and Marie F. Volpe Fellowship for International Service in Education supports International and Comparative Education Program students to travel internationally with a research focus on the education of orphans, street children, child laborers, or other marginalized children. The Fellowship reimburses students who do internships with a non-governmental organization for international travel and accommodations.

#### George W. Perkins Memorial Scholarship

The George W. Perkins Memorial Scholarship is awarded to students who have exemplary commitment to the International and Comparative Education Program and have contributed to the collaborative spirit of the Program, working with students, faculty, and staff.



*Photo courtesy of Erika Kessler*

#### Travel Reimbursements

The ITS Department offers travel reimbursement to students in our programs who present papers at professional conferences. The maximum amount that can be claimed by any one student each year is \$125. This is a reimbursement for travel (plane, train, automobile, etc.) expenses only. Students must submit travel reimbursement requests via Chrome River within 90 days of completion of travel, include electronic versions of receipts, and email [bartolini@tc.edu](mailto:bartolini@tc.edu) with information about the conference and a program that includes proof of your presentation.

# Other Funding Sources

## WITHIN TC

### Fulbright Program

The Fulbright program is the flagship exchange program sponsored by the U.S. government offering opportunities for U.S. students, teachers, professionals, and scholars to study, teach, lecture, and conduct research in more than 160 countries. It was established to "enable the government of the United States to increase mutual understanding between the people of the United States and the people of other countries." For more information, see:

[www.tc.columbia.edu/provost/opportunities/fulbright-program](http://www.tc.columbia.edu/provost/opportunities/fulbright-program).

### Federal Work-Study Program

Federal Work-Study is a need-based form of student employment that is awarded on a first-come, first-served basis. Students are encouraged to submit a FAFSA application (and answer YES to the Work-Study question) no later than March 1<sup>st</sup> of the year you plan to attend, even though you still may be considered if you file after that date. For more information, visit

<http://www.tc.columbia.edu/admissions/financial-aid>.

### The Arthur Zankel Urban Fellowship

This fellowship is a financial aid award in the amount of \$10,000 per academic year for TC students to work with disadvantaged inner-city youth. All questions regarding this fellowship should be directed to the Office of School and Community Partnerships at TC.

### Dean's Grant for Student Research

Awards of up to \$2,000 will be made to students who submit the strongest proposals for research that has educational implications for the field and for the academic program at TC. In past years, between five and eight grants have been awarded. Matriculated TC students are eligible to apply. For additional questions, contact the Office of Student Affairs or e-mail: [studentaffairs@tc.columbia.edu](mailto:studentaffairs@tc.columbia.edu).

### Research Dissertation Fellowship

Fellowship recipients are awarded \$6,000 to supplement academically related tuition, living, research, or travel expenses. Fellowships are available only to matriculated TC doctoral students who are on track to receive dissertation proposal approval at the end of the academic year. For additional questions, contact the Office of Student Affairs or e-mail: [studentaffairs@tc.columbia.edu](mailto:studentaffairs@tc.columbia.edu).

### Doctoral Dissertation Grant (DDG)

The DDG award will provide a \$6,250 grant to currently enrolled doctoral students who have or will defend their dissertation. Ph.D. students will receive an additional \$1,500 to help defray the differential tuition charged the semester in which they defend their dissertation. Recipients are selected based on a combination of merit and financial need.

### Grant-in-Aid

Taking both merit and need into consideration, grants-in-aid are awarded to doctoral students during the last two semesters of graduate work. Grants-in-aid are designed to assist doctoral students with tuition, dissertation advisement, and/or the defense fee during the last two semesters of work. Students must demonstrate considerable loan indebtedness incurred while at TC and little or no previous scholarship assistance from TC, including tuition exemption. The application is available online and at the Office of Financial Aid.

## EXTERNAL FUNDING SOURCES

### The AERA Dissertation Grant

With support from the National Science Foundation (NSF), the AERA Grants seeks proposals for its Dissertation Grants. The program seeks to stimulate research on U.S. education issues using data from large scale, national, and international data sets supported by the NSF. The program supports highly competitive dissertation research using rigorous quantitative methods to examine large-scale, education-related data. The awards are up to \$25,000 for 1-year projects. For more information, please visit [www.aera.net](http://www.aera.net).

