

# Academic Catalog 2021-2022

## Arts & Humanities

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# THE DEPARTMENT OF ARTS & HUMANITIES

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## Our Mission

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

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

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

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

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

If you plan to work in a state other than New York, Teachers College has not made a determination if our programs meet the educational requirements for certification or professional licensure in any other state, Washington DC or Puerto Rico. We recommend that you review the state's licensing board or teacher certification website for that state's qualifications. The Office of Teacher Education will complete any necessary forms and/or letters for out-of-state certification on the completion of your approved teacher preparation program.

# APPLIED LINGUISTICS AND THE TEACHING OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES

Department of Arts & Humanities

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## Program Description

The Applied Linguistics (AL) and Teaching English to Speakers of Other Languages (TESOL) Program provides students with a solid foundation of knowledge to formulate, examine and resolve pedagogical and research questions related to language, language use, second language pedagogy, second language acquisition, second language assessment, and TESOL adult and PK-12 education. More specifically, the AL and TESOL Program helps students develop strategies, grounded in theory, research, and practice, to teach second and foreign languages; develop curricula; and assess language performance in a wide variety of national and international contexts.

Areas of study include:

- Linguistic analysis
- Language use
- Second language education
- Language teacher education
- Second language literacy
- Second language acquisition
- Second language assessment
- Language and technology (corpus and computational linguistics; computer-assisted language learning and assessment; AI and machine learning applications)

More specifically, the major in Applied Linguistics (AL) provides students with a solid foundation for defining and resolving problems related to the nature of language, how it is used in educational and naturalistic contexts, and how it is taught, learned, and assessed, while the major in TESOL provides students with a solid foundation in the English language so educational questions related to the teaching, learning, and assessment of English as a second or foreign language (ESL/EFL) may be understood, formulated, examined, and resolved.

Graduates from the AL and TESOL Program typically teach ESL or EFL in elementary or secondary schools, in colleges or universities, in language schools or institutes in the United States or abroad, or in businesses or international organizations. Others work for assessment companies such as ETS, Cambridge ESOL, or Pearson; for publishers; or for technology companies that produce ESL/EFL products. Still others work as language program administrators in educational settings. Finally, many graduates work as applied linguists or TESOL faculty or researchers in colleges and universities around the world.

As New York City offers one of the most diverse settings in the world for teaching ESL, the program collaborates with a number of schools in the city to provide students with opportunities to teach or do research. In addition, the AL and TESOL program sponsors the Community Language Program (CLP), a program to teach ESL and foreign languages to adults. The CLP serves as an on-site language education lab in which students enrolled in the AL and TESOL program teach the courses, help administer the program, supervise other teachers, run the placement exam, and conduct empirical inquiry. Some students have the opportunity to teach in the CLP's TESOL Certificate Program or in the Language Program Management Certificate Program. For more information about the CLP, see the website at <http://www.tc.columbia.edu/communitylanguage/>.

## Degrees

### Master of Arts

#### Applied Linguistics

Master of Arts

**Points/Credits:** 36 **Entry Terms:** Fall Only

#### Degree Requirements

The Applied Linguistics and TESOL Program offers a Master of Arts degree with the following tracks: Applied Linguistics, TESOL General, TESOL PreK-12 with Initial Certification, and TESOL PreK-12 with Transitional-B Certification.

Students earning the Master of Arts degree have five types of requirements: (1) general courses, (2) track-specific courses, (3) elective courses within AL and TESOL, and (4) out-of-program breadth courses, and (5) an exit project. All course decisions must be made in consultation with the student's assigned faculty advisor. Below are the track descriptions for the MA in Applied Linguistics.

General Courses (15 points):

- A&HL 4000: Educational Linguistics (3)
- A&HL 4085: Pedagogical English grammar (3)

- A&HL 4087: Introduction to second language acquisition (3)
- A&HL 4088: Second language assessment (3)
- One language use course from the list below (for AL and TESOL General only):
- A&HL 4001: Sociolinguistics and education (3)
- A&HL 4104: Discourse analysis (3)
- A&HL 4105: Conversation analysis (3)
- A&HL 4106: Text and textuality (3)

#### Track-Specific Courses for the MA in AL (9 points)

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

#### Elective Courses (6 points)

- Elective courses in Applied Linguistics and TESOL (6 points):
- A&HL 4101: Phonetics and phonology (3)
- A&HL 5085: Advanced syntax (3)
- A&HL 4001: Sociolinguistics and education (3)
- A&HL 4104: Discourse analysis (3)
- A&HL 4105: Conversation analysis (3)
- A&HL 4106: Text and textuality (3)
- A&HL 5020: Interactional sociolinguistics (3)
- A&HL 5105: Classroom discourse (3)
- A&HL 5106: Language socialization (3)
- A&HL 6031: Advanced conversation analysis (3)
- A&HL 4089: Teaching writing to ESL students (3)
- A&HL 4090: Introduction to Corpus Linguistics (3)
- A&HL 5011: Technology-based language teaching and material design (3)
- A&HL 6097: Task-based language teaching (3)
- A&HL 5008: Interlanguage analysis (3)
- A&HL 5087: SLA in the classroom (3)
- A&HL 6087: Advanced second language acquisition (3)
- A&HL 5090: Computational Linguistics for Applied Linguists (3)
- A&HL 5199: Topics in language assessment (3)
- A&HL 5512: Historical perspectives on language testing research (3)
- A&HL 5519: Instructed second language acquisition and assessment (3)
- A&HL 6000: Second language test validation (3)
- A&HL 6040: Classroom-based language assessment (3)
- A&HL 6060: Generalizability theory for second language assessment research (3)
- A&HL 6089: Second language performance assessment (3)
- Courses can be taken at an affiliate campus in the Columbia community with advisor's approval.

#### Breadth Out-of-Program Courses (6 points)

- Must be chosen with advisor's written approval.

### Exit Project:

- In addition to course requirements, students must complete a Master's project written on a research topic arising from their course-related interests and subject to approval by their assigned advisor. This project can be a review of literature on a scholarly topic or a practice motivated review of literature. It is normally completed during the last semester of study. For more information, [click here](#).

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

## Applied Linguistics (Hybrid)

Master of Arts

**Points/Credits:** 36 **Entry Terms:** Summer Only

### Degree Requirements

The Applied Linguistics and TESOL Program offers a Master of Arts degree with the following tracks: Applied Linguistics, TESOL General, TESOL PreK-12 with Initial Certification, and TESOL PreK-12 with Transitional-B Certification.

Students earning the Masters of Arts degree have five types of requirements: (1) general courses, (2) track-specific courses, (3) elective courses within AL and TESOL, and (4) out-of-program breadth courses, and (5) an exit project. All course decisions must be made in consultation with the student's assigned faculty advisor. Below are the track descriptions for the MA in Applied Linguistics (HYBRID).

#### General Courses (15 points):

- A&HL 4000: Educational Linguistics (3)
- A&HL 4085: Pedagogical English grammar (3)
- A&HL 4087: Introduction to second language acquisition (3)
- A&HL 4088: Second language assessment (3)
- One language use course from the list below (for AL and TESOL General only):
  - A&HL 4001: Sociolinguistics and education (3)
  - A&HL 4104: Discourse analysis (3)
  - A&HL 4105: Conversation analysis (3)
  - A&HL 4106: Text and textuality (3)

#### Track-Specific Courses for the MA in AL (9 points)

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

#### Elective Courses (6 points)

#### Elective courses in Applied Linguistics and TESOL (6 points):

- A&HL 4101: Phonetics and phonology (3)
- A&HL 5085: Advanced syntax (3)
- A&HL 4001: Sociolinguistics and education (3)

- A&HL 4104: Discourse analysis (3)
- A&HL 4105: Conversation analysis (3)
- A&HL 4106: Text and textuality (3)
- A&HL 5020: Interactional sociolinguistics (3)
- A&HL 5105: Classroom discourse (3)
- A&HL 5106: Language socialization (3)
- A&HL 6031: Advanced conversation analysis (3)
- A&HL 4089: Teaching writing to ESL students (3)
- A&HL 4090: Introduction to Corpus Linguistics (3)
- A&HL 5011: Technology-based language teaching and material design (3)
- A&HL 6097: Task-based language teaching (3)
- A&HL 5008: Interlanguage analysis (3)
- A&HL 5087: SLA in the classroom (3)
- A&HL 6087: Advanced second language acquisition (3)
- A&HL 5090: Computational Linguistics for Applied Linguists (3)
- A&HL 5199: Topics in language assessment (3)
- A&HL 5512: Historical perspectives on language testing research (3)
- A&HL 5519: Instructed second language acquisition and assessment (3)
- A&HL 6000: Second language test validation (3)
- A&HL 6040: Classroom-based language assessment (3)
- A&HL 6060: Generalizability theory for second language assessment research (3)
- A&HL 6089: Second language performance assessment (3)
- Courses can be taken at an affiliate campus in the Columbia community with advisor's approval.

#### Breadth Out-of-Program Courses (6 points)

Must be chosen with advisor's written approval.

#### Exit Project:

- In addition to course requirements, students must complete a mMaster's project written on a research topic arising from their course-related interests and subject to approval by their assigned advisor. This project can be a review of literature on a scholarly topic or a practice motivated review of literature. It is normally completed during the last semester of study. For more information, [click here](#).

Below is the specific course sequence for the MA in Applied Linguistics (Hybrid)

### 1st Summer (12 credits) (Hybrid)

Courses	Course #	Credits
Educational Linguistics (A) (online)	A&HL 4000	3
TESOL Classroom Practices (A) (online)	A&HL 4077	3
Pedagogical English Grammar (B) (in person)	A&HL 4085	3

Practicum I: Integrated Skills (B) (in person)	A&HL 5301	3
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### Fall Courses (6 credits) (Online)

Breadth Course 1 (see below)		3
Intro to Second Language Acquisition	A&HL 4087	3

Note: Breadth courses are classes offered outside of AL/TESOL; Electives are AL/TESOL courses

### Spring Courses (6 credits) (Online)

Breadth Course 2 (see below)		3
Research Literacy in AL and TESOL (online)		3

### 2nd Summer Courses (12 credits) (Hybrid)

Course in Language Use (A) (online)	A&HL ____	3
Elective 1 (A) Practicum II (in person)	A&HL 6301-6304	3
Second Language Assessment (B) (in person)	A&HL 4088	3
Elective 2 (BA) (in person)		3

### Suggested Online Breadth Courses

#### Fall

HUDK4029 Cognition and Learning

HUDK4080 Education Psychology

HUDK5023 Cognitive Development

HUDK5035 Psychology of Media

HUDM4120 Basic Concepts in Statistics

MSTU5025 Research Technology in Educational Environment

MSTU5555 Technology and Emergent Global Curriculum

ORLD4827 Fostering Transformative Learning



Spring

MSTU4010 Theories of Communication

MSTU4016 The History of Communication

MSTU4050 Online Schools and Online Schooling in K-12

MSTU4052 Computer Problem Solving and Cooperative Learning

MSTU4141 Social Media and Learning

MSTU5002 Culture, Media, and Education

Fall and Spring

HU DM4122 Probability and Statistical Inference

HU DM5122 Applied Regression Analysis

ORLD5063 Online Teaching and Learning: Adult Learning

## **TESOL: Teaching of English to Speakers of Other Languages**

Master of Arts | Initial Cert: TESOL Pre-K-12

**Points/Credits:** 37 **Entry Terms:** Fall Only **Certification:**

NY State Initial: English to Speakers of Other Languages (TESOL) Pre-K-12

### **Degree Requirements**

The TESOL PK-12 Initial Certification track offers a 37-point Master of Arts degree in TESOL leading toward Initial New York State Teacher Certification. Students wishing to teach in a public school in a state other than New York are advised to consult the certification requirements for that state.

See section for TESOL Transitional B for PeaceCorps Fellows for specific requirements for this degree.

Candidates applying for initial certification in New York will be required to take and pass all required New York State exams for initial certification, including the edTPA. For more information, please visit our Office of Teacher Education (OTE) website:

<https://www.tc.columbia.edu/office-of-teacher-education/students/certification-requirements/certification-exams/>

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

General Courses (12 points):

- A&HL 4000: Educational linguistics (3)
- A&HL 4085: Pedagogical English grammar (3)
- A&HL 4087: Introduction to second language acquisition (3)
- A&HL 4088: Second language assessment (3)

Track Specific Courses in TESOL, PK-12 (13 points):

- A&HL 4076 TESOL methodologies for PK-6 (3)

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

#### Elective Courses (3 points)

- One elective course in Applied Linguistics and TESOL (3 points):
  - A&HL 4077 TESOL classroom practices (3)
  - A&HL 4090 Teaching writing to ESL students (3)
  - A&HL 5011 Tech-based language teaching and materials design (3)
  - A&HL 6097 Task-based language teaching learning (3)
  - A&HL 4001 Sociolinguistics (3)
  - A&HL 4104 Discourse analysis (3)
  - A&HL 4105 Conversation analysis (3)
  - A&HL 4106 Text and textuality (3)
  - A&HL 5105 Classroom discourse (3)
  - A&HL 5106 Language socialization (3)
  - A&HL 5008 Interlanguage analysis (3)
  - A&HL 5087 Second language acquisition in the classroom (3)
  - A&HL 6097 Task-based language learning (3)
  - A&HL 5199 Topics in language assessment (3)
  - A&HL 5519 Instructed SLA and assessment (3)
  - A&HL 6040 Classroom-based language assessment (3)

#### Breadth Courses (9 points)

Foundations/breadth courses are intended to broaden students' knowledge of the history of education, philosophies, and educational issues and practices beyond their particular area of concentration.

Foundations/breadth credits must be used to meet the New York State requirements within the following categories:

\*Bilingual/bicultural education or urban education (3)

\*Elementary and secondary education (3)

\*Teaching students with learning disabilities (3)

Students must consult with their advisor when choosing their breadth courses.

Bilingual/bicultural education or foundations of education and urban education (3) :

- A&HB 4020 Bilingualism and disabilities
- A&HB 4021 Foundations of bilingual/bicultural education
- A&HB 4024 Linguistics foundations of bilingual/bicultural education
- A&HB 4075 Cross-cultural communication and classroom ecology
- A&HB 4121 Bilingual/bicultural curriculum design
- A&HH 4076 History of urban education

- C&T 4078 Curriculum and teaching in urban areas
- C&T 4501 Teaching and learning in the multicultural classroom
- EDPS 4022 Sociology of urban education
- ITSF 4060 Latinos in urban schools
- Various topics courses in Bilingual/Bicultural Education
  
- Elementary and secondary education (3)
  
- A&HF 4090 Philosophies of education
- A&HF 4091 Call to teach
- A&HW 4036 The teaching of social studies
- A&HW 5030 Diversity and the social studies curriculum
- C&T 4124 Curriculum development in elementary education
- C&T 4133 Learning and teaching in the intermediate reading and writing classroom
- C&T 4141 Literature for older children
- C&T 4151 Teaching of writing
- C&T 5037 Literacy, culture, and the teaching of reading
- HUDK 4022 Developmental psychology: Childhood
- HUDK 4023 Developmental psychology: Adolescence
- MSTC 4040 Science in childhood education
- MSTC 4044 Biology curriculum and methods laboratory
- MSTM 5010 Mathematics in elementary school

#### Teaching students with learning disabilities (3)

- C&T 4000 Disability, exclusion, and schooling
- C&T 4001 Differentiating instruction in inclusive classrooms
- C&T 4046 Curriculum and instruction in secondary inclusive education
- C&T 4047 Curriculum development in secondary inclusive education
- C&T 4301 Formal assessment of exceptional students
- C&T 5080 Access to full participation in schools
- HBSE 4001 Teaching students with disabilities in inclusive classrooms

#### Exit Project:

In addition to course requirements, students must complete a Master's project written on a research topic arising from course-related interests and subject to approval by their assigned advisor. This project can be a review of literature on a scholarly topic or a practice motivated review of literature. It is normally completed during the last semester of study. For more information, [click here](#).