### Tinker Foundation Grants

The Tinker Foundation's Grants program has as its goal the creation of effective policy changes to improve the lives of Latin Americans. The Board of Directors has identified three areas in which focused, expert research and innovation has the potential to make a significant positive impact: democratic governance, education, and sustainable resource management. There are two levels of support: \$10,000 and \$15,000 per annum. For more information visit [www.tinker.org](http://www.tinker.org).

*The above grants, scholarships, fellowships, and aid programs do by no means constitute an exhaustive list. Please visit the websites for further information.*

## Comparative and International Education Society (CIES)

The Comparative and International Education Society (CIES) was founded in 1956 to foster cross-cultural understanding, scholarship, academic achievement, and societal development through the international study of educational ideas, systems, and practices. The Society's members include nearly 2500 academics, practitioners, and students from around the world. Their professional work is built on cross-disciplinary interests and expertise as historians, sociologists, economists, psychologists, anthropologists, and educators. The Society also includes approximately 1000 institutional members, primarily academic libraries and international organizations. Over the last five decades, the activities of the Society's members have strengthened the theoretical basis of comparative studies and increasingly applied those understandings to policy and implementation issues in developing countries and cross-cultural settings. The membership has increased global understanding and public awareness of education issues, and has informed both domestic and international education policy debate. Our very own Professor Regina Cortina is the current President of CIES. For more information on CIES, please visit <http://www.cies.us>. (Extracted from the CIES website).



*Photo courtesy of Amanda Earl*



*Photo courtesy of Carol Benson*

### CIES 2020

The 2020 CIES 63rd Annual Conference will be held **March 22-26, 2020** in Miami, Florida. The theme of the conference is "Education Beyond The Human."

For more information, visit the conference website at <http://cies2020.org>.

To become members of CIES and/or subscribe to Comparative Education Review (CER), visit CIES website at <http://www.cies.us>.

## Other Professional Associations and Conferences

The **American Educational Research Association (AERA)**, founded in 1916, is concerned with improving the educational process by encouraging scholarly inquiry related to education and evaluation and by promoting the dissemination and practical application of research results. The 2019 AERA Annual Meeting "Leveraging Education Research in a Post-Truth Era: Multimodal Narratives to Democratize Evidence" will take place in San Francisco, California **April 17-21, 2020**. Visit [www.aera.net](http://www.aera.net) for more information.

Other conferences and associations include: NAFSA: Association of International Educators; WCCES: World Congress of Comparative Education Societies; ICHRE: International Conference on Human Rights Education; ASHE: Association for the Study of Higher Education, and many more. Please speak to your peer or faculty advisor to be aware of conferences related to your concentration.

# Student Organizations

Student organizations are a valuable component of Teachers College. They provide a wonderful opportunity to network among peers with similar interests, as well as build a stronger sense of community. Many students view members within their organization as extended “family” to help support them throughout their TC experience and beyond. To learn more about how to get involved, visit <http://www.tc.edu/office-of-student-affairs>. Below are a few of these organizations with active students from the International and Comparative Education Program.

## Society for International Education (SIE)

Society for International Education (SIE) provides opportunities for students, staff, and faculty in the broad field of comparative and international education to interact, network, and share information about events and employment opportunities that are relevant to international education.

**Email:**

[sie\\_studentorg@tc.columbia.edu](mailto:sie_studentorg@tc.columbia.edu)

**Website:** <http://sietc.weebly.com>

## African Studies Working Group (ASWG)

The ASWG is dedicated to creating a community of students who are passionate about education in Africa and the African Diaspora. ASWG hosts multiple events designed to foster community, initiate critical discourse about education in Africa, and encourage collaboration among its members.

**Email:** [aswg@tc.columbia.edu](mailto:aswg@tc.columbia.edu)  
**Facebook:** African Studies Working Group (@TCASWG)

## Coalition of Latinx Scholars (CLS)

Promoting Pan-Latinx Unity, Community Engagement, and Scholarship since 2001, CLS fosters a supportive community of Latinx students, faculty, staff, and alumni at TC. CLS members advocate for the advancement of larger, social justice-driven, economic, cultural, political, and historical awareness by proactively engaging in efforts to further equitable and inclusive access to knowledge.

**Email:** [cls@tc.columbia.edu](mailto:cls@tc.columbia.edu)  
**Facebook:** Coalition of Latino Scholars

## Peace Education Network (PEN)

PEN is dedicated to fostering ideas, relationships, and practices that promote peace within TC and beyond. PEN organizes multiple events yearly and maintains an active listserv and Facebook page.

**Email:**

[pen\\_studentorg@tc.columbia.edu](mailto:pen_studentorg@tc.columbia.edu)

**Facebook:** Peace Education Network (PEN) Teachers College

## TC Student Senate

The Student Senate activities are dedicated to the College’s mission of embracing and promoting the rich diversity, community, and civility of the student body. It supports students to develop activities that serve TC and the broader University community.

**Email:**

[student-senate@tc.columbia.edu](mailto:student-senate@tc.columbia.edu)

## Development in South Asia (DISHA)

DISHA, meaning "direction" in Hindi, is a consortium focused on education policy in South Asia and the diaspora. It is an umbrella organization for South Asian interest groups to approach historical and current issues in South Asian educational development.

**E-mail:** [disha@tc.columbia.edu](mailto:disha@tc.columbia.edu)  
**Website:** <http://dishatc.weebly.com>

## Friends of Japan

FOJ seeks to celebrate the Japanese culture and encourage networking through programming with other Japanese organizations. Special emphasis is on Language Exchange activities to support members who wish to practice their English-speaking skills, as well as assist those who wish to practice Japanese.

**Email:**

[FOJ\\_studentorg@tc.columbia.edu](mailto:FOJ_studentorg@tc.columbia.edu)

**Facebook:** Friends of Japan TC

## Passports for Peace

Passports for Peace brings together individuals who have served in another country as a volunteer and had a unique experience living and working in another culture. It hosts social events such as a school-wide photo contest, potluck and happy hour.

**Email:**

[ptp\\_studentorg@tc.columbia.edu](mailto:ptp_studentorg@tc.columbia.edu)

**Facebook:** Passports to Peace

## Korean Graduate Student Association (KGSA)

TC KGSA provides academic and professional opportunities for individuals from different backgrounds to connect within and outside the Korean community. It organizes various events to expand the traditional understanding of education by paying attention to the population whose voices have been overlooked.

**Email:**

[KGSA\\_studentorg@tc.columbia.edu](mailto:KGSA_studentorg@tc.columbia.edu)

## Centers and Institutes



*Photo courtesy of Mary Mendenhall*

### George Clement Bond Center for African Education

<http://www.tc.columbia.edu/cae>

The George Clement Bond Center for African Education (CAE) promotes research and teaching about education, broadly defined, in Africa and the African Diaspora. Its central aim is to create a community of students, faculty, and staff with common interests and commitments to the fields of Education and African Studies. Interdisciplinary study and discussion across Teachers College and Columbia University are promoted through research projects, conferences, lecture series, and courses. The Center integrates the study of African education in different programs at the College. It also promotes linkages with African universities by hosting visiting scholars, policy makers, practitioners, and activists who will present their research and experience from different disciplinary and theoretical perspectives.

The CAE is directed by Dr. S. Garnett Russell and is located at 368 Grace Dodge Hall. Email: [cae@tc.columbia.edu](mailto:cae@tc.columbia.edu)



*Photo courtesy of Grace Hu*

### Center on Chinese Education (CoCE)

<http://www.tc.columbia.edu/centers/coce>

CoCE is aimed at contributing to a better understanding of education in China and to educational exchange between the United States and China. It seeks to achieve this mission through three categories of activities: research and development, education, and training, as well as outreach and exchange. These activities draw upon the historically special relationship between Chinese education and Teachers College, the interests and expertise of the faculty at Teachers College, as well as expertise and resources outside of Teachers College. The Henry Luce Foundation and the Ford Foundation provide major funding for the Center's activities. The center is located at Macy Hall 348.