## TESOL: Teaching of English to Speakers of Other Languages

Master of Arts | Non-Certification

**Points/Credits:** 36 **Entry Terms:** Fall Only

### Degree Requirements

The Applied Linguistics and TESOL Program offers a Master of Arts degree with the following tracks: Applied Linguistics, TESOL General, TESOL PreK-12 with Initial Certification, and TESOL PreK-12 with Transitional-B Certification. Students earning the Masters of Arts degree have five types of requirements: (1) general courses,(2)

track-specific courses, (3) elective courses within AL and TESOL, and (4) out-of-program breadth courses, and (5) an exit project. All course decisions must be made in consultation with the student's assigned faculty advisor. Below are the descriptions for the MA in TESOL General:

General Courses (15 points):

- A&HL 4000: Educational linguistics (3)
- A&HL 4085: Pedagogical English grammar (3)
- A&HL 4087: Introduction to second language acquisition (3)
- A&HL 4088: Second language assessment (3)
- One language use course from the list below (for AL and TESOL General only):
- A&HL 4001: Sociolinguistics and education (3)
- A&HL 4104: Discourse analysis (3)
- A&HL 4105: Conversation analysis (3)
- A&HL 4106: Text and textuality (3)

Track-Specific Courses for the MA in TESOL (9 points)

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

Elective Courses (6 points).

- Elective courses in Applied Linguistics and TESOL (6 points):
- A&HL 4101: Phonetics and phonology (3)
- A&HL 5085: Advanced syntax (3)
- A&HL 4001: Sociolinguistics and education (3)
- A&HL 4104: Discourse analysis (3)
- A&HL 4105: Conversation analysis (3)
- A&HL 4106: Text and textuality (3)
- A&HL 5020: Interactional sociolinguistics (3)
- A&HL 5105: Classroom discourse (3)
- A&HL 5106: Language socialization (3)
- A&HL 6031: Advanced conversation analysis (3)
- A&HL 4089: Teaching writing to ESL students (3)
- A&HL 4090: Introduction to Corpus Linguistics (3)
- A&HL 5011: Technology-based language teaching and material design (3)
- A&HL 6097: Task-based language teaching (3)
- A&HL 5008: Interlanguage analysis (3)
- A&HL 5087: SLA in the classroom (3)
- A&HL 5090: Computational Linguistics for Applied Linguists (3)

- A&HL 6087: Advanced second language acquisition (3)
- A&HL 5199: Topics in language assessment (3)
- A&HL 5512: Historical perspectives on language testing research (3)
- A&HL 5519: Instructed second language acquisition and assessment (3)
- A&HL 6000: Second language test validation (3)
- A&HL 6040: Classroom-based language assessment (3)
- A&HL 6060: Generalizability theory for second language assessment research (3)
- A&HL 6089: Second language performance assessment (3)
- Courses can be taken at an affiliate campus in the Columbia community with advisor's approval.

#### Breadth Out-of-Program Courses (6 points)

- Must be chosen with advisor's written approval.

#### Exit Project:

- In addition to course requirements, students must complete a Master's project written on a research topic arising from their course-related interests and subject to approval by their assigned advisor. This project can be a review of literature on a scholarly topic or a practice motivated review of literature. It is normally completed during the last semester of study. For more information, [click here](#).

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

## **TESOL: Teaching of English to Speakers of Other Languages (Hybrid)**

Master of Arts | Non-Certification

**Points/Credits:** 36 **Entry Terms:** Summer Only

### **Degree Requirements**

The Applied Linguistics and TESOL Program offers a Master of Arts degree with the following tracks: Applied Linguistics, TESOL General, TESOL PreK-12 with Initial Certification, and TESOL PreK-12 with Transitional-B Certification.

Students earning the Masters of Arts degree have five types of requirements: (1) general courses, (2) track-specific courses, (3) elective courses within AL and TESOL, and (4) out-of-program breadth courses, and (5) an exit project. All course decisions must be made in consultation with the student's assigned faculty advisor. Below are the track descriptions for the MA in TESOL (Hybrid):

#### General Courses (15 points)

- A&HL 4000: Educational linguistics (3)
- A&HL 4085: Pedagogical English grammar (3)
- A&HL 4087: Introduction to second language acquisition (3)
- A&HL 4088: Second language assessment (3)
- One language use course from the list below (for AL and TESOL General only):
  - A&HL 4001: Sociolinguistics and education (3)
  - A&HL 4104: Discourse analysis (3)

- A&HL 4105: Conversation analysis (3)
- A&HL 4106: Text and textuality (3)

#### Track-Specific Courses for the MA in TESOL (9 points)

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

#### Elective Courses (6 points)

##### Elective courses in Applied Linguistics and TESOL (6 points):

- A&HL 4101: Phonetics and phonology (3)
- A&HL 5085: Advanced syntax (3)
- A&HL 4001: Sociolinguistics and education (3)
- A&HL 4104: Discourse analysis (3)
- A&HL 4105: Conversation analysis (3)
- A&HL 4106: Text and textuality (3)
- A&HL 5020: Interactional sociolinguistics (3)
- A&HL 5105: Classroom discourse (3)
- A&HL 5106: Language socialization (3)
- A&HL 6031: Advanced conversation analysis (3)
- A&HL 4089: Teaching writing to ESL students (3)
- A&HL 4090: Introduction to Corpus Linguistics (3)
- A&HL 5011: Technology-based language teaching and material design (3)
- A&HL 6097: Task-based language teaching (3)
- A&HL 5008: Interlanguage analysis (3)
- A&HL 5087: SLA in the classroom (3)
- A&HL 5090: Computational Linguistics for Applied Linguists (3)
- A&HL 6087: Advanced second language acquisition (3)
- A&HL 5199: Topics in language assessment (3)
- A&HL 5512: Historical perspectives on language testing research (3)
- A&HL 5519: Instructed second language acquisition and assessment (3)
- A&HL 6000: Second language test validation (3)
- A&HL 6040: Classroom-based language assessment (3)
- A&HL 6060: Generalizability theory for second language assessment research (3)
- A&HL 6089: Second language performance assessment (3)
- Courses can be taken at an affiliate campus in the Columbia community with advisor's approval.

#### Breadth Out-of-Program Courses (6 points)

Must be chosen with advisor's written approval.

Exit Project:

- In addition to course requirements, students must complete a Master's project written on a research topic arising from their course-related interests and subject to approval by their assigned advisor. This project can be a review of literature on a scholarly topic or a practice motivated review of literature. It is normally completed during the last semester of study. For more information, [click here](#).

Below is the specific course sequence for the MA in TESOL General (Hybrid):

### 1st Summer (12 credits) (Hybrid)

Courses	Course #	Credits
Educational Linguistics (A) (online)	A&HL 4000	3
TESOL Classroom Practices (A) (online)	A&HL 4077	3
Pedagogical English Grammar (B) (in person)	A&HL 4085	3
Practicum I: Integrated Skills (B) (in person)	A&HL 5301	3

### Fall Courses (6 credits) (Online)

Breadth Course 1 (see below)		3
Intro to Second Language Acquisition	A&HL 4087	3

Note: Breadth courses are classes offered outside of AL/TESOL; Electives are AL/TESOL courses

### Spring Courses (6 credits) (Online)

Breadth Course 2 (see below)		3
Elective 1 (online)	A&HL ____	3

## 2nd Summer Courses (12 credits) (Hybrid)

Course in Language Use (A) (online)	A&HL ____	3
Elective 2 (A) (online)	A&HL_____	3
Practicum II (B) (in person)	A&HL 6301 or 6304	3

### Suggested Online Breadth Courses

#### Fall

HUDK4029 Cognition and Learning

HUDK4080 Education Psychology

HUDK5023 Cognitive Development

HUDK5035 Psychology of Media

HUDM4120 Basic Concepts in Statistics

MSTU5025 Research Technology in Educational Environment

MSTU5555 Technology and Emergent Global Curriculum

ORLD4827 Fostering Transformative Learning

#### Spring

MSTU4010 Theories of Communication

MSTU4016 The History of Communication

MSTU4050 Online Schools and Online Schooling in K-12

MSTU4052 Computer Problem Solving and Cooperative Learning

MSTU4141 Social Media and Learning

MSTU5002 Culture, Media, and Education

#### Fall and Spring

HUDM4122 Probability and Statistical Inference

HUDM5122 Applied Regression Analysis

ORLD5063 Online Teaching and Learning: Adult Learning

## TESOL: Teaching of English to Speakers of Other Languages (Peace Corps Fellows)



## Master of Arts | Transitional B Cert: TESOL Pre-K-12

**Points/Credits:** 32 **Entry Terms:** Summer Only **Certification:**

NY State Transitional B: English to Speakers of Other Languages (TESOL) Pre-K-12

**Degree Requirements**

We offer a 32-point Master of Arts degree in TESOL leading toward PK-12 Transitional B Certification. The program is designed for Returned Peace Corps Volunteers to transition into public school classrooms. Successful completion of this program of study leads to the M.A. degree and recommendation for New York State Initial Certification (grades PK-12). Students in this program balance full-time teaching in a NYCDOE school and graduate school coursework. They are supported in their program and teaching by the TESOL Program and the Peace Corps Fellows Program. Through comprehensive and innovative course work, hands-on experiences in New York City public schools, and research projects, Fellows explore the teaching and learning of English to PK-12 speakers of other languages.

In order to complete all degree requirements successfully, this program typically demands a minimum of two years. The first summer in the program is intensive coursework and fieldwork to prepare students for their first year of teaching.

Candidates applying for initial certification in New York will be required to take and pass all required New York State exams for initial certification, including the edTPA. For more information, please visit our OTE website: <https://www.tc.columbia.edu/office-of-teacher-education/students/certification-requirements/certification-exams/>

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

**General Courses (12 points):**

- A&HL 4000 Educational linguistics (3)
- A&HL 4085 Pedagogical English grammar (3)
- A&HL 4087 Introduction to second language acquisition (3)
- A&HL 4088 Second language assessment (3)

**Track Specific Courses in TESOL, PK-12 (14 points):**

- A&HL 4076 TESOL methodologies for PK-6 (3)
- A&HL 4171 TESOL methodologies for 7-12 (3)
- A&HL 4185 Pedagogical approaches in the content areas for teachers of PK-12 ESL (3)
- A&HL 5207 Fieldwork in TESOL (2)
- A&HL 5105 Classroom Discourse (or other TESOL/AL Elective) (3)

**Breadth Courses (6 points)**

- C&T 4501: Teaching and Learning in the Multicultural, Multilingual Classroom (3)
- C&T 4000: Disability, Exclusion and Schooling (3)

**Required Exit Project**

In addition to course requirements, students must complete a Master's project written on a research topic arising from their course-related interests and subject to approval by their assigned advisor. This project can be a review of literature on a scholarly topic or a practice motivated review of literature review, and is normally completed during the last semester of study. For more information, click [here](#).

## **TESOL: Teaching of English to Speakers of Other Languages (Teaching Residents)**

Master of Arts | Initial Cert: TESOL Pre-K-12 (TR@TC)

**Points/Credits:** 38 **Entry Terms:** Spring/Summer **Certification:**

NY State Initial: English to Speakers of Other Languages (TESOL) Pre-K-12

### **Degree Requirements**

In collaboration with the office of Teaching Residents at Teachers College (TR@TC), we are offering a TESOL MA initial certification program. It is an 18-months program, funded by USDOE. After graduation, residents pledge to teach in local high-needs public schools. For more information, including funding, please visit the TR@TC website: <https://www.tc.columbia.edu/teachingresidents/>

Candidates applying for initial certification in New York will be required to take and pass all required New York State exams for initial certification, including the edTPA. For more information, please visit our Office of Teacher Education (OTE) website:

<https://www.tc.columbia.edu/office-of-teacher-education/students/certification-requirements/certification-exams/>

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

## **TESOL: Teaching of English to Speakers of Other Languages/Teaching of English**

Master of Arts | Dual Cert: TESOL (Pre K-12) and Teaching of English (7-12)

**Points/Credits:** 45-46 **Entry Terms:** Summer/Fall **Certification:**

Dual Certification NY State Initial: English to Speakers of Other Languages (TESOL) Pre-K-12 /  
and NY State Initial: Teaching of English (7-12)

### **Degree Requirements**

The dual certification MA in English Education and TESOL (Teaching English to Speakers of Other Languages) is an innovative new program that responds to a growing need for dually certified teachers. The program leads to a PK-12 Initial New York State Teacher Certification in TESOL and a secondary certification in English Education. Students complete 45-46 credits of coursework over two academic years, including two semesters (Fall and Spring) of student teaching.

Students work with leading researchers and practitioners in the fields of English Education and TESOL through comprehensive and innovative coursework and research projects. In addition, students are mentored by experienced teachers during their two semesters of student teaching in the New York City public school system.

Candidates applying for initial certification in New York will be required to take and pass all required New York State exams for initial certification, including the edTPA. For more information, please visit our Office of Teacher Education (OTE) website:

<https://www.tc.columbia.edu/office-of-teacher-education/students/certification-requirements/certification-exams/>

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

Core Courses (29 points):

- A&HL 4000 Educational Linguistics (3)
- A&HL 4076 PreK-6 Methods (3)
- A&HL 4085 Pedagogical English Grammar (3)
- A&HL 4088 Second Language Assessment (3)
- A&HL 4097 Second Language Acquisition (3)
- A&HL 4185 Pedagogical Approaches to Content Methods (3)
- A&HE 4057 English Methods (3)
- A&HE 4058 Teaching of Reading (3)
- A&HE 4151 Teaching of Writing (3)
- A&HE 5518 Teaching of English in Diverse Social and Cultural Contexts (2)

Literature Course (3 points):

- Students choose one of the following courses:
- A&HE 4050 Literature & Teaching
- A&HE 4051 Critical Approaches
- A&HE 4052 Adolescent Literature
- A&HE 4053 Cultural Perspectives
- A&HE 4056 Feminist Perspectives
- A&HE 4100 Teaching of Drama & Theater
- A&HE 4561 Teaching Narrative and Story

Student Teaching Courses (6 points):

- A&HC 4750 Supervised Teaching Phase I 3 credits
- A&HC 4751 Supervised Teaching Phase II 3 credits

Foundations/Breadth Courses (6-7 points)

Foundations/breadth courses are intended to broaden students' knowledge of the history of education, philosophies of education, and educational issues and practices beyond their particular area of concentration. All students must take at least 6 points of such courses (courses in Teachers College not designated "A&HE," "A&HL" or "A&HC") in close consultation with their advisors and with the TC Office of Teacher Education.

Foundations/breadth credits must be used to meet the New York State requirements within the following categories:\*

- Special Education (3)
- History/Philosophy of Education (2-3)
- Human Development/Psychology (2-3)

Each term, the program will issue a list of courses across the college offered within each of the three categories above from which students may choose. These courses may be taken as pass/fail.

\*If any of these requirements has been met through previous college-level coursework, the students would adjust points within the other two courses accordingly for a total of no fewer than 6 points. Students will make these adjustments in consultation with their advisor.

Exit Project (1 point):

- A&HE 5590 Master's Seminar 1 credit

Students complete a Master's project written on a research topic arising from course-related interests and subject to approval by their assigned advisor. This project can be a review of literature on a scholarly topic or a teacher inquiry project. It is normally completed during the penultimate semester of study. The Master's Seminar supports the completion of this project.

Student Teaching

Students in the 45-46 point TESOL/Teaching of English program have two separate semesters of student teaching. As specified by New York State in the requirements for 7-12 ELA Initial Certification, one of these experiences is in a middle school and the other is in a high school. Most placements are made in urban public schools in New York City. Commuting to one of the outer boroughs should be expected. In each semester, student teachers will be placed in classrooms in which both TESOL and English Language Arts are taught.

Student teaching experiences differ by semester. In the first (Phase 1) semester, the cooperating teacher has primary responsibility for designing the curriculum. While students do not have the major responsibility for designing or organizing the course of instruction, they are active participants in the classroom and school communities.

Although the Phase 1 experience varies, students are engaged in observation, group work with students, conferencing, and teaching. Later, toward the end of the Phase 1 experience, at a time mutually agreeable to both cooperating teacher and student teacher, the student teacher is expected to assume full responsibility for one class. A three to four week unit of study might be appropriate at this point.

During Phase 2 of student teaching, student teachers are immersed in teaching, responsible for planning and conducting two classes, assessing student work, and participating as faculty members in the life of their school.

In addition to these student teaching placements, students will complete 50 hours of observation on the PK-6 level as part of the A&HL 4076 PreK-6 Methods course.

## **TESOL: Teaching of English to Speakers of Other Languages/Teaching of English (Teaching Residents)**

Master of Arts | Dual Cert: TESOL (Pre K-12) and Teaching of English (7-12)

**Points/Credits:** 45-46 **Entry Terms:** Summer Only **Certification:**

Dual Certification NY State Initial: English to Speakers of Other Languages (TESOL) Pre-K-12 /  
and NY State Initial: Teaching of English (7-12)

### **Degree Requirements**

See the TR@TC office for information <https://www.tc.columbia.edu/teachingresidents/>

## Master of Education

### Applied Linguistics

Master of Education

**Points/Credits:** 60 **Entry Terms:** Fall Only

#### Degree Requirements

The Applied Linguistics and TESOL Program offers a Master of Education degree with three areas of Specialization in Applied Linguistics and TESOL: language use, second language acquisition, and second language assessment. The EdM is an articulated Master's degree, 30 points beyond the M.A. level. Please refer to the Area of Specialization descriptions below for detailed curriculum information. Note that students' official major will be either Applied Linguistics or TESOL (i.e., their areas of specialization will not appear on the student academic record). Students can expect to complete the Ed.M. in Applied Linguistics or TESOL in one to three years depending on their full-time or part-time status. Students receiving an M.A. in Applied Linguistics and TESOL at Teachers College can usually finish earlier.

The Ed.M. program typically attracts two kinds of students: a) those who have already received an M.A. in a related field of study and who wish to further their professional development in order to augment their practice in the field; and b) those who have already received an M.A. in a related field of study and who wish to ultimately pursue a doctorate.

Students earning the Master of Education degrees have six types of requirements: (1) prerequisites and/or transfer courses, (2) Area of Specialization-specific courses, (3) elective courses, (4) research methods and statistics/measurement courses, (5) breadth courses, and (6) an Ed.M. exit project. All course decisions must be made in consultation with the student's faculty advisor.

Students across all areas of Specialization are required to complete a minimum of 9 credits of elective courses in Applied Linguistics and TESOL. Students must also complete an exit project outside of their coursework.

Students with an M.A. in Applied Linguistics or TESOL from Teachers College may use up to 36 credits of their M.A. course work toward their Ed.M. program, provided these courses are approved by their faculty advisor. Students with an M.A. from other accredited institutions or who completed their M.A. at TC but outside of the Applied Linguistics and TESOL Program may transfer a total of 30 credits, subject to the approval of the faculty advisor.

Prerequisite and/or Transfer Courses for All areas of Specialization (15 points):

- A&HL 4000: Educational linguistics (3)
- A&HL 4085: Pedagogical English grammar (3)
- A&HL 4087: Introduction to second language acquisition (3)
- A&HL 4088: Second language assessment (3)
- One course from the following:
  - A&HL 4001: Sociolinguistics and education (3)
  - A&HL 4104: Discourse analysis (3)
  - A&HL 4105: Conversation analysis (3)
  - A&HL 4106: Text and textuality (3)

Requirements for area of focus-specific courses, elective courses, research methods and statistics courses, and breadth courses which vary from Area of Specialization to Area of Specialization, are described below.

## **Master of Education in Applied Linguistics and TESOL (60 pts; Second Language Acquisition Area of Specialization)**

The second language acquisition Area of Specialization of the Ed.M. program requires 60 graduate points beyond the bachelor's degree, with a minimum of 30 points taken under the auspices of Teachers College.

Prerequisite Courses (15 points; see above).

Area of Specialization-Specific in Second Language Acquisition (15 points):

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

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

- A&HL 5575: Research literacy in applied linguistics and TESOL (3)
- One course from the following:
  - A&HL 5199.001 Issues in Statistics for Applied Linguistics Research (3)
  - C&T 5502: Introduction to qualitative research (3)
  - HUDM 4050: Introduction to measurement (3)
  - HUDM 4122: Probability and statistical inference (3)

Elective (9 points)

- A&HL 4101: Phonetics and phonology (3)
- A&HL 5085: Advanced syntax (3)
- A&HL 4001: Sociolinguistics and education (3)
- A&HL 4104: Discourse analysis (3)
- A&HL 4105: Conversation analysis (3)
- A&HL 4106: Text and textuality (3)
- A&HL 5020: Interactional sociolinguistics (3)
- A&HL 5105: Classroom discourse (3)
- A&HL 5106: Language socialization (3)
- A&HL 6031: Advanced conversation analysis (3)
- A&HL 4089: Teaching writing to ESL students (3)
- A&HL 5011: Technology-based language teaching and material design (3)
- A&HL 5199: Topics in language assessment (3)
- A&HL 5512: Historical perspectives on language testing research (3)
- A&HL 5519: Instructed second language acquisition and assessment (3)
- A&HL 6000: Second language test validation (3)
- A&HL 6040: Classroom-based language assessment (3)
- A&HL 6060: Generalizability theory for second language assessment research (3)
- A&HL 6089: Second language performance assessment (3)
- Courses can be taken at an affiliate campus in the Columbia community with advisor's approval.

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

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

#### Exit Project

In addition to course requirements, students must complete an Ed.M project on a research topic arising from course-related interests and subject to approval by their assigned advisor. This project can be a 25-page review of literature on a scholarly topic or it can be an empirically-based paper. It is normally completed during the last semester of study.

Transfer of credits: 9 or more, subject to advisor's approval.

### **Master of Education in Applied Linguistics and TESOL (60 pts; 2nd Lang. Assessment Area of Specialization)**

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

Pre-requisite and/or Transfer Courses for All areas of Specialization (15 points): See above.

Area of Specialization-Specific Courses in Second Language Assessment (15 points):

- A&HL 5512: Historical changes in language testing research (3)
- A&HL 6089: Second language performance assessment (3)
- A&HL 6040: Classroom-based language assessment (3)
- And two courses from the following:
  - A&HL 5199: Topics in language assessment (3)
  - A&HL 6089 : Second language performance assessment (3)
  - A&HL 6000 : Second language test validation (3)
  - A&HL 6060: Generalizability theory for L2 testing research (3)
  - A&HL 6407: Internship in applied linguistics and TESOL: Assessment lab (3)

Research Methods and Statistics for Second Language Assessment (Must have advisor's written approval). The HUDM courses can also be counted as "Breadth courses". See below:

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

- One course from the following:
- A&HL 5199.001 Issues in Statistics for Applied Linguistics Research

OR

(HUDM courses will fulfill the Breadth requirement see below)

- HUDM 4050: Introduction to measurement (3)
- HUDM 4122: Probability and statistical inference (3)
- HUDM 5122: Applied regression analysis (3)

Required Out-of-Program Breadth Courses (6 points total, chosen with advisor's approval). In addition to the HUDM stats courses above, below is a sample of such courses for the assessment Area of Specialization.

- HUDK 4035: Technology and human development (2-3)
- HBSK 4074: Reading comprehension strategies and study skills (2-3)
- HUDK 4080: Educational psychology (2-3)
- HUDK 5023: Cognitive development (2-3)
- HUDK 5024: Language development (2-3)
- MSTU 4036: Hypermedia and education (2-3)
- HUDK 4029: Cognition and learning (2-3)
- MSTU 4133: Cognition and computers (2-3)

Exit Project (39 points; see above)

In addition to course requirements, students must complete an Ed.M project on a research topic arising from course-related interests and subject to approval by their assigned advisor. This project can be a 25-page review of literature on a scholarly topic or it can be an empirically-based paper. It is normally completed during the last semester of study.

Students can normally expect to complete an EdM. in Applied Linguistics or TESOL in four semesters (i.e., two years) depending on transfer credits.

## **Master of Education in Applied Linguistics and TESOL (60 pts; Language Use Area of Specialization)**

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

Prerequisite and/or Transfer Courses for All areas of Specialization (15 points): See above. Area of Specialization-Specific Courses in Language Use (9 points):

- A&HL 4104: Discourse analysis (3)
- A&HL 4105: Conversation analysis (3)
- A&HL 4106: Text and textuality (3)
- A&HL 5020: Interactional sociolinguistics (3)
- A&HL 5105: Classroom discourse (3)
- A&HL 5106: Language Socialization (3)
- A&HL 6031: Advanced conversation analysis (3)
- Various topics courses in discourse (3)



Research Methods and Statistics for Language Use (6 points) (Must have advisor's written approval):

- A&HL 5575: Research literacy in applied linguistics and TESOL (3) and
- One course from the following:
- A&HL 5199.001 Issues in Statistics for Applied Linguistics Research

OR

(HUDM courses)

- HUDM 4050: Introduction to measurement (3)
- HUDM 4122: Probability and statistical inference (3)
- ITSF 5000: Methods of inquiry: Ethnography and participant observation (3)
- Additional courses chosen with advisor's approval

Recommended Elective Courses for the Language Use Area of Specialization (Must have advisor's written approval)

- A&HL 4101: Phonetics and phonology (3)
- A&HL 5085: Advanced syntax (3)
- A&HL 5008: Interlanguage analysis (3)
- A&HL 5087: Second language acquisition in the classroom (3)
- A&HL 6087: Advanced second language acquisition (3)
- A&HL 6097: Task-based language teaching (3)
- A&HL 4089: Teaching writing to ESL students (3)
- A&HL 5011: Technology-based language teaching and material design (3)
- A&HL 5199: Topics in language assessment (3)
- A&HL 5512: Historical perspectives on language testing research (3)
- A&HL 5519: Instructed second language acquisition and assessment (3)
- A&HL 6000: Second language test validation (3)
- A&HL 6040: Classroom-based language assessment (3)
- A&HL 6060: Generalizability theory for second language assessment research (3)
- A&HL 6089: Second language performance assessment (3)

Various topic courses

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

- ITSF 5003: Communication and Culture (2-3)
- ITSF 5016: Ethnography of education (2-3)

Exit Project

In addition to course requirements, students must complete an Ed.M project on a research topic arising from course-related interests and subject to approval by their assigned advisor. This project can be a 25-page review of literature on a scholarly topic or it can be an empirically-based paper. It is normally completed during the last semester of study.

Students can normally expect to complete an EdM. in Applied Linguistics or TESOL in four semesters (i.e., two years) depending on transfer credits.

## TESOL: Teaching of English to Speakers of Other Languages

Master of Education

**Points/Credits:** 60 **Entry Terms:** Fall Only

### Degree Requirements

The Applied Linguistics and TESOL Program offers a Master of Education degree with three areas of Specialization in Applied Linguistics and TESOL: language use, second language acquisition, and second language assessment. The EdM is an articulated Master's degree, 30 points beyond the M.A. level. Please refer to the Area of Specialization descriptions below for detailed curriculum information. Note that students' official major will be either Applied Linguistics or TESOL (i.e., their areas of Specialization will not appear on the student academic record). Students can expect to complete the Ed.M. in Applied Linguistics or TESOL in one to three years depending on their full-time or part-time status. Students receiving an M.A. in Applied Linguistics and TESOL at Teachers College can usually finish earlier.

The Ed.M. program typically attracts two kinds of students: a) those who have already received an M.A. in a related field of study and who wish to further their professional development in order to augment their practice in the field; and b) those who have already received an M.A. in a related field of study and who wish to ultimately pursue a doctorate.

Students earning the Master of Education degrees have six types of requirements: (1) prerequisites and/or transfer courses, (2) Area of Specialization-specific courses, (3) elective courses, (4) research methods and statistics/measurement courses, (5) breadth courses, and (6) an Ed.M. exit project. All course decisions must be made in consultation with the student's faculty advisor.

Students across all areas of Specialization are required to complete a minimum of 9 credits of elective courses in Applied Linguistics and TESOL. Students must also complete an exit project outside of their coursework.

Students with an M.A. in Applied Linguistics or TESOL from Teachers College may use up to 36 credits of their M.A. course work toward their Ed.M. program, provided these courses are approved by their faculty advisor. Students with an M.A. from other accredited institutions or who completed their M.A. at TC but outside of the Applied Linguistics and TESOL Program may transfer a total of 30 credits, subject to the approval of the faculty advisor.

Prerequisite and/or Transfer Courses for All areas of Specialization (15 points):

- A&HL 4000: Educational linguistics (3)
- A&HL 4085: Pedagogical English grammar (3)
- A&HL 4087: Introduction to second language acquisition (3)
- A&HL 4088: Second language assessment (3)
- One course from the following:
  - A&HL 4001: Sociolinguistics and education (3)
  - A&HL 4104: Discourse analysis (3)
  - A&HL 4105: Conversation analysis (3)
  - A&HL 4106: Text and textuality (3)

Requirements for area of focus-specific courses, elective courses, research methods and statistics courses, and breadth courses which vary from Area of Specialization to Area of Specialization, are described below.

## Master of Education in Applied Linguistics and TESOL (60 pts; Second Language Acquisition Area of Specialization)

The second language acquisition Area of Specialization of the Ed.M. program requires 60 graduate points beyond the bachelor's degree, with a minimum of 30 points taken under the auspices of Teachers College.

Prerequisite Courses (15 points; see above).

Area of Specialization-Specific in Second Language Acquisition (15 points):

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

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

- A&HL 5575: Research literacy in applied linguistics and TESOL (3)
- One course from the following:
  - A&HL 5199.001 Issues in Statistics for Applied Linguistics Research (3)
  - C&T 5502: Introduction to qualitative research (3)
  - HUDM 4050: Introduction to measurement (3)
  - HUDM 4122: Probability and statistical inference (3)

Elective (9 points)

- A&HL 4101: Phonetics and phonology (3)
- A&HL 5085: Advanced syntax (3)
- A&HL 4001: Sociolinguistics and education (3)
- A&HL 4104: Discourse analysis (3)
- A&HL 4105: Conversation analysis (3)
- A&HL 4106: Text and textuality (3)
- A&HL 5020: Interactional sociolinguistics (3)
- A&HL 5105: Classroom discourse (3)
- A&HL 5106: Language socialization (3)
- A&HL 6031: Advanced conversation analysis (3)
- A&HL 4089: Teaching writing to ESL students (3)
- A&HL 5011: Technology-based language teaching and material design (3)
- A&HL 5199: Topics in language assessment (3)
- A&HL 5512: Historical perspectives on language testing research (3)
- A&HL 5519: Instructed second language acquisition and assessment (3)
- A&HL 6000: Second language test validation (3)
- A&HL 6040: Classroom-based language assessment (3)
- A&HL 6060: Generalizability theory for second language assessment research (3)
- A&HL 6089: Second language performance assessment (3)
- Courses can be taken at an affiliate campus in the Columbia community with advisor's approval.

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

- BBS 5068: Brain and behavior I (2)

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

#### Exit Project

In addition to course requirements, students must complete an Ed.M project on a research topic arising from course-related interests and subject to approval by their assigned advisor. This project can be a 25-page review of literature on a scholarly topic or it can be an empirically-based paper. It is normally completed during the last semester of study.

Transfer of credits: 9 or more, subject to advisor's approval.

### **Master of Education in Applied Linguistics and TESOL (60 pts; 2nd Lang. Assessment Area of Specialization)**

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

Pre-requisite and/or Transfer Courses for All areas of Specialization (15 points): See above.

Area of Specialization-Specific Courses in Second Language Assessment (15 points):

- A&HL 5512: Historical changes in language testing research (3)
- A&HL 6089: Second language performance assessment (3)
- A&HL 6040: Classroom-based language assessment (3)
- And two courses from the following:
  - A&HL 5199: Topics in language assessment (3)
  - A&HL 6089: Second language performance assessment (3)
  - A&HL 6000 : Second language test validation (3)
  - A&HL 6060: Generalizability theory for L2 testing research (3)
  - A&HL 6407: Internship in applied linguistics and TESOL: Assessment lab (3)

Research Methods and Statistics for Second Language Assessment (Must have advisor's written approval). The HUDM courses can also be counted as "Breadth courses". See below:

- A&HL 5575: Research literacy in applied linguistics and TESOL (3) and
- One course from the following:
  - A&HL 5199.001 A&HL 5199.001 Issues in Statistics for AppliedLinguistics Research

OR

(HUDM courses will fulfill the Breadth requirement see below)

- HUDM 4050: Introduction to measurement (3)
- HUDM 4122: Probability and statistical inference (3)
- HUDM 5122: Applied regression analysis (3)

Required Out-of-Program Breadth Courses (6 points total, chosen with advisor's approval). In addition to the HUDM stats courses above, below is a sample of such courses for the assessment Area of Specialization.