### Elbenwood Center for the Study of the Family as Educator

<http://www.tc.columbia.edu/centers/elbenwood>

The Elbenwood Center for the Study of the Family as Educator pursues various lines of systematic research and inquiry that bring the behavioral sciences to bear in illuminating the educational functions of the family and the relationships between the family and other educative institutions: schools, health and social service agencies, religious institutions, museums, libraries, and the media. The Center's activities include research, conferences, symposia, seminars, and workshops. Current and recent topics considered at the Elbenwood Center include: social networks and educative styles of teenagers, the mediation of television by the family and television in cross-cultural perspective, family contexts of literacy, families and museums, family memories, multigenerational education, grandparents as educators, immigration, migration, and family education. Faculty and students who participate in the Center come from various departments at Teachers College and elsewhere in Columbia University. The Center also maintains liaisons with other institutions through its projects and visiting scholars. Opportunities for pre-doctoral and postdoctoral research are available.

Professor Hope Jensen Leichter, Elbenwood Professor of Education, directs the Center.

# Wellness Resources

## Teachers College Wellness Resources

### Student Support & Counseling (Dean Hope Center for Educational and Psychological Services)

6<sup>th</sup> Floor, Thorndike Hall, 212-678-7432

### Vice Provost for Student Affairs, Dr. Tom Rock

113 Zankel, 212-678-3083

### TC College Ombuds, Dr. Stephen Peverly

280 Grade Dodge Hall, 212-678-4169

### TC Gender-Based Misconduct Ombuds, Dr. Riddhi Sandil

328B Horace Mann Hall

### TC Cares

128 Zankel, 212-678-3391

### Office of Residential Services

Whittier Hall 1B, 212-678-3235

### 24/7 Line- Office of Public Safety

Whittier Hall 1A, 212-678-3333

## Columbia University Wellness Resources

### 24/7 Columbia Mental Health Crisis Line

212-854-2878

### Columbia University Emergency Medical Service

212-854-5555

### Columbia University Counseling and Psychological Services

8<sup>th</sup> Floor, Lerner Hall (Main Campus), 212-678-7432

### Columbia Health Clinic

3<sup>rd</sup>/4<sup>th</sup> Floor, John Jay Hall (Main Campus), 212-854-7426



As a TC student, the pressures of academics, family, finances, and more can lead to difficulty coping with stress and everyday life. We're here to support you in wellness through your time at Teachers College!



## SMBI Spiritual Wellness Center

1<sup>st</sup> Floor, New Residence Hall

The SMBI Spiritual Wellness Center, within the Spirituality Mind Body Institute (SMBI) at Teachers College, Columbia University, is the foremost Ivy League spiritually integrated wellness center for graduate training. Our innovative offerings are grounded in the science of spiritual life—promoting inner work for outer change. The SMBI Spiritual Wellness Center offers weekly groups, periodic guest workshops, and spiritually oriented special events. The groups are designed to support wellness through engagement in diverse modalities. Included are yoga and meditation led by Teachers College graduate students under the supervision of leading spiritually oriented teachers and healers.



*Photo courtesy of Mary Mendenhall*



# Important Information and TC Life

## Program Website:

The program webpage has valuable information to help you plan your course of study and to answer frequently asked questions. Make sure to visit and explore it at:

<http://www.tc.columbia.edu/international-and-transcultural-studies/international-and-comparative-education/>

## Notes from Grace Dodge Hall:

The *Notes from Grace Dodge Hall* arrive in your TC email every week and they can also be accessed through the Program Webpage in the Announcements section. Make sure to read the Notes since they have important information that is updated on a weekly basis regarding program updates and deadlines, faculty office hours, scheduled events, and professional development opportunities. You can also use the *Notes from Grace Dodge Hall* for program related announcements and information that you would like to share with your colleagues. To post in the Notes, contact the Program Assistant.

## Information Technology:

For information regarding your TC Email, the course platform called Canvas, TC Apps, or other related matters please visit the Computing and Information Services (CIS) website:

<http://www.tc.columbia.edu/computing>

Phone: (212) 678-3300

## Social Media:

Please join the program on Facebook at 'International & Comparative Education TC, CU.'