- HUDK 4035: Technology and human development (2-3)
- HBSK 4074: Reading comprehension strategies and study skills (2-3)
- HUDK 4080: Educational psychology (2-3)
- HUDK 5023: Cognitive development (2-3)
- HUDK 5024: Language development (2-3)
- HUDM 6051: Psychometric theory I (2-3)
- HUDM 6122: Multivariate analysis I (2-3)
- MSTU 4036: Hypermedia and education (2-3)
- HUDK 4029: Cognition and learning (2-3)
- MSTU 4133: Cognition and computers (2-3)

Exit Project (39 points; see above)

In addition to course requirements, students must complete an Ed.M project on a research topic arising from course-related interests and subject to approval by their assigned advisor. This project can be a 25-page review of literature on a scholarly topic or it can be an empirically-based paper. It is normally completed during the last semester of study.

Students can normally expect to complete an EdM. in Applied Linguistics or TESOL in four semesters (i.e., two years) depending on transfer credits.

## **Master of Education in Applied Linguistics and TESOL (60 pts; Language Use Area of Specialization)**

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

Prerequisite and/or Transfer Courses for All areas of Specialization (15 points): See above. Area of Specialization-Specific Courses in Language Use (9 points):

- A&HL 4104: Discourse analysis (3)
- A&HL 4105: Conversation analysis (3)
- A&HL 4106: Text and textuality (3)
- A&HL 5020: Interactional sociolinguistics (3)
- A&HL 5105: Classroom discourse (3)
- A&HL 5106: Language Socialization (3)
- A&HL 6031: Advanced conversation analysis (3)
- Various topics courses in discourse (3)

Research Methods and Statistics for Language Use (6 points) (Must have advisor's written approval):

- A&HL 5575: Research literacy in applied linguistics and TESOL (3) and
- One course from the following:
- A&HL 5199.001 Issues in Statistics for Applied Linguistics Research

OR

(HUDM courses)

- HUDM 4050: Introduction to measurement (3)
- HUDM 4122: Probability and statistical inference (3)
- ITSF 5000: Methods of inquiry: Ethnography and participant observation (3)
- Additional courses chosen with advisor's approval

Recommended Elective Courses for the Language Use Area of Specialization (Must have advisor's written approval)

- A&HL 4101: Phonetics and phonology (3)
- A&HL 5085: Advanced syntax (3)
- A&HL 5008: Interlanguage analysis (3)
- A&HL 5087: Second language acquisition in the classroom (3)
- A&HL 6087: Advanced second language acquisition (3)
- A&HL 6097: Task-based language teaching (3)
- A&HL 4089: Teaching writing to ESL students (3)
- A&HL 5011: Technology-based language teaching and material design (3)
- A&HL 5199: Topics in language assessment (3)
- A&HL 5512: Historical perspectives on language testing research (3)
- A&HL 5519: Instructed second language acquisition and assessment (3)
- A&HL 6000: Second language test validation (3)
- A&HL 6040: Classroom-based language assessment (3)
- A&HL 6060: Generalizability theory for second language assessment research (3)
- A&HL 6089: Second language performance assessment (3)

Various topic courses

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

- ITSF 5003: Communication and Culture (2-3)
- ITSF 5016: Ethnography of education (2-3)

Exit Project

In addition to course requirements, students must complete an Ed.M project on a research topic arising from course-related interests and subject to approval by their assigned advisor. This project can be a 25-page review of literature on a scholarly topic or it can be an empirically-based paper. . It is normally completed during the last semester of study.

Students can normally expect to complete an EdM. in Applied Linguistics or TESOL in four semesters (i.e., two years) depending on transfer credits.

## Doctor of Education

### Applied Linguistics

Doctor of Education

**Points/Credits:** 90 **Entry Terms:** Fall Only

### Degree Requirements

The Applied Linguistics and TESOL Program offers a Doctor of Education degree with three areas of Specialization: language use, second language acquisition, and second language assessment. Please see the descriptions for each of these Areas of Specialization below.

Students who did not receive their M.A. or Ed.M. from Teachers College will be expected to complete all the required courses or their equivalent for the M.A./Ed.M programs in Applied Linguistics or TESOL at Teachers College.

Doctoral students have five types of requirements: (1) doctoral candidacy requirements, (2) Area of Specialization course requirements, (3) elective courses, (4) required out-of-program breadth courses, (5) research and statistics courses. All course decisions must be made in consultation with the faculty advisor.

Transfer Courses (45 or 60 points):

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

Candidacy Requirements for All Ed.D. Students (Minimum 15 points; courses may be taken several times):

- A&HL 5507: Research paper in applied linguistics (3)
- A&HL 6507-A: Doctoral seminar in applied linguistics (3) (Closed-Book Certification Exam)
- A&HL 6507-B: Doctoral seminar in applied linguistics (3) (Qualifying Paper/Pilot Study)
- A&HL 7507: Dissertation seminar in applied linguistics (3) (Dissertation Proposal)
- A&HL 8907: Dissertation advisement in TESOL and applied linguistics (0) (Dissertation Submission)

When doctoral students reach approximately 50 points in the program and have been at Teachers College for at least one year, they may register for a doctoral seminar every semester pending advisor's approval.

Doctoral preparation involves four successive stages:

1. Developing a critical understanding of the research literature in a given area (5500 Research Paper; 6500 Part A: Certification Exam)
2. Conceptualizing and carrying out a pilot study in the area of inquiry (6500 Part B: Qualifying Paper)
3. Writing a dissertation proposal in the area of inquiry (Dissertation Proposal)
4. Carrying out the study and writing the dissertation (Dissertation Submission)

Doctoral students are required to demonstrate research preparedness in a substantive area by passing the research paper at the 5500 level, the certification exam and pilot study at the 6500 level, the dissertation proposal at the 7500 level, and the completed dissertation at the 8000 level. Students are expected to make steady and continuous progress toward the degree. Students who fail to make timely progress may be asked to leave the program. Timely progress will be determined by the program faculty.

Students who receive less than a B+ on the 5500 paper will be terminated from the doctoral program, and will receive an Ed.M. if their 5500 paper is of acceptable quality. Students may retake 6500 part A or B one time. If students do not pass the proposal or the proposal defense, they will be asked to leave the program. In the event of a failed dissertation defense, faculty may petition the Ed.D committee to permit one additional retake, if extraordinary circumstances apply.

## **Doctor of Education in Applied Linguistics and TESOL (90 pts; Second Language Acquisition Area of Specialization)**

The second language acquisition area of Specialization requires a minimum of 90 graduate points beyond the bachelor's degree. This Area of Specialization has five types of requirements: (1) doctoral candidacy requirements (listed above), (2) Area of Specialization course requirements, (3) elective courses, (4) required out-of-program breadth courses, and (5) research and statistics courses.

Area of Specialization Requirements for Second Language Acquisition (15 points):

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

These courses can be taken more than once, as needed.

Research Methods and Statistics Requirements for Second Language Acquisition (12 points subject to advisor's approval):

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



Elective and Breadth Course Requirements for Second Language Acquisition (15 points subject to advisor's approval):

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

Transfer Courses (15 credits or more; subject to advisor's approval)

Candidacy Requirements (15 points or more; see above)

### **Doctor of Education in Applied Linguistics and TESOL (90 pts; 2nd Lang. Assessment Area of Specialization)**

The second language assessment Area of Specialization requires a minimum of 90 graduate points beyond the bachelor's degree. This Area of Specialization has five types of requirements: (1) doctoral candidacy requirements (listed above), (2) Area of Specialization course requirements, (3) elective courses, (4) required out-of-program breadth courses, and (5) research and statistics courses.

Area of Specialization-Specific Courses in Second Language Assessment (15 points):

- A&HL 5512: Historical changes in language testing research (3)
- A&HL 6040: Classroom-based language assessment (3)
- And two courses from the following:
  - A&HL 5199: Topics in language assessment (3)
  - A&HL 6089: Second language performance assessment (3)
  - A&HL 6000 : Second language test validation (3)
  - A&HL 6060: Generalizability theory for L2 testing research (3)
  - A&HL 6407: Internship in applied linguistics and TESOL: Assessment lab (3)

Research Methods and Statistics for Second Language Assessment (6 points) (Must have advisor's written approval). The HUDM courses can also be counted as "Breadth courses". See below:

## Required

- A&HL 5575: Research literacy in applied linguistics and TESOL (3)
- HUDM 4050: Introduction to measurement (3)
- HUDM 4122: Probability and statistical inference (3)
- HUDM 5122: Applied regression analysis (3)
- One or more from the following depending on the dissertation topic:
  - HUDM 5123 Linear models and experimental design (3)
  - HUDM 5124 Multidimensional scaling and clustering (3)
  - HUDM 6030 Multilevel and longitudinal data analysis (3)
  - HUDM 6051 Psychometric theory I (3)
  - HUDM 6052 Psychometric theory II (3)
  - HUDM 6055 Latent structure analysis (3)
  - HUDM 6122 Multivariate analysis I (3)
  - HUDM 6123 Multivariate analysis II (3)

Recommended Elective Course for the Assessment Area of Specialization (9 points) (Must have advisor's written approval):

- A&HL 5199: Topics in language assessment (3)
- A&HL 6000: Second language test validation (3)
- A&HL 6040: Classroom-based language assessment (3)
- A&HL 6060: Generalizability theory for second language assessment research (3)
- A&HL 6089: Second language performance assessment (3)
- A&HL 4104: Discourse analysis (3)
- A&HL 4105: Conversation analysis (3)
- A&HL 5020: Interactional sociolinguistics (3)
- A&HL 5105: Classroom discourse (3)
- A&HL 6031: Advanced conversation analysis (3)
- A&HL 5087: Second language acquisition in the classroom (3)
- A&HL 6087: Advanced second language acquisition (3)
- A&HL 6097: Task-based language teaching (3)
- A&HL 4090: Introduction to Corpus Linguistics (3)
- A&HL 5090: Computational Linguistics for Applied Linguists (3)
- A&HL 5515: Adv.Topics: Applied Linguistics I: Introduction to Corpus Linguistics (3)
- A&HL 4089: Teaching writing to ESL students (3)
- A&HL 5011: Technology-based language teaching and material design (3)
- Courses can be taken at an affiliate campus in the Columbia community with advisor's approval.

Required Out-of-Program Breadth Courses (6 points total, chosen with advisor's approval). In addition to the HUDM stats courses above, below is a sample of such courses for the assessment Area of Specialization.

- HUDK 4035: Technology and human development (2-3)
- HUDK 4074: Reading comprehension strategies and study skills (2-3)
- HUDK 4080: Educational psychology (2-3)
- HUDK 5023: Cognitive development (2-3)
- HUDK 5024: Language development (2-3)
- MSTU 4036: Hypermedia and education (2-3)
- HUDK 4029: Cognition and learning (2-3)
- MTSU 4133: Cognition and computers (2-3)

## Doctor of Education in Applied Linguistics and TESOL (90 pts; Language Use Area of Specialization)

The language use Area of Specialization requires a minimum of 90 graduate points beyond the bachelor's degree. This Area of Specialization has five types of requirements: (1) doctoral candidacy requirements (listed above), (2) Area of Specialization course requirements, (3) elective courses, (4) required out-of-program breadth courses, and (5) research and statistics courses.

Area of Specialization Requirements for Language Use (9 points):

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

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

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

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

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

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

**Transfer Courses (up to 45 points; see above) Candidacy Requirements (15 points; see above)**

### TESOL: Teaching of English to Speakers of Other Languages

Doctor of Education

Points/Credits: 90 Entry Terms: Fall Only

## Degree Requirements

The Applied Linguistics and TESOL Program offers a Doctor of Education degree with three Areas of Specialization: language use, second language acquisition, and second language assessment. Please see the descriptions for each of these Areas of Specialization below.

Students who did not receive their M.A. or Ed.M. from Teachers College will be expected to complete all the required courses or their equivalent for the M.A./Ed.M programs in Applied Linguistics or TESOL at Teachers College.

Doctoral students have five types of requirements: (1) doctoral candidacy requirements, (2) Area of Specialization course requirements, (3) elective courses, (4) required out-of-program breadth courses, (5) research and statistics courses. All course decisions must be made in consultation with the faculty advisor.

Transfer Courses (45 or 60 points):

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

Candidacy Requirements for All Ed.D. Students (Minimum 15 points; courses may be taken several times):

- A&HL 5507: Research paper in applied linguistics (3)
- A&HL 6507-A: Doctoral seminar in applied linguistics (3) (Closed-Book Certification Exam)
- A&HL 6507-B: Doctoral seminar in applied linguistics (3) (Qualifying Paper/Pilot Study)
- A&HL 7507: Dissertation seminar in applied linguistics (3) (Dissertation Proposal)
- A&HL 8907: Dissertation advisement in TESOL and applied linguistics (0) (Dissertation Submission)

When doctoral students reach approximately 50 points in the program and have been at Teachers College for at least one year, they may register for a doctoral seminar every semester pending advisor's approval.

Doctoral preparation involves four successive stages:

1. Developing a critical understanding of the research literature in a given area (5500 Research Paper; 6500 Part A: Certification Exam)
2. Conceptualizing and carrying out a pilot study in the area of inquiry (6500 Part B: Qualifying Paper)
3. Writing a dissertation proposal in the area of inquiry (Dissertation Proposal)
4. Carrying out the study and writing the dissertation (Dissertation Submission)

Doctoral students are required to demonstrate research preparedness in a substantive area by passing the research paper at the 5500 level, the certification exam and pilot study at the 6500 level, the dissertation proposal at the 7500 level, and the completed dissertation at the 8000 level. Students are expected to make steady and continuous progress toward the degree. Students who fail to make timely progress may be asked to leave the program. Timely progress will be determined by the program faculty.

Students who receive less than a B+ on the 5500 paper will be terminated from the doctoral program, and will receive an Ed.M. if their 5500 paper is of acceptable quality. Students may retake 6500 part A or B one time. If students do not pass the proposal or the proposal defense, they will be asked to leave the program. In the event of a failed dissertation defense, faculty may petition the Ed.D committee to permit one additional retake, if extraordinary circumstances apply.

## Doctor of Education in Applied Linguistics and TESOL (90 pts; Second Language Acquisition Area of Specialization)

The second language acquisition area of Specialization requires a minimum of 90 graduate points beyond the bachelor's degree. This Area of Specialization has five types of requirements: (1) doctoral candidacy requirements (listed above), (2) Area of Specialization course requirements, (3) elective courses, (4) required out-of-program breadth courses, and (5) research and statistics courses.

Area of Specialization Requirements for Second Language Acquisition (15 points):

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

These courses can be taken more than once, as needed.

Research Methods and Statistics Requirements for Second Language Acquisition (12 points subject to advisor's approval):

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

Elective and Breadth Course Requirements for Second Language Acquisition (15 points subject to advisor's approval):

- Elective courses in Applied Linguistics and TESOL (9 points):
- Out-of-program breadth courses (6 points of any combination):
  - BBS 5068 Brain and behavior I (2)
  - BBS 5069 Brain and behavior II (2)
  - HBSK 4074 Development of reading comprehension strategies and study skills (2-3)
  - HBSK 5096 Psychology of memory (2-3)
  - HUDK 4015 Psychology of thinking (2-3)

- HUDK 4029 Human cognition and learning (2-3)
- HUDK 4035 Technology and human development (2-3)
- HUDK 4080 Educational psychology (2-3)
- HUDK 5021 Personality development and socialization in childhood (2-3)
- HUDK 5023 Cognitive development (2-3)
- HUDK 5024 Language development (2-3)
- HUDK 5025 Spatial thinking (2-3)
- HUDK 5029 Personality development and socialization across the lifespan (2-3)
- HUDK 5030 Visual explanations (2-3)
- HUDK 5039 Design of intelligent learning environments (2-3)
- HUDK 5090 Psychology of language and reading (2-3)
- MSTU 4133 Cognition and computers (2-3)

Transfer Courses (15 credits or more; subject to advisor's approval)

Candidacy Requirements (15 points or more; see above)

### **Doctor of Education in Applied Linguistics and TESOL (90 pts; 2nd Lang. Assessment Area of Specialization)**

The second language assessment Area of Specialization requires a minimum of 90 graduate points beyond the bachelor's degree. This Area of Specialization has five types of requirements: (1) doctoral candidacy requirements (listed above), (2) Area of Specialization course requirements, (3) elective courses, (4) required out-of-program breadth courses, and (5) research and statistics courses.

Area of Specialization-Specific Courses in Second Language Assessment (15 points):

- A&HL 5512: Historical changes in language testing research (3)
- A&HL 6040: Classroom-based language assessment (3)
- And two courses from the following:
  - A&HL 5199: Topics in language assessment (3)
  - A&HL 6089: Second language performance assessment (3)
  - A&HL 6000 : Second language test validation (3)
  - A&HL 6060: Generalizability theory for L2 testing research (3)
  - A&HL 6407: Internship in applied linguistics and TESOL: Assessment lab (3)

Research Methods and Statistics for Second Language Assessment (6 points) (Must have advisor's written approval). The HUDM courses can also be counted as "Breadth courses". See below:

#### Required

- A&HL 5575: Research literacy in applied linguistics and TESOL (3)
- HUDM 4050: Introduction to measurement (3)
- HUDM 4122: Probability and statistical inference (3)
- HUDM 5122: Applied regression analysis (3)
- One or more from the following depending on the dissertation topic:
  - HUDM 5123 Linear models and experimental design (3)
  - HUDM 5124 Multidimensional scaling and clustering (3)
  - HUDM 6030 Multilevel and longitudinal data analysis (3)
  - HUDM 6051 Psychometric theory I (3)

- HUDM 6052 Psychometric theory II (3)
- HUDM 6055 Latent structure analysis (3)
- HUDM 6122 Multivariate analysis I (3)
- HUDM 6123 Multivariate analysis II (3)

Recommended Elective Course for the Assessment Area of Specialization (9 points) (Must have advisor's written approval):

- A&HL 5199: Topics in language assessment (3)
- A&HL 6000: Second language test validation (3)
- A&HL 6040: Classroom-based language assessment (3)
- A&HL 6060: Generalizability theory for second language assessment research (3)
- A&HL 6089: Second language performance assessment (3)
- A&HL 4104: Discourse analysis (3)
- A&HL 4105: Conversation analysis (3)
- A&HL 5020: Interactional sociolinguistics (3)
- A&HL 5105: Classroom discourse (3)
- A&HL 6031: Advanced conversation analysis (3)
- A&HL 5087: Second language acquisition in the classroom (3)
- A&HL 6087: Advanced second language acquisition (3)
- A&HL 6097: Task-based language teaching (3)
- A&HL 4090: Introduction to Corpus Linguistics (3)
- A&HL 5090: Computational Linguistics for Applied Linguists
- A&HL 5515: Adv.Topics: Applied Linguistics I: Introduction to Corpus Linguistics (3)
- A&HL 4089: Teaching writing to ESL students (3)
- A&HL 5011: Technology-based language teaching and material design (3)
- Courses can be taken at an affiliate campus in the Columbia community with advisor's approval.

Required Out-of-Program Breadth Courses (6 points total, chosen with advisor's approval). In addition to the HUDM stats courses above, below is a sample of such courses for the assessment Area of Specialization.

- HUDK 4035: Technology and human development (2-3)
- HUDK 4074: Reading comprehension strategies and study skills (2-3)
- HUDK 4080: Educational psychology (2-3)
- HUDK 5023: Cognitive development (2-3)
- HUDK 5024: Language development (2-3)
- MSTU 4036: Hypermedia and education (2-3)
- HUDK 4029: Cognition and learning (2-3)
- MTSU 4133: Cognition and computers (2-3)

## **Doctor of Education in Applied Linguistics and TESOL (90 pts; Language Use Area of Specialization)**

The language use Area of Specialization requires a minimum of 90 graduate points beyond the bachelor's degree. This Area of Specialization has five types of requirements: (1) doctoral candidacy requirements (listed above), (2) Area of Specialization course requirements, (3) elective courses, (4) required out-of-program breadth courses, and (5) research and statistics courses.

Area of Specialization Requirements for Language Use (9 points):

- A&HL 4020 Interactional sociolinguistics (3)

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

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

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

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

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

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

Transfer Courses (up to 45 points; see above) Candidacy Requirements (15 points; see above)

## Faculty

### Faculty

- ZhaoHong **Han** Professor of Language and Education
- James Enos **Purpura** Professor of Language and Education
- Hansun Zhang **Waring** Professor of Applied Linguistics and TESOL

### Lecturers

- Sarah Chepkirui **Creider** Lecturer



- Vivian **Lindhardsen** Senior Lecturer
- Hoa T.H. **Nguyen** Lecturer
- Payman **Vafaee** Lecturer
- Erik **Voss** Lecturer
- Howard A. **Williams** Senior Lecturer

### **Adjunct Faculty**

- Nancy R **Boblett** Adjunct Assistant Professor
- Kirby Cook **Grabowski** Adjunct Assistant Professor
- Linda **Wine** Adjunct Assistant Professor

### **Instructors**

- Elizabeth Ann **Reddington** One Time Payment

## **Courses**

### **A&HL 4000 - Educational Linguistics**

Survey of cognitive and social approaches to the study of language, language acquisition, language systems, 20th and 21st century movements in linguistics, language varieties and attitudes, forms and functions of language in the classroom.

### **A&HL 4001 - Sociolinguistics and Education**

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

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

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

### **A&HL 4005 - Semantic Systems and the Lexicon**

A comparative examination of lexical semantic systems of English and other languages, with particular reference to the teaching and learning of vocabulary.

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

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

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

Teaching ESL to elementary students focusing on early literacy development and content instruction. This course also includes fieldwork.

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

Introduction to the major language teaching methods and approaches that have been influential in the 20th and 21st century.

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

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

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

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

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

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

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

Introduction to the systematic observation of teaching in diverse contexts.

### **A&HL 4087 - Introduction to Second Language Acquisition**

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

### **A&HL 4088 - Second Language Assessment**

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

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

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

### **A&HL 4090 - Introduction to Corpus Linguistics**

Introduction to Corpus Linguistics introduces students to language corpora as a resource for linguistic analysis. The course presents a survey of the available English-language corpora including learner corpora (texts produced by language learners) and teaches the use of web-based interfaces and computer tools. Students learn fundamental concepts and methods of corpus linguistics through investigation into the lexis and grammar of English and applications of corpora for language teaching.

### **A&HL 4101 - Phonetics and Phonology**

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

### **A&HL 4104 - Discourse Analysis**

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

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

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

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

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

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

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

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

This workshop is designed to introduce techniques for teaching English to students with limited literacy and/or formal schooling in their first language. Special attention will be given to activity and materials development, and to teaching grammar without relying on reading and writing. We will discuss potential academic strengths and weaknesses of students with limited formal schooling, as well as the importance of teacher talk/teacher input for

this population. Additionally, we will look at techniques for integrating students with limited literacy into classrooms where most students can read and write.

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

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

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

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

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

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

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

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

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

This workshop explores the value of incorporating published literary works into ESL/EFL curricula.

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

Teaching ESL to secondary students, focusing on content area ESL and second language literacy. This course also includes fieldwork.

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

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

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

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

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

This workshop explores methods of communicative grammar teaching in the adult ESL classroom. It focuses on concrete strategies for integrating grammar instruction into a multi-skills curriculum.

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

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

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

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

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

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

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

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

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

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

### **A&HL 4180 - TESOL Methodologies: Trends in TESOL Methodologies**

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

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

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

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

Prerequisite: A&HL 4171 or permission from instructor. This course examines subject matter education for ESL students in PK-12 setting. Students investigate best practices within the mainstream setting with a view to helping ESL students gain access to core subject matter knowledge.

### **A&HL 4500 - Advanced English Language Study**

This is a course for international students, as well as domestic students, who wish to develop more powerful and precise academic language skills. The course has two separate sections: Section 1 (4500.01), which focuses on academic writing and Section 2 (4500.02), which focuses on academic speaking. In the writing section, students will develop their own voice as an academic writer while becoming familiar with the conventions and styles common in academic writing. The course will focus on a variety of genres of academic writing, such as writing abstracts, critiques, and literature reviews. We will also discuss the writing process, including paraphrasing, summarizing, developing construct definitions, and APA citation. In the speaking section, we will develop the oral presentation skills necessary to participate in a variety of academic speaking contexts, including group work and meetings with professors. Students will also receive coaching in individualized pronunciation and suprasegmental issues, such as intonation, strategic pausing, and word stress. Limit 1 point for TESOL and Applied Linguistics students, and point does not count toward degree; out of program students may take it for 2 points.

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

Permission of instructor required. A supervised teaching experience for M.A. students who work toward a New York State teaching certificate in TESOL PK-12 (Preschool to 12th grade). Requires an additional 36 hours per week of work outside the classroom.

### **A&HL 4777 - Supervised Student Teaching in TESOL: 7-12**

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

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

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

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

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

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

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

### **A&HL 5008 - Interlanguage Analysis**

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

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

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

### **A&HL 5020 - Interactional Sociolinguistics**

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

### **A&HL 5085 - Advanced Syntax**

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

### **A&HL 5087 - SLA in the Classroom (Instructed SLA)**

Prerequisite: A&HL 4087. This course introduces research on instructed second language acquisition (ISLA), a thriving subfield of SLA, that investigates the effects of different types of instruction on second language development. Participants will be exposed to key and current topics and issues, develop an understanding (not just an awareness) of the essence of pedagogical intervention, including its potentials and limitations, and learn strategies that have proven effective in cultivating functional competence in learners.

### **A&HL 5090 - No Title Found in Banner**

The course covers fundamental concepts in natural language processing (NLP) and Python for research and applications in language assessment and applied linguistics. Students will explore methods for text processing, parsing, part-of-speech tagging, noun phrase and entity extraction, and sentiment analysis for basic NLP tasks. The course will also include an introduction to machine learning for text classification and automated essay scoring.

### **A&HL 5105 - Classroom Discourse**

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

### **A&HL 5106 - Language Socialization**

An introduction to the field of language socialization. Through critical reading analyses of a body of classic and current work, students will become familiar with the theoretical background of language socialization as well as how systematic analyses of both first and second language socialization are conducted both in and outside homes. The goal is to cultivate an appreciation for the major findings in the study of language socialization and to develop an ability to perform disciplined analyses of social interaction from the language socialization perspective.

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

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

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

Prerequisite: A&HL 4077 and A&HL 4085. Helps student teachers refine their understanding of, and skills in, implementing and reflecting on their English language teaching. The course consists of two components: weekly seminars and student teaching in the Community English Program (CEP).

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

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

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

Research paper in TESOL/Applied linguistics. Requires an additional 36 hours per week of work outside the classroom.

### **A&HL 5512 - Historical Perspectives of Language Testing Research**

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

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

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

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

Introduces models of language teacher supervision with required field hours.

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

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



### **A&HL 6031 - Advanced Conversation Analysis**

Prerequisite: A&HL 4105. This course is designed to help students pursue further interests in and appreciations for conversation analysis (CA) as a methodology as well as its vast body of findings on language and social interaction. Aside from addressing the critical issue of CA and context, three main themes will be explored: (1) membership categorization analysis (MCA); (2) tacit practices in interaction (i.e., person reference, nonverbal conduct, prosody, and discourse markers; cf. contextualization cues); (3) complex issues related to foundational practices in interaction (i.e., turn-taking, repair, and sequencing beyond the basics). The class will be conducted in a format that combines lectures, critical readings analyses, and data analysis exercises.

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

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

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

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

### **A&HL 6087 - Advanced Second Language Acquisition**

Prerequisite: A&HL 4087. This course examines theoretical and empirical issues in SLA research. Reading and discussion of selected state-of-the-art articles that address, critically and substantively, topics that are of fundamental interest to SLA researchers.

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

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

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

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

### **A&HL 6301 - Practicum II: Listening**

Helps students develop and practice their skills in teaching listening within an integrated, communicative English language curriculum. The course consists of two components: weekly seminars and student teaching in the Community English Program (CEP).

### **A&HL 6302 - Practicum II: Speaking**

Pre-requisite: A&HL 5301. Helps students develop and practice their skills in teaching speaking within an integrated, communicative English language curriculum. The course consists of two components: weekly seminars and student teaching in the Community English Program (CEP). Requires an additional 36 hours per week of work outside the classroom.

### **A&HL 6303 - Practicum II: Reading**

Helps students develop and practice their skills in teaching reading within an integrated, communicative English language curriculum. The course consists of two components: weekly seminars and student teaching in the Community English Program (CEP). Requires an additional 36 hours per week of work outside the classroom.

### **A&HL 6304 - Practicum II: Writing**

Helps students develop and practice their skills in teaching writing within an integrated, communicative English language curriculum. The course consists of two components: weekly seminars and student teaching in the Community English Program (CEP). Requires an additional 36 hours per week of work outside the classroom.

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

No Description Found in Banner

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

Doctoral preparation.

### **A&HL 6586 - Seminar in Observation**

No Description Found in Banner

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

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

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

Dissertation proposal.

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

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

# ART AND ART EDUCATION

Department of Arts & Humanities

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## Program Description

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

The program's curriculum and courses cross-pollinate theory and practice in fresh and innovative ways. Working with traditional and digital tools and materials, we foster our students' personal development as artists, researchers, reflective thinkers, and imaginative educational practitioners. To these ends we reach out to other programs in the College for the contributions of their distinctive disciplines, and we design conferences and symposia that invite individuals and groups to engage with us in dialogue on contemporary issues, cultures, and practices. We maintain a lively schedule of Macy Art Gallery exhibitions and professional development offerings each year that allows us to confront themes, ideas, and practices representing the varied worlds of art and education.

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

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

#### OPTIONAL AREAS OF FOCUS

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

##### Museum Education:

Students may choose to take a Museum Education area of focus as part of their degree. This area of focus explores the art museum as a civic and educational institution, examines the role of museum education departments, and introduces students to innovative museum education programs and pedagogical practices. The museum area of focus consists of four courses selected from the list below, which must be taken in addition to other master's or doctoral requirements:

- A&HA 5090 Museum Education: Social and Cultural Issues
- A&HA 5085 The Museum Education Department: Function, Scope, Possibilities
- A&HA 4090 Teaching in the Art Museum
- A&HA 5804 Museum Experiences Across Disciplines
- A&H 4000 Inquiry in the Museum: Bridging Gallery and Studio

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

##### Studio Art Pedagogy:

Students who seek to sharpen their expertise designing pedagogically sound, imaginative studio art learning opportunities may complete the Art Pedagogy area of focus. This area of focus equips students to teach people of different ages in different learning contexts—schools, museums, community centers, and beyond. It combines courses in the artistic development of children and adolescents, curriculum development, studio-based practice with applications for teaching, cultural diversity in art education, and special education, along with an optional art teaching internship.

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

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

- A&HA 4080 - Artistic development of children

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

Note: Students who wish to also learn how to become clinical supervisors of art teachers in schools must complete, in addition to the courses above: A&HA 4722 Supervised teaching in art education: Elementary, A&HA 4702 Supervised teaching in art education: Secondary, and A&HA 6520 Seminar in clinical supervision in the arts: K-12. References to this area of focus will not appear on student transcripts or records.

#### Creative Technologies:

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

#### Required courses:

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

# Degrees

## Master of Arts

### Art and Art Education

Master of Arts | Initial Cert: Visual Arts Pre-K-12

**Points/Credits:** 40 **Entry Terms:** Fall Only **Certification:** NY State Initial: Visual Arts Pre-K-12

### Degree Requirements

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

- A&HA 4079 - Exploring cultural diversity: Implications for art education (2 points)
- A&HA 4080 - Artistic development of children (2 points) with co-requisite A&HA 4281 Field observations in art education 1 (1 point)
- A&HA 4081 - Curriculum design in art education (3 points)
- A&HA 4085 - Historical foundations of art education (2 points)
- A&HA 4087 - Processes and structures in the visual arts (2 points)
- A&HA 4088 - Artistic development: Adolescence to adulthood (2 points) with co-requisite A&HA 4281 - Field observations in art education 2 (1 point)
- A&HA 4089 - New media, new forms (2 points)
- A&HA 4860 - Cross-cultural conversations in the arts (1 point)
- A&HA 4102 - Challenging thinking: Plan lessons (3 points)
- A&HA 4702 - Supervised student teaching in art education: Secondary (3 points)
- A&HA 4722 - Supervised student teaching in art education: Elementary (3 points)
- A&HA 4202 - Fieldwork in art education - edTPA workshop (0 points, with corequisite Supervised student teaching)
- Three studio courses (2 points each)

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

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

Note:

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

#### Certification Information

To gain Initial Teacher Certification students must:

1. In accordance with the New York State Education Department (NYSED), and as outlined by the Office of Teaching Initiatives (OTI), all students seeking Teacher Certification as a pre-requisite must have completed (3) three undergraduate credits in English, Math, Science, History and Foreign Language. If you have not completed these courses as part of your undergraduate education, you may do so while in the program, or you may choose to take a College Level Examination Program test (CLEP) in addition to your program coursework. (If you have foreign language proficiency, as a result of personal experience, you will be required to document this proficiency through a language CLEP test or through being tested by a Language Professor working within a Language Department of an accredited college or university.) For more information on meeting the Liberal Arts & Sciences Core requirements, please contact the Office of Teacher Education (OTE) at Teachers College.
2. Complete all degree requirements, including two terms of student teaching and 3 credits in Special Education.
3. Get fingerprinted through the New York City Department of Education.
4. Provide proof of negative TB status.
5. Take NY State examinations and fulfill portfolio requirements.  
Requirements Beginning with 2013 Graduates: edTPA Performance Assessment (Portfolio), Written Assessments, Content Specialty Test(s), Writing Skills, Educating All Students
6. Complete online tutorial: Child Abuse and Violence Detection.
7. Complete Dignity for All Students Act (DASA) workshop.