<https://www.facebook.com/TCCU.ICeducation>

Follow us on Twitter @TC\_ICeducation

## Important Offices:

**Office of the Registrar** (for transferring credits and degree information)

Location: 324 Thorndike Hall

Phone: (212) 678-4050

Web page: <http://www.tc.columbia.edu/registrar>

**Office of Financial Aid**

Location: 310 Thorndike Hall

Phone: (212) 678-3714

Web page: <http://www.tc.columbia.edu/financial-aid>

**Office of Doctoral Studies**

Location: 324 Thorndike Hall

Phone: (212) 678-4050

Web page: <http://www.tc.columbia.edu/doctorsal>

**Office of International Services**

Location: L5 Whittier Hall

Phone: (212) 678-3939

Web Page: <http://www.tc.columbia.edu/international>

**Office of Student Affairs**

Location: 155 Thorndike Hall

Phone: (212) 678-3690

Web Page: <http://www.tc.columbia.edu/studentaffairs>

**Office of Career Education & Professional Development**

Location: 44 Horace Mann Hall

Phone: (212) 678-3140

Web Page: <http://www.tc.columbia.edu/career-education>



Photo courtesy of Erina Iwasaki

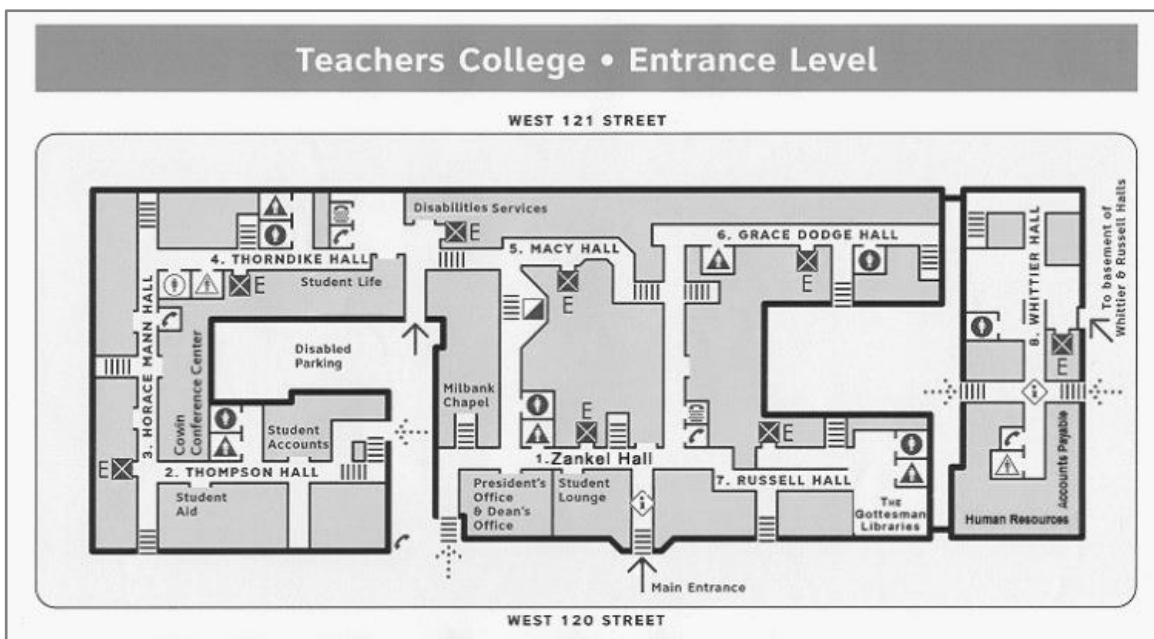
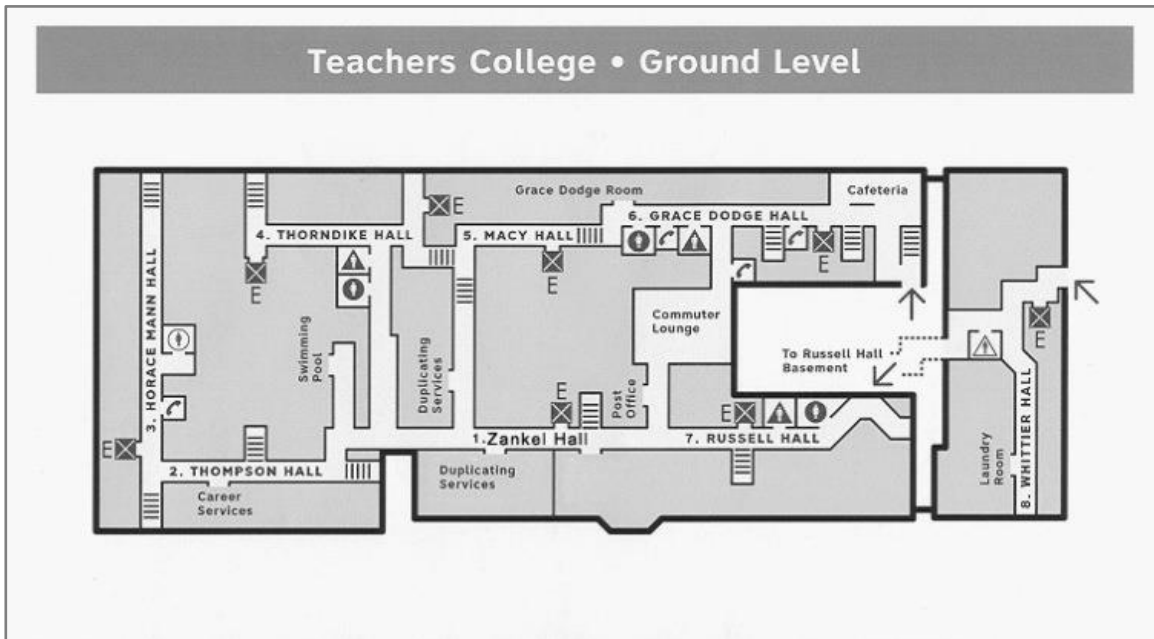
## Faculty and Staff Contact Information

NAME	TITLE	OFFICE LOCATION	EMAIL ADDRESS
<b>Aklog, Fenot</b>	Adjunct Associate Professor	GDH 366	aklog@tc.columbia.edu
<b>Benson, Carol</b>	Associate Professor	GDH 288	benson@tc.columbia.edu
<b>Cheng, Henan</b>	Adjunct Assistant Professor	MY 348	hc2158@tc.columbia.edu
<b>Cortina, Regina</b>	Professor	MY 352	cortina@tc.columbia.edu
<b>Endara, Elizabeth</b>	Program Assistant	GDH 374	ee2393@tc.columbia.edu
<b>Green Saraisky, Nancy</b>	Adjunct Associate Professor	GDH 370 (fall)	nlg2004@tc.columbia.edu
<b>Iwasaki, Erina</b>	Doctoral Fellow, Peer Advisor	GDH 372	ei2232@tc.columbia.edu
<b>Kenyon, Brittany</b>	Doctoral Fellow, Peer Advisor	GDH 372	bjk2156@tc.columbia.edu
<b>Kessler, Erika</b>	Doctoral Fellow, Website and Social Media Manager	GDH 372	elk2144@tc.columbia.edu
<b>Kurakbayev, Kairat</b>	Doctoral Fellow, Alumni Engagement and Career Development Advisor	GDH 372	kk3282@tc.columbia.edu
<b>Lafuente, Constanza</b>	Adjunct Assistant Professor	-	cel2106@tc.columbia.edu
<b>Leichter, Hope</b>	Elbenwood Professor	GDH 274	leichter@tc.columbia.edu
<b>Limerick, Nicholas</b>	Assistant Professor	GDH 375C	nl2539@tc.columbia.edu
<b>Mantilla-Blanco, Paula</b>	Doctoral Fellow, CICE Journal Editor	GDH 372	plm2128@tc.columbia.edu
<b>Mendenhall, Mary</b>	Associate Professor of Practice & Program Director	GDH 276	mendenhall@tc.columbia.edu
<b>Pizmony-Levy, Oren</b>	Associate Professor	GDH 370	op2183@tc.columbia.edu
<b>Russell, S. Garnett</b>	Assistant Professor	GDH 272A	sgrussell@tc.columbia.edu
<b>Marlana Salmon-Leteiler</b>	Adjunct Assistant Professor	-	msl2193@tc.columbia.edu
<b>Steiner-Khamsi, Gita</b>	Professor	GDH 364	gs174@tc.columbia.edu
<b>Tibbitts, Felisa</b>	Lecturer	GDH 376	ft2442@tc.columbia.edu
<b>Westheimer, Ruth</b>	Adjunct Professor	GDH 274	rkw2004@tc.columbia.edu
<b>Williams, Portia</b>	Adjunct Assistant Professor	HM 331L	pgw2102@tc.columbia.edu
<b>Winter, Marcella</b>	Doctoral Fellow, Peer Advisor	GDH 372	md3809@tc.columbia.edu