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

## Art and Art Education

Master of Arts | Non-Certification

**Points/Credits:** 34 **Entry Terms:** Spring/Summer/Fall **Certification:** Non-Certification Track

### Degree Requirements

#### Required courses in Art Education:

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

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

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

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

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



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

## Studio Practice for Art Educators (Hybrid)

Master of Arts | Non-Certification

**Points/Credits:** 32 **Entry Terms:** Summer Only **Certification:** Non-Certification Track

### Degree Requirements

#### Required courses in Art and Art Education (26 points):

- A&HA 4040 Studio practice and seminar for artist-educators 1 (3 points)
- A&HA 4041 Studio practice and seminar for artist-educators 2 (3 points)
- A&HA XXXX Studio (6 points, 2 courses for 3 points each)
- A&HA 4902 Research and independent study (2 points, 2 courses for 1 point each)
- A&HA 5045 Professional practice for artists (3 points)
- A&HA 5063 Advanced studio (6 points, 2 courses for 3 points each)
- A&HA 5086 Art in visual culture (3 points)
- A&HA 6999 Presentation rating (0 points)

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

- A&H 4043 Exploring teacher/practitioner life stories through the arts (3 points)
- A&HF 4092 Education and the aesthetic experience (3 points)

Students in this M.A. program are required to assemble an advisor-approved body of studio work completed in the program and present it through public exhibition.

## Master of Education

### Art and Art Education

Master of Education | Non-Certification

**Points/Credits:** 60 **Entry Terms:** Spring/Summer/Fall **Certification:** Non-Certification Track

### Degree Requirements

#### Required Art Education courses:

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

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

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

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

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

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

## Doctor of Education

### Art and Art Education

Doctor of Education | Non-Certification

**Points/Credits:** 90 **Entry Terms:** Spring/Summer/Fall **Certification:** Non-Certification Track

### Degree Requirements

**Required Dissertation Seminar Sequence in Art Education (15 points):**

- A&HA 5504 Proseminar in Art Education, Part 1
- A&HA 5504 Proseminar in Art Education, Part 2
- A&HA 6510 Advanced Seminar in Art Education, Part 1
- A&HA 6510 Advanced Seminar in Art Education, Part 2
- A&HA 7502 Dissertation Seminar

**Required Research Methods Courses (4 points minimum)****Two courses minimum:**

1. A course that offers an overview of various research methods.
2. A course that focuses on a specific methodological approach.

**Required Content Courses in Art Education (12 minimum suggested points)**

To be selected in consultation with the advisor.

**Required Studio Courses in Art Education (6 points minimum)****Optional Concentration Courses**

Students enrolled in a concentration must fulfill all courses required for that specific concentration.

**Required Courses Outside the Program (flexible points)**

To be selected in consultation with the advisor.

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

- Exhibition OR
- Publication OR
- Conference Presentation

**Notes:**

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

## Doctor of Education in College Teaching

### Art and Art Education

Doctor of Education in College Teaching | Non-Certification

**Points/Credits:** 90 **Entry Terms:** Spring/Summer/Fall **Certification:** Non-Certification Track

### Degree Requirements

#### Required Dissertation Seminar Sequence in Art Education (15 points):

- A&HA 5504 Proseminar in Art Education, Part 1
- A&HA 5504 Proseminar in Art Education, Part 2
- A&HA 6510 Advanced Seminar in Art Education, Part 1
- A&HA 6510 Advanced Seminar in Art Education, Part 2
- A&HA 7502 Dissertation Seminar

#### Required Research Methods Courses (4 points minimum)

Two courses minimum:

1. A course that offers an overview of various research methods.
2. A course that focuses on a specific methodological approach.

#### Required Content Courses in Art Education (flexible points)

To be selected in consultation with the advisor.

#### Required Studio Courses in Art Education (6 points minimum)

#### Optional Concentration Courses

Students enrolled in a concentration must fulfill all courses required for that specific concentration.

**Required Courses in Art College Teaching (7 points)**

- A&HA 5081 Advanced Curriculum Design in Art Education (3 points)
- A&HA 6002 Teaching and Administration of the Arts in College (3 points)
- A&HA 6482 Internship in the Teaching of College (1 point)

**Required Courses Outside the Program (15 points minimum)****A. Higher/Adult Education (4-6 points minimum)**

At least two courses in higher education/adult education each for 2 credits minimum, to be selected in consultation with the advisor.

Suggestions:

- ORLD 4051 How Adults Learn
- ORLD 4053 Facilitating Adult Learning

**B. Other Courses Outside the Program (9-11 points)**

To be selected in consultation with the advisor. Must be taken at Teachers College.

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

- Exhibition OR
- Publication OR
- Conference Presentation

**Notes:**

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

**Advanced Certificate****Creative Technologies**

Advanced Certificate

**Points/Credits:** 15 **Entry Terms:** Spring/Summer/Fall

**Degree Requirements**

The Creative Technologies Certificate (CTC) is a new curriculum expansion at Teachers College, Columbia University. It explores and strengthens the relationship between art, technology, and education. The goal is to prepare artists and art teachers to be leaders in educational ecologies that aptly interweave digital tools and creative materials in multi- and cross-disciplinary, collaborative, and playful pedagogies. The state-approved advanced certificate is a 15-credit point offering within the Art and Art Education program.

The Creative Technologies Curriculum is designed for individuals with work experience and/or undergraduate or graduate degrees in studio art, art education, art history, media design, or instructional technology, among others. Candidates for the CTC would ideally be art educators, artists, designers, technologists, and others who wish to incorporate creative technologies in various educational settings.

New media and digital technologies have changed the making, teaching, learning, and accessibility of art. These changes have influenced formal and informal learning environments such as universities, schools, libraries, community centers, after school programs, and art studios. Consequently, the landscape of traditional art itself is changing as a new creative reality steeped in media, technology, and social experience emerges.

The CTC strengthens and explores the relationship between art, technology, and education. This critical trifecta is an interdependent force at the forefront of educational efforts in primary, secondary, and university-level teaching and learning. In a world of increasing digital fabrication and social practice, it is more essential than ever to demonstrate proficiency beyond any one skill set. The CTC provides this diverse training to participants so that they may become leaders in this interdisciplinary movement.

### **Course Sequence**

#### *Required Courses (15pts)*

- A&HA 4089 New Media, New Forms 2pts
- A&HA 4084 Digital Foundations in Creative Technologies 2pts (Elective)
- A&HA 5128 Studio in Creative Technologies 2pts
- A&HA 5125 Inquiry-based Art & Design 2pts
- A&HA 5063 Adv. Studio in Creative Technologies 2pts
- A&HA 5120 Creative Technologies Research Seminar 3pts
- A&HA 5601 Creative Technologies Colloquium 0pts

#### *Elective Course*

Students should consult with their advisors to select a relevant elective course of 2pts to complete the 15 required credits. This course needs to address creative technologies integration across the curriculum and be taken from the Art & Art Education Program and other TC programs (see list of courses in the TC catalog or online).

### **Course Load and Program Timeline**

Students must plan their schedules carefully, as some courses are only offered in the Fall (F) semester and others in the Spring (Sp). Some courses are offered in Summer (Su) session A and/or B as well.

### **Transfer Credit**

Credit points from other institutions may not be transferred into the certificate/concentration.

### **Statement on Satisfactory Progress**

Students are expected to make satisfactory progress toward the completion of degree requirements. Program faculty will review each student's progress annually. Where there are concerns about satisfactory progress, students will be informed by the program faculty. If a student is performing below expectations he/she may be required to

complete additional coursework. The Program will provide a plan and timeline for remediation so students know the expectations for their continuance in the Program. If satisfactory progress is not maintained a student may be dismissed from the Program.

For more information see the CTC Checklist.

## Faculty

### Faculty

- Judith M. **Burton** Macy Professor of Education
- Mary Claire **Hafeli** Professor of Art and Art Education
- Olga Marta **Hubard Orvananos** Associate Professor of Art Education
- Richard **Jochum** Associate Professor of Art & Education

### Lecturers

- Iris Robin **Bildstein** Lecturer

## Courses

### **A&H 4000 - Inquiry in the Museum: Bridging Gallery and Studio**

An immersive course focused on inquiry learning across the art museum and the art studio. This course examines how inquiry-driven museum and studio experiences can inform and enrich each other, and how these processes matter in education and across disciplines. The qualities of generative gallery and studio teaching are considered.

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

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

### **A&HA 4061 - No Title Found in Banner**

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

### **A&HA 4062 - No Title Found in Banner**

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

### **A&HA 4063 - Introduction to Painting**

Development of fundamental painting skills and understandings within the quest for individual expression and style. Acrylics, collage, and drawing employed.

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

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

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

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

### **A&HA 4079 - Exploring Cultural Diversity: Implications for Arts Education**

This course explores issues related to cultural diversity and examines their impact on the practices of art and art education. Students reflect about curriculum content, pedagogical approaches, and human relations in the diverse art classroom.

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

Recommended for all degree candidates in elementary education. An examination of the role of the senses, emotions, and intellect in artistic development and of the layered integrations they form over time. Discussion of ways in which developmental insights are basic to the design and implementation of exemplary visual arts lessons and offer critical starting points for research.

### **A&HA 4081 - Curriculum Design in Art Education**

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

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

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

### **A&HA 4085 - Historical Foundations of Art Education**

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

### **A&HA 4086 - Current Issues and Practices in Art and Art Education**

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

### **A&HA 4087 - Processes and Structures in the Visual Arts**

Suggested for all students in all degree programs. Opportunity for in-depth and sustained exploration of the properties, structures, and expressive uses of selected art materials. The course aims to enrich and extend personal studio practice and, in parallel, provoke insights into the role of materials in supporting, integrating, and challenging the artistic growth of students in a variety of educational settings.

### **A&HA 4088 - Artistic Development: Adolescence to Adulthood**

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

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

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

### **A&HA 4090 - Teaching in the Art Museum**

An examination of how educators can facilitate meaningful encounters between people and works of art. This course explores a series of issues central to the work of gallery teachers including the layered interpretations of art objects,



balancing audience's responses and "official" information, culturally-responsive teaching with works of art, and the inclusion of non-discursive activities in museum teaching.

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

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

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

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

### **A&HA 4094 - Introduction to Digital Photography**

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

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

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

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

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

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

Studio-based course that explores video methods as a creative tool for expression and learning in the studio art classroom. Students will learn aspects of image production, including recording, digitization, basic editing and final output. Tools and technologies addressed in the course include camcorders, I-pads, I-phones, animation cameras and diverse software (I-movie, I-stop motion, video-apps, and basic Final Cut Pro). The course focuses on the creation of art videos; as such, the class will screen video art from diverse artists, discuss these examples from the perspective of contemporary art and aesthetics, and participate in technical workshops to learn video technologies such as digital

story telling, video animation, video journaling, and video sharing in the studio art classroom. In addition to other assignments through the course, students will produce a final art video project, including concept development, presentation, and research. Throughout the course, attention will also be given to issues of media literacy in art education as well as applications to teaching in studio art contexts.

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

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

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

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

### **A&HA 4702 - Supervised Teaching in Art Education: Secondary**

Prerequisites: A&HA 4080, A&HA 4081, A&HA 4085, A&HA 4087, A&HA 4088, and A&HA 4281. M.A. candidates should plan to take student teaching full-time in their last full year of the program towards completion of their degree. For majors only. A variety of supervised teaching experiences (7-12), supplemented by conferences, evaluation, and seminars. The student teacher completes 200 hours in each placement observing, assisting, teaching, and evaluating. Mandatory for those seeking state certification in art in New York State and other states.

### **A&HA 4722 - Supervised Teaching in Art Education: Elementary**

Prerequisites: A&HA 4080, A&HA 4081, A&HA 4085, A&HA 4087, A&HA 4088, and A&HA 4281. M.A. candidates should plan to take student teaching full-time in their last full year of the program towards completion of their degrees. For majors only. A variety of supervised teaching experiences (K-6) supplemented by conferences, evaluation, and seminars. The student teacher completes 200 hours in each placement observing, assisting, teaching, and evaluating. Required of those seeking state certification in New York State and other states.

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

Work conference or institute.

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

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

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

Permission of instructor required.

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

This course explores research methods and methodologies grounded in the practices, theories, and contexts of the visual arts. Content includes examining current research paradigms, with a focus on art-based educational research and engaging with research as a visualizing practice. Students learn the basics of research, learn how to assess and recognize methodologies, and explore ways of creating and representing knowledge visually. The course is delivered through lectures, studio and writing workshops, and group seminars/ presentations.

### **A&HA 5060 - Drawing**

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

### **A&HA 5063 - No Title Found in Banner**

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

### **A&HA 5064 - Experiments in Content: The Arts and Community Engagement**

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

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

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

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

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

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

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

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

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

### **A&HA 5085 - The Museum Education Department: Function, Scope, Possibility**

An introduction to the roles and functions of museum education departments. This course offers an overview of the scope of programs and initiatives that education departments oversee within and beyond the museum's walls, with consideration of what it takes to launch and sustain them in the real world. Attention is given to the realities of actual institutions and to what might be possible.

### **A&HA 5086 - No Title Found in Banner**

An examination of the role of visual culture in contemporary life, employing experiences from art works, museums, galleries and alternative spaces, readings, and discussion.

### **A&HA 5090 - Museum Education: Social and Cultural Issues**

An introduction to the art museum as an educational institution: its spaces, history, and mission. With an emphasis on museum education, this course examines social and cultural issues central to the museum's evolving purpose. Students are sensitized to the necessity of making change in the 21st century museum, and are encouraged to develop a critically reflective and empathetic practice.

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

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

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

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

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

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

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

In this course, students conduct independent-driven research in creative technologies to contribute to the field's advancement. Under faculty supervision, students prepare their research for the course colloquium series. Students will consider hybrid practices, emerging research methodologies, and ethical implications of creative technologies. Addressing media theories and history, the course makes space for student research via inquiry-based projects that reach into communities within and beyond Teachers College.

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

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

### **A&HA 5128 - No Title Found in Banner**

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

### **A&HA 5181 - The Arts in Education**

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

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

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

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

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

### **A&HA 5804 - No Title Found in Banner**

Focus on interdisciplinary learning in the museum. This course prepares museum educators and classroom teachers to engage learners of various ages across a spectrum of disciplines and learning modalities within museum settings. Emphasis on how traditional curricular boundaries might be upended to create cross and interdisciplinary learning centered on art objects and museum spaces.

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

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

### **A&HA 5922 - Master's Seminar in Art Education**

Permission of instructor required. Required for all M.A. and Ed.M. students. Guided independent work in research, culminating in the development of a masters thesis proposal. This course includes an additional 36 weekly hours to develop Special Project research proposal.

### **A&HA 6002 - Teaching and Administration of Art Education in College**

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

### **A&HA 6003 - Critical Perspectives and Practices in the Arts**

Students investigate their creative practice from several critical perspectives and produce personal profiles and arts projects within educational and cultural contexts.

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

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

### **A&HA 6021 - Supervision and Administration: Arts in Education**

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

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

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

### **A&HA 6422 - Internship in the Supervision and Administration of Art Education**

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

### **A&HA 6482 - Internship in the Teaching of College and Museum Programs**

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

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

Required seminar for doctoral students who are completing qualifying papers, developing literature reviews, or exploring and applying research methods. The seminar includes faculty /student presentations, group discussions, and critiques. Requires an additional 36-40 hours per week of work outside the classroom.