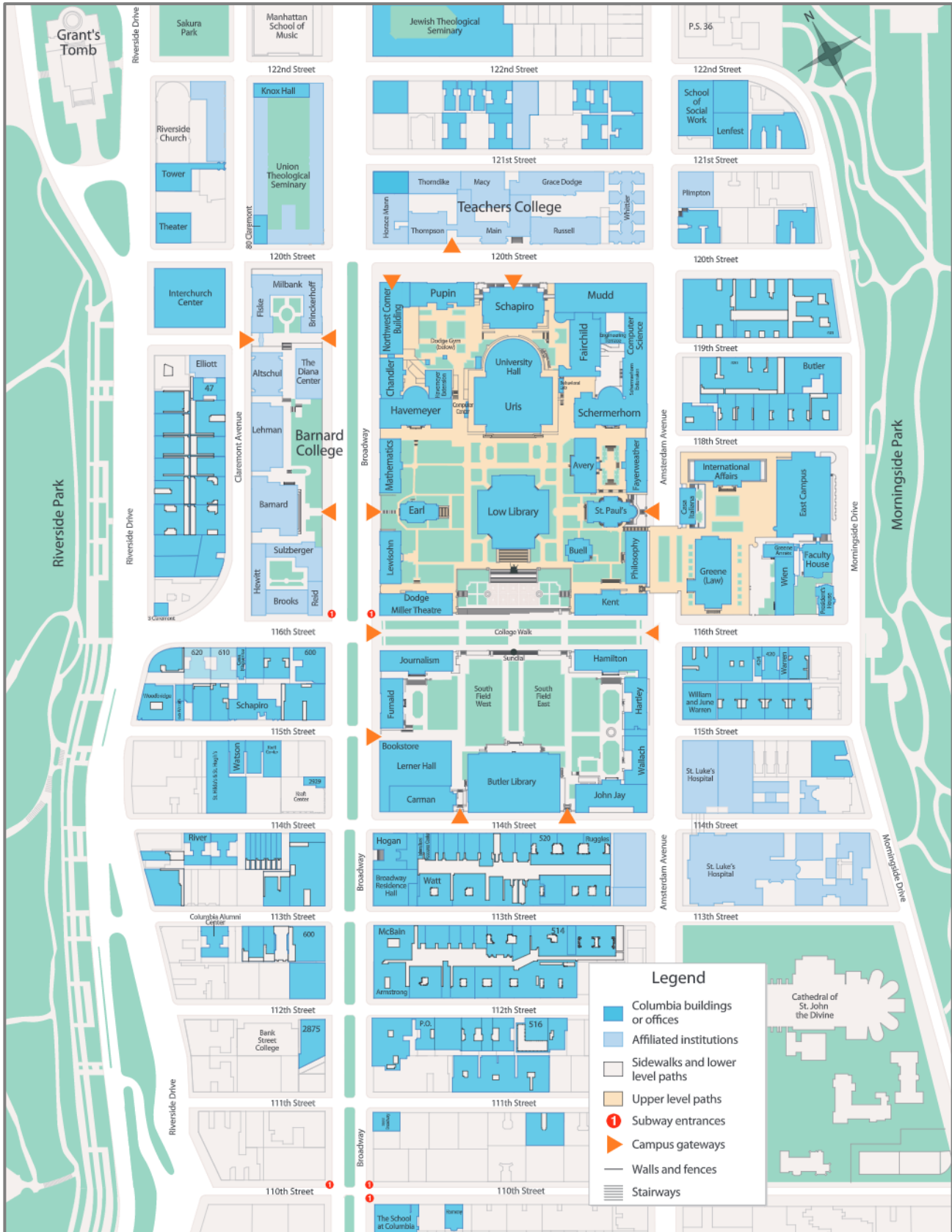
# Special Dates for Academic Year 2019-20