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

Research Seminar for master's students who are completing their theses or doctoral students who are completing qualifying papers, developing literature reviews, or exploring and applying research methods. This course includes an additional 36 weekly hours to conduct research for and write the Special Project. May be repeated.

### **A&HA 6520 - Seminar in Clinical Supervision in the Arts: K-12**

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

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

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

### **A&HA 6902 - Independent Studio Work: Sculpture**

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

### **A&HA 6903 - Independent Studio Work: Drawing**

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

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

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

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

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

**A&HA 6906 - Independent Studio Work: Ceramics**

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

**A&HA 6907 - Independent Studio Work: Digital Media**

Permission of instructor required. Enrollment limited. Prerequisites: extensive experience in digital media and/or related technologies. For advanced independent study. Noncredit for majors only.

**A&HA 6972 - Research and Independent Study in Art Education**

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

**A&HA 6999 - Exhibition/Presentation Rating**

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

**A&HA 7502 - Dissertation Seminar in Art Education**

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

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

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



# ARTS ADMINISTRATION

Department of Arts & Humanities

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## Program Description

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

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

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

The objectives of the program include the following:

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

# Degrees

## Master of Arts

### Arts Administration

Master of Arts

**Points/Credits:** 48 **Entry Terms:** Fall Only

#### Degree Requirements

The M.A. degree consists of 48 points of coursework:

The 48 required points are comprised of: 30 points taken from the core program offerings, which includes 3 points of coursework through the Columbia Business School, 1 point for the Practicum, 2 points for an internship, and 3 points for the capstone thesis or project; 6 points of ARAD electives; 6 points of coursework outside of the Arts Administration Program to fulfill the breadth requirement through Teachers College courses; and 6 points taken as electives at Teachers College or Columbia University.

The core curriculum represents a unique alliance among the faculties of Teachers College and Columbia's Graduate School of Business, an access to diverse academic offerings across Columbia's many graduate programs and schools. Included in the core requirements are training in cultural data and analysis, policy, fundraising, DEIA (diversity, equity, inclusion, and accessibility), accounting, financial planning, marketing, entrepreneurship, labor relations, contracts, and copyright law. Each student is evaluated in the first year to ensure that satisfactory progress is maintained. Please note: tuition rates may vary for non-TC courses, depending on the offering school.

# Faculty

#### Faculty

- Jennifer Carroll **Lena** Associate Professor of Arts Administration

#### Instructors

- Davinia Louise **Gregory**

# Courses

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

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

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

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

## **A&HG 4176 - Fundraising**

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

## **A&HG 4182 - No Title Found in Banner**

AADM majors only. This course explores research design, ethics, data collection and analysis as they are employed in arts administrative contexts and relevant to arts administration capstone requirements.

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

Permission required. This is a required course that offers professional development sessions and in which students read and critique research and reports on the state of the field, and practices within it. This course must be completed prior to the required internship.

## **A&HG 4470 - No Title Found in Banner**

Permission required. Internship arranged with host institutions on an individual basis, taking into account the student's needs, interests, and capacities and the host's abilities to integrate those with its operation in an educationally useful manner. Minimum 75 hours. Pre-requisite: Practicum in Arts Administration

## **A&HG 4575 - Capstone Seminar in Arts Administration**

AADM majors only. Guided independent work culminating in a draft of the capstone project report. Prerequisite: Cultural Data & Analysis.

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

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

### **A&HG 5175 - Entrepreneurship in the Arts**

Permission from professor required for non-AADM majors. Designed to integrate arts administration course-work from business, law, and the arts. Moves from the financial, cultural, political environment to strategic planning tools to specific arts situations in the creation and implementation of planning objectives.

### **A&HG 5179 - Making Sense of Censorship**

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

# BILINGUAL/BICULTURAL EDUCATION

Department of Arts & Humanities

## Program Description

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

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

Through our courses, students will examine the phenomenon of multiple languages and cultures in schools, classrooms, and communities within local and global contexts. The courses will allow students to explore interests in teaching in schools where more than one language and culture are part of the curriculum, particularly within the multilingual, multicultural city schools of New York, and to explore how the local and unique situations of schools connect to those found in other parts of the world.

Furthermore, students can observe and work in enrichment language education models that will enable them to develop the understanding and working knowledge necessary to educate language minorities while working with the goal of developing proficiency in more than one language for both language-majority and -minority students. Students will examine the nature of cross-cultural understanding and knowledge, as it provides support and access for language minority school populations to respect, develop, and preserve their languages within educational settings, to develop and strengthen their identities, and to go beyond their selves to engage in the world as productive citizens. The courses will also help students explore their place within the context of the presence of multiple languages and cultures in schools and communities and in promoting diversity in thinking and social justice in the U.S. and beyond.

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

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

## Degrees

### Master of Arts

#### Bilingual/Bicultural Childhood Education

Master of Arts | Initial Cert: Childhood and Bilingual Extension

**Points/Credits:** 33/40 (depending on track) **Entry Terms:** Fall Only **Certification:**

NY State Initial: Childhood Education 1-6 / Bilingual Education Extension /  
Optional Middle School Certification 7-9

#### Degree Requirements

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

Foundation and Inquiry Courses:

- A&HB 4021 Foundations of Bilingual/Bicultural Education (3)
- A&HB 4024 Linguistic Foundations of Bilingual/Bicultural Education (3)
- A&HB 4075 Cross-cultural Communication and Classroom Ecology (3)
- A&HB 4150 Teacher/Educational Inquiry: Bilingual/Bicultural Education (1-3)

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

#### MA in Bilingual/Bicultural Education (Academic track, not leading to certification)

Concentration on Research - Choose among the following courses:

- ITSF 4060 Latinos in Urban Schools
- ITSF 5016 Ethnography of Education
- A&HB 4140 Latina Women Narratives

- A&HL 4003 Schools of Linguistic Analysis
- A&HL 4104 Discourse Analysis
- EDPS 5020 Methods of Social Research
- EDPS 5022 Sociological Analysis of Educational Systems
- C&T 5000 Theory and Inquiry in Curriculum and Teaching
- HBSK 5085 Observing and assessing preschool children

Concentration on Policy - Choose among the following courses:

- ITSF 4025 Languages, Society, and Schools
- A&HB 5024 Bilingual/Multilingual Education: International Perspectives
- A&HB 4199 Topics in Bilingualism and Bilingual/Bicultural Education
- EDPS 4000 Education and Public Policy
- EDPP 5042 Urban Politics and Education
- EDPP 5045 Race, Ethnicity, and U.S. Educational Policy
- Policy courses in Curriculum and Teaching

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

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

Courses of study leading to certification require the following:

- A&HB 4020 Bilingualism and Disabilities (1)
- A&HB 4028 Teaching Literacy in Bilingual Settings (3)
- A&HB 4121 Bilingual/Bicultural Curriculum Design in Elementary and Middle schools (3)
- A&HB 4133 Curriculum and Methods for Bilingual Teachers: Science (2-3)
- A&HB 4134 Curriculum and Methods for Bilingual Teachers: Mathematics (2-3)
- A&HL 4076 TESOL Methodologies for PK-6 (3)

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

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

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

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

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

### **ADVANCED CERTIFICATE**

Students who are not pursuing an M.A. in Bilingual/Bicultural Education and who either hold teacher certification in another area or are simultaneously pursuing teacher certification in another area can choose the 15-16 credit Advanced Certificate. The course of study includes the foundation courses and at least 3 points from any of the following courses:

- A&HB 4121 Bilingual/Bicultural Curriculum Design in Elementary and Middle Schools
- A&HB 4133 Curriculum and Methods for Bilingual Teachers: Science
- A&HB 4134 Curriculum and Methods for Bilingual Teachers: Mathematics
- A&HB 4028 Teaching Literacy in Bilingual Settings
- A&HB 4323/4720 Practicum/Student Teaching in Bilingual/Bicultural Education

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

## **Bilingual/Bicultural Childhood Education (Peace Corps Fellows)**

Master of Arts | Initial Cert: Childhood and Bilingual Extension

**Points/Credits:** 33 **Entry Terms:** Summer Only **Certification:**

NY State Transitional B Childhood Education 1-6 / Bilingual Education /  
Optional Middle School Certification 7-9

### **Degree Requirements**

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

Foundation and Inquiry Courses:

- A&HB 4021 Foundations of Bilingual/Bicultural Education (3)
- A&HB 4024 Linguistic Foundations of Bilingual/Bicultural Education (3)
- A&HB 4075 Cross-cultural Communication and Classroom Ecology (3)
- A&HB 4150 Teacher/Educational Inquiry: Bilingual/Bicultural Education (1-3)

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

### **MA in Bilingual/Bicultural Education (Academic track, not leading to certification)**

Concentration on Research - Choose among the following courses:

- ITSF 4060 Latinos in Urban Schools
- ITSF 5016 Ethnography of Education
- A&HB 4140 Latina Women Narratives
- A&HL 4003 Schools of Linguistic Analysis
- A&HL 4104 Discourse Analysis
- EDPS 5020 Methods of Social Research
- EDPS 5022 Sociological Analysis of Educational Systems
- C&T 5000 Theory and Inquiry in Curriculum and Teaching
- HBSK 5085 Observing and assessing preschool children



Concentration on Policy - Choose among the following courses:

- ITSF 4025 Languages, Society, and Schools
- A&HB 5024 Bilingual/Multilingual Education: International Perspectives
- A&HB 4199 Topics in Bilingualism and Bilingual/Bicultural Education
- EDPS 4000 Education and Public Policy
- EDPP 5042 Urban Politics and Education
- EDPP 5045 Race, Ethnicity, and U.S. Educational Policy
- Policy courses in Curriculum and Teaching

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

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

Courses of study leading to certification require the following:

- A&HB 4020 Bilingualism and Disabilities (1)
- A&HB 4028 Teaching Literacy in Bilingual Settings (3)
- A&HB 4121 Bilingual/Bicultural Curriculum Design in Elementary and Middle schools (3)
- A&HB 4133 Curriculum and Methods for Bilingual Teachers: Science (2-3)
- A&HB 4134 Curriculum and Methods for Bilingual Teachers: Mathematics (2-3)
- A&HL 4076 TESOL Methodologies for PK-6 (3)

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

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

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

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

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

### **ADVANCED CERTIFICATE**

Students who are not pursuing an M.A. in Bilingual/Bicultural Education and who either hold teacher certification in another area or are simultaneously pursuing teacher certification in another area can choose the 15-16 credit Advanced Certificate. The course of study includes the foundation courses and at least 3 points from any of the following courses:

- A&HB 4121 Bilingual/Bicultural Curriculum Design in Elementary and Middle Schools
- A&HB 4133 Curriculum and Methods for Bilingual Teachers: Science
- A&HB 4134 Curriculum and Methods for Bilingual Teachers: Mathematics
- A&HB 4028 Teaching Literacy in Bilingual Settings
- A&HB 4323/4720 Practicum/Student Teaching in Bilingual/Bicultural Education

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

## **Bilingual/Bicultural Childhood Special Education (BiSPED)**

Master of Arts | Initial Cert: Childhood, Students w/ Disabilities, and Bilingual Extension

**Points/Credits: 44 Entry Terms: Fall Only Certification:**

NY State Initial: Childhood Education 1-6 / NYS Initial: Students with Disabilities 1-6 /  
Bilingual Education Extension / Optional Middle School Certification 7-9

### **Degree Requirements**

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

Foundation and Inquiry Courses:

- A&HB 4021 Foundations of Bilingual/Bicultural Education (3)
- A&HB 4024 Linguistic Foundations of Bilingual/Bicultural Education (3)
- A&HB 4075 Cross-cultural Communication and Classroom Ecology (3)
- A&HB 4150 Teacher/Educational Inquiry: Bilingual/Bicultural Education (1-3)

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

#### **MA in Bilingual/Bicultural Education (Academic track, not leading to certification)**

Concentration on Research - Choose among the following courses:

- ITSF 4060 Latinos in Urban Schools
- ITSF 5016 Ethnography of Education
- A&HB 4140 Latina Women Narratives
- A&HL 4003 Schools of Linguistic Analysis
- A&HL 4104 Discourse Analysis
- EDPS 5020 Methods of Social Research
- EDPS 5022 Sociological Analysis of Educational Systems
- C&T 5000 Theory and Inquiry in Curriculum and Teaching
- HBSK 5085 Observing and assessing preschool children

Concentration on Policy - Choose among the following courses:

- ITSF 4025 Languages, Society, and Schools
- A&HB 5024 Bilingual/Multilingual Education: International Perspectives
- A&HB 4199 Topics in Bilingualism and Bilingual/Bicultural Education
- EDPS 4000 Education and Public Policy
- EDPP 5042 Urban Politics and Education
- EDPP 5045 Race, Ethnicity, and U.S. Educational Policy
- Policy courses in Curriculum and Teaching

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

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

Courses of study leading to certification require the following:

- A&HB 4020 Bilingualism and Disabilities (1)
- A&HB 4028 Teaching Literacy in Bilingual Settings (3)
- A&HB 4121 Bilingual/Bicultural Curriculum Design in Elementary and Middle schools (3)
- A&HB 4133 Curriculum and Methods for Bilingual Teachers: Science (2-3)
- A&HB 4134 Curriculum and Methods for Bilingual Teachers: Mathematics (2-3)
- A&HL 4076 TESOL Methodologies for PK-6 (3)

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

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

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

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

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

### **ADVANCED CERTIFICATE**

Students who are not pursuing an M.A. in Bilingual/Bicultural Education and who either hold teacher certification in another area or are simultaneously pursuing teacher certification in another area can choose the 15-16 credit Advanced Certificate. The course of study includes the foundation courses and at least 3 points from any of the following courses:

- A&HB 4121 Bilingual/Bicultural Curriculum Design in Elementary and Middle Schools
- A&HB 4133 Curriculum and Methods for Bilingual Teachers: Science
- A&HB 4134 Curriculum and Methods for Bilingual Teachers: Mathematics
- A&HB 4028 Teaching Literacy in Bilingual Settings
- A&HB 4323/4720 Practicum/Student Teaching in Bilingual/Bicultural Education

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

## **Bilingual/Bicultural Education**

Master of Arts | Bilingual Extension Only

**Points/Credits:** 33 **Entry Terms:** Fall Only **Certification:** NY State Bilingual Extension Certification

## Degree Requirements

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

Foundation and Inquiry Courses:

- A&HB 4021 Foundations of Bilingual/Bicultural Education (3)
- A&HB 4024 Linguistic Foundations of Bilingual/Bicultural Education (3)
- A&HB 4075 Cross-cultural Communication and Classroom Ecology (3)
- A&HB 4150 Teacher/Educational Inquiry: Bilingual/Bicultural Education (1-3)

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

### **MA in Bilingual/Bicultural Education (Academic track, not leading to certification)**

Concentration on Research - Choose among the following courses:

- ITSF 4060 Latinos in Urban Schools
- ITSF 5016 Ethnography of Education
- A&HB 4140 Latina Women Narratives
- A&HL 4003 Schools of Linguistic Analysis
- A&HL 4104 Discourse Analysis
- EDPS 5020 Methods of Social Research
- EDPS 5022 Sociological Analysis of Educational Systems
- C&T 5000 Theory and Inquiry in Curriculum and Teaching
- HBSK 5085 Observing and assessing preschool children

Concentration on Policy - Choose among the following courses:

- ITSF 4025 Languages, Society, and Schools
- A&HB 5024 Bilingual/Multilingual Education: International Perspectives
- A&HB 4199 Topics in Bilingualism and Bilingual/Bicultural Education
- EDPS 4000 Education and Public Policy
- EDPP 5042 Urban Politics and Education
- EDPP 5045 Race, Ethnicity, and U.S. Educational Policy
- Policy courses in Curriculum and Teaching

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

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

Courses of study leading to certification require the following:

- A&HB 4020 Bilingualism and Disabilities (1)
- A&HB 4028 Teaching Literacy in Bilingual Settings (3)
- A&HB 4121 Bilingual/Bicultural Curriculum Design in Elementary and Middle schools (3)
- A&HB 4133 Curriculum and Methods for Bilingual Teachers: Science (2-3)
- A&HB 4134 Curriculum and Methods for Bilingual Teachers: Mathematics (2-3)
- A&HL 4076 TESOL Methodologies for PK-6 (3)

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

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

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

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

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

### **ADVANCED CERTIFICATE**

Students who are not pursuing an M.A. in Bilingual/Bicultural Education and who either hold teacher certification in another area or are simultaneously pursuing teacher certification in another area can choose the 15-16 credit Advanced Certificate. The course of study includes the foundation courses and at least 3 points from any of the following courses:

- A&HB 4121 Bilingual/Bicultural Curriculum Design in Elementary and Middle Schools
- A&HB 4133 Curriculum and Methods for Bilingual Teachers: Science
- A&HB 4134 Curriculum and Methods for Bilingual Teachers: Mathematics
- A&HB 4028 Teaching Literacy in Bilingual Settings
- A&HB 4323/4720 Practicum/Student Teaching in Bilingual/Bicultural Education

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

## **Bilingual/Bicultural Education**

Master of Arts | Non-Certification

**Points/Credits:** 33 **Entry Terms:** Fall Only **Certification:** Non-Certification Track

### **Degree Requirements**

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

#### **Foundation and Inquiry Courses:**

- A&HB 4021 Foundations of Bilingual/Bicultural Education (3)
- A&HB 4024 Linguistic Foundations of Bilingual/Bicultural Education (3)
- A&HB 4075 Cross-cultural Communication and Classroom Ecology (3)
- A&HB 4150 Teacher/Educational Inquiry: Bilingual/Bicultural Education (1-3)

**MA in Bilingual/Bicultural Education (Academic track, not leading to certification)**

In addition to the four Foundational courses, students in the Academic track also need an additional course within the BBE program during their first semester, which can be selected from the following courses:

A&HB 4121 Bilingual/Bicultural Curriculum Design in Elementary and Middle Schools

A&HB 5024 Bilingual/Multilingual Education: International Perspectives

A&HB 5020 Curriculum & Instruction for Bilingual Students with & without Disabilities

Each student will choose courses with advisor assistance. The following shows a sample of recommended courses for potential concentrations. For other courses not listed here, consult with your academic advisor.