Fall Term 2019			
<b>September</b>	4	Wednesday	Fall Term 2019 classes begin.
	12	Thursday	Last day to file notification of intention to defend Ed.D. and Ph.D. dissertations during Fall Term.
	17	Tuesday	Last day to add and drop courses and to file a Certificate of Equivalency for the Fall Term.
	18	Wednesday	Requests for late registration under exceptional circumstances on or after this date require Registrar's approval and payment of late registration fee.
	20	Friday	Fall semester payment due date for tuition, fees, and housing charges
	30	Monday	Last day to enroll in, upgrade, or submit a waiver request for the Columbia Health Fee and Columbia Student Health Insurance.
<b>October</b>	1	Tuesday	Last day to change points in variable point courses.
	16	Wednesday	Award of October degrees and certificates. No ceremony.
<b>November</b>	1	Friday	Last day to file or renew an application for Master's degrees and certificates to be awarded in February.
	27-29	Wednesday - Friday	Thanksgiving Holidays. No classes. No offices open.
<b>December</b>	2	Monday	Registration for the Spring term for continuing students via web registration begins.
	20	Friday	Fall Term 2019 ends.
	21	Saturday	Termination of occupancy in Teachers College residence halls for Fall Term students not returning for Spring Term 2020.
Spring Term 2020			
<b>January</b>	2	Thursday	Confirmation of master's degree Integrative Project completion due to Registrar's Office for February degree candidates.
	22	Wednesday	Classes begin Spring Term 2020.
<b>February</b>	3	Monday	Last day to file or to renew an application for master's degrees and certificates to be awarded in May. (After this date, application may be filed only until February 15 <sup>th</sup> upon payment of \$25 late fee.)
	4	Tuesday	Last day to add and drop courses and to file a Certificate of Equivalency for the Spring Term.
	7	Friday	Spring semester payment due date for tuition, fees, and housing charges.
	12	Wednesday	Award of February degrees and certificates. No ceremony.
	15	Saturday	Last day to enroll in, upgrade, or submit a waiver request for the Columbia Health Fee and Columbia Student Health Insurance.
	18	Tuesday	Last day to change points in variable-point courses.
<b>March</b>	15-22	Sunday - Sunday	Spring Holidays.
<b>April</b>	20	Monday	Last day to hold the dissertation defense (Ed.D./Ph.D.) for the May award of the degree.
	24	Friday	Last day to make first deposit of corrected Ed.D. dissertations and abstracts for May award of degree.
	27	Monday	Registration for summer and autumn terms for continuing students via web registration begins.
<b>May</b>	1	Friday	Confirmation of master's degree integrative project completion due to Registrar's Office for May degree candidates.
	12	Tuesday	End of Spring Term 2020.
	18-19	Monday - Tuesday	Teachers College Master's degree Convocations.
	20	Wednesday	Conferring of degrees at Columbia University. Doctoral degree convocation.

# Maps of TC Campus



# Map of CU Morningside Campus



**Teachers College, Columbia University**  
**International and Comparative Education Program**

525 West 120<sup>th</sup> Street, Box 55  
New York, NY 10027

Main College: (212) 678-3000

International and Comparative Education Program: (212) 678-3184

Website: [www.tc.columbia.edu/international-and-transcultural-studies/international-and-comparative-education](http://www.tc.columbia.edu/international-and-transcultural-studies/international-and-comparative-education)

Facebook: International & Comparative Education at TC, CU

[www.facebook.com/TCCU.ICeducation](http://www.facebook.com/TCCU.ICeducation)

Twitter: @TC\_ICeducation