**Area of Focus on Research for Academic Track Students - Choose among the following courses:**

A&HB 4140 Latina Women Narratives

A&HL 4003 Schools of Linguistic Analysis

A&HL 4104 Discourse Analysis

C&T 5000 Theory and Inquiry in Curriculum and Teaching

EDPS 5020 Methods of Social Research

EDPS 5022 Sociological Analysis of Educational Systems

HBSK 5085 Observing and assessing preschool children

HUDM 4050 Introduction to Measurement

ITSF 5000 Methods of Inquiry: Ethnography & Participant Observation

ITSF 5016 Ethnography of Education

ITSF 5519 Research in Language and Literacy

**Area of Focus on Policy for Academic Track Students - Choose among the following courses:**

A&HB 4199 Topics in Bilingualism and Bilingual/Bicultural Education

A&HB 5024 Bilingual/Multilingual Education: International Perspectives

C&T 4010 Immigration & Curriculum

EDPS 4000 Education and Public Policy

EDPP 5042 Urban Politics in Education

EDPP 5045 Race, Ethnicity and U.S. Educational Policy

ITSF 4010 Cultural & Social Bases-Education

ITSF 4024 Dynamics of Family Interactions

ITSF 4025 Languages, Society, and Schools

ITSF 4060 Latinos in Urban School

ITSF 4098 Educational Development Policies in China

ITSF 4198 Language and Educational Rights

ITSF 5023 The Family as Educator

ITSF 5500 Education Across the Americas

A&HF 4090 Philosophies of Education

**Area of Focus on Teaching for Academic Track students:**

Students interested in teaching but not in the NYS teaching certification, and who aspire to be placed in a teaching context for the Practicum, should take 3 BBE method courses. They are encouraged to follow the Stream A courses as closely as possible and choose from the following courses:

A&HB 4020 Foundations of Bilingual Special Education (1)

A&HB 4028 Teaching Literacy in Bilingual Settings (3)

A&HB 4029 Latino Children's Literature and Literacies

A&HB 4121 Bilingual/Bicultural Curriculum Design in Elementary and Middle schools (3)  
 A&HB 4133 Curriculum and Methods for Bilingual Teachers: Science (2-3)  
 A&HB 4134 Curriculum and Methods for Bilingual Teachers: Mathematics (2-3)  
 A&HE 5518 Teaching English Diverse Socio Cultural Contexts  
 A&HF 4091 The Call to Teach  
 A&HH 4076 History or Urban Education  
 A&HL 4076 TESOL Methodologies for PK-6 (3)  
 A&HW 5030 Diversity & Social Studies Curriculum  
 ORLD 4051 How Adults Learn

## Advanced Certificate

### Bilingual Bicultural Education

Advanced Certificate

**Points/Credits:** 15 **Entry Terms:** Spring/Summer/Fall **Certification:** Bilingual Extension

#### Degree Requirements

The Advanced Certificate is for students who are pursuing a Master's degree in another program (must already hold or be pursuing Initial Certification in that program), or nondegree students who already have teacher certification and want the Bilingual Extension Certification but not a Master's degree in Bilingual Bicultural Education. Leading to Bilingual Extension Certification This is not a degree program. It may be completed in as little as 1 year.

#### Required Courses Points

- A&HB 4021 Foundations of Bilingual/Bicultural Education 3, Fall
- A&HB 4028 Teaching Literacy in Bilingual Settings 3, Spr
- A&HB 4121 Bilingual/Bicultural CurriculumDesgnElem/MiddleSch 3, Fall
- A&HB 4323\* Practicum in Bilingual/Bicultural Education 3-4, Fall

**Note:** If you have a total of 12 credits from required courses, take a 3-credit elective. If you have a total 13 credits from required courses, take a 2-credit elective.

#### Electives (one or more courses)

- A&HB 4024 Linguistic Foundations of Bilingual/Bic Education 3, Spr
- A&HB 4075 Cross-Cultural Communication & Classroom Ecology 3, Spr
- A&HB 4133 Curriculum& Methods for Bilingual Ed: Science 1-3,Spr
- A&HB 4134 Curriculum& Methods for Bilingual Ed: Math 1-3,Spr

Other courses offered in the Bilingual/Bicultural Program – see current course schedule \*For Advanced Certificate students, the Practicum experience consists of 50 fieldwork hours in a bilingual setting, plus weekly class meetings. If you already have your own classroom, take the Practicum for 3 credits. If you need a classroom placement, you must take the Practicum for 4 credits.

### Online Advanced Certificate in Bilingual/Bicultural Education 15 Credits

The online format enables students to participate in an interactive experience from their home without having to travel to our campus in New York City. The online and in-person programs follow primarily the same curriculum, with the following exception: The in-person program includes an elective. The online format does not include an elective.

#### Required Online Courses Points

- A&HB 4021 Foundations of Bilingual/Bicultural Education 3, Su A
- A&HB 4028 Teaching Literacy in Bilingual Settings 3, Fall
- A&HB 4075 Cross-Cultural Communication & Classroom Ecology 3, Su B
- A&HB 4121 Bilingual/Bicultural CurriculumDesgnElem/MiddleSch 3, Spring
- A&HB 4323 Practicum in Bilingual/Bicultural Education 3, Fall

## Faculty

### Faculty

- Patricia **Martinez Alvarez** Associate Professor of Bilingual/Bicultural Education
- Carmen **Martinez-Roldan** Associate Professor of Bilingual/Bicultural Education

### Lecturers

- Sharon Chia-Ling **Chang** Senior Lecturer

### Adjunct Faculty

- Belinda **Arana** Adjunct Assistant Professor
- Rosa Alcalde **Delgado** Adjunct Assistant Professor
- Yi **Han** Adjunct Professor
- Estrella Lilibiana **Olivares Orellana** Adjunct Assistant Professor
- Lucia **Rodriguez** PT Adjunct Professor

### Instructors

- Andrea **García**
- Natalia Veronica **Saez** TCP Second Language Acquisition (SLA) Instructor



# Courses

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

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

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

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

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

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

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

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

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

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

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

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

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

Prerequisites: Proficiency in the English language and one additional language. The course focuses on three aspects addressing both elementary and middle school contexts: (a) linguistic, cognitive, developmental, and socio-cultural considerations in the design of bi/multilingual curricula; (b) exploration of bi/multilingual instructional methods and materials for use in language arts and content areas; (c) critique of current commercially prepared products.

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

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

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

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

### **A&HB 4140 - Latina Narratives**

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

### **A&HB 4150 - Teacher/Educational Inquiry: Bilingual/Bicultural Education**

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

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

Permission required. This course is for current teachers or students with prior teaching experience. Practical application of bilingual and bicultural classroom practices in all content areas, the teaching of an additional language

(ESL or LOTE), and the development of bilingualism. Classroom observations and supervision will be provided for full-time teachers and student teachers. Weekly seminars focus on teaching strategies for a variety of bilingual settings, including teaching content and developing language. Requires an additional 40 hours per week of work outside the classroom.

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

Permission required. Student teaching in bilingual elementary classroom. Practical application of bilingual and bicultural classroom practices in all content areas, the teaching of an additional language (ESL or LOTE), and the development of bilingualism. Classroom observations and supervision will be provided for student teachers. Weekly seminars focus on teaching strategies for a variety of bilingual settings, including teaching content and developing language. Emphasis on the use of technology (such as video recording) for informing one's teaching. Requires an additional 40 hours per week of work outside the classroom.

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

Permission required. Student teaching in the English elementary classroom teaching students with and without disabilities. Practical application of bilingual and bicultural classroom practices in all content areas while teaching in English and attending to the development of bilingualism. Classroom observations and supervision will be provided for full-time teachers and student teachers. Weekly seminars focus on teaching strategies for a variety of settings teaching in English, including teaching content and developing English as a second language. Emphasis on the use of technology (such as video recording) for informing one's teaching. Requires an additional 40 hours per week of work outside the classroom.

### **A&HB 5024 - Bilingual/Multilingual Education: International Perspectives**

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

### **A&HB 6202 - Advanced Fieldwork**

Permission required.

### **A&HB 6402 - Internship in Bilingual/Bicultural Education**

Permission required. Occasional opportunities in areas represented by the department. Students must inquire to see if opportunities are available during any given semester. Requires an additional 40 hours per week of work outside the classroom.

### **A&HB 6521 - Seminar in Bilingualism/Bilingual Education**

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

# DANCE EDUCATION

Department of Arts & Humanities

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## Program Description

The EdD in Dance Education doctoral program at Teachers College affirms dance as an essential form of embodied experience that shapes learning across diverse global contexts. Through dance education, people of all ages imagine, create, think critically, collaborate, understand culture, shape identity, and communicate meaning about human experiences. Our doctoral community welcomes dance educators who celebrate many dance traditions, and who are deeply committed to transforming dance education through innovating educational opportunities for a wide variety of adult stakeholders, such as teachers, artists, administrators, and policymakers. In preparing teacher educators, researchers, and leaders, the doctoral program's core mission is to cultivate educational experts that forge new pathways in dance education that are accessible, inclusive, equitable, and excellent for all learners.

The doctoral students in our community are interested in researching a wide range of educational issues impacting critically underrepresented sectors of the field. These include PK-12 dance education, high-school to post-secondary transition, university dance teacher preparation, teacher advancement, dance teacher certification, and educational policy. Our work with doctoral students aims to forge new paths in dance education through critically examining historical assumptions, reflecting on contemporary contexts, engaging in collaborative dialogue, enacting socially just practices, and forging new pathways.

Nested in the arts mecca of the world, the doctoral program brings together renowned faculty from across the college with the vibrant dance community of New York City. Teachers College is recognized by scholars as a primary incubator for the development of dance education as a field in PK-12 schools and universities. It has played a principal role in cultivating and empowering dance education leaders for over 100 years. As the nation's premier institution in the teaching of teachers in all fields, Teachers College is the ideal place to earn a doctorate in dance education and to join the legacy of dance education leadership.

The EdD in Dance Education program offers coursework to prepare doctoral students as teacher educators and researchers with leadership roles. Our courses in Embodied Learning, Dance and Human Development, and Historical Foundations develop content knowledge while facilitating opportunities to examine critical gaps in the field, where innovations have the potential to rapidly advance how we prepare future dance educators, classroom teachers, educational administrators, and policymakers. Charged with a responsibility to inform and educate adults who make critical

decisions about dance education, a series of courses prepare students to develop effective leadership strategies in a chosen sector, such as PK-12 schools, private studio settings, university contexts, consultancies, and cultural organizations. These courses, including Adult Learning, Advanced Curriculum Design, Teaching and Leadership, Seminar, and Studio Seminar, enhance content knowledge while providing students with the opportunity to design their own related inquiries and engage with the vibrant dance and arts communities in NYC and beyond as they refine their research ideas.

Students also select a specialization area and select up to 15 credits of out-of-program courses to deepen a chosen area of inquiry further:

- Teacher Education – Delves into shaping pedagogical content knowledge, supervising student teachers, and coaching educators.
- Leadership and Policy – Delves into leadership skills, program management, cultural policy, or educational administration.
- Movement Sciences – Delves into the pedagogical application of motor learning, anatomy, physiology and biomechanics.
- Interdisciplinary – A self-designed track combining aspects of the the various specialization areas or delving deeper into a one or more specific areas of inquiry, such as neuroscience, Afro-centric education, instructional technology, spirituality, creativity, peace education, visual art, music, literature, philosophy, human development, or cognition for example.

As a primary aim of the Dance Education program is to develop experienced dance educators as tomorrow's dance education researchers, the degree program culminates with a written dissertation and oral defense of an original, student-designed, empirical research study. We believe that the multiple ways of knowing that are embedded in dance practices can serve as the bedrock for developing a research identity and for conducting multi-modal research that is convincing and transformative. Given that individualized research is at the core of the Ed.D. degree experience, students are provided with persistent support in designing and implementing a research study. Through a series of collaborative doctoral and dissertation seminars, students are guided through the research process while developing critical inquiry, reflection, dialogic and argumentative practices that underpin research. As the result of the seminars, students develop the critical components of their doctoral exam and dissertation research study, including a review of literature, a pilot study, a research proposal, and an IRB ethics review. Students also select from a wide variety of research methods courses offered at the college to tailor their research visions. A culminating course, Writing for Journal Publication, prepares students to disseminate their discoveries in refereed publications. Certified doctoral students work closely with program faculty members who serve as the dissertation advisors. The culminating dissertation committee includes dance education faculty as well as college-wide faculty selected for related field expertise.

The Arnhold Institute for Dance Education Research, Policy and Leadership dovetails with the Ed.D. program and provides students with a dynamic research community where they engage with outstanding educational researchers and guest scholars as well as participate in dance education consortia, symposiums, and professional learning events.

## Degrees

### Doctor of Education

#### Dance Education

Doctor of Education

**Points/Credits:** 90 **Entry Terms:** Fall Only

#### Degree Requirements

Minimum point requirement: 90

Required Dance Education Courses: (16 points)

- A&HD 5040 Dance and Human Development (3 points)
- A&HD 5044 Embodied and Motor Learning for Dance (3 points)
- A&HD 5046 Historical Foundations and Contemporary Issues in Dance Education (3 points)
- A&HD 6000 Advanced Curriculum Design in Dance Education (3 points)
- A&HD 6001 Teaching and Leadership of Dance Education in Colleges, Cultural Institutions, and Communities (3 points)

A&HD 6482 Teaching and Leadership of Dance Education in Colleges, Cultural Institutions and Communities: Internship and Seminar (1 point) Required Dissertation Seminar Sequence in Dance Education: (17 points)

- A&HD 6049 Introduction to Doctoral Inquiry in Dance Education (3 points)
- A&HD 6501 Dance Education Doctoral Seminar 1 (3 points)
- A&HD 6502 Dance Education Doctoral Seminar 2 (3 points)
- A&HD 6999 Studio Seminar: Performance Presentation (2 points)
- A&HD 7501 Dance Education Dissertation Seminar 1 (3 points)
- A&HD 7502 Dance Education Dissertation Seminar 2 (3 points)
- A&HD 8900 Dissertation Advisement in Dance Education (0 points)\*

\*Note: A&HD8900: Registration for doctoral dissertation advisement is required for all doctoral students who have either been recommended for doctoral certification (advanced to candidacy) or have an approved dissertation proposal on file. Registration is required each Autumn and Spring term unless a student is registered for a 3-point TC course. There is no course syllabus as students are completing individualized dissertation research.

Out of Program Courses (6 points)

- A&H 6010 Writing for Journal Publication in The Arts (3 points)
- One Adult Learning Course from ORLD (4050,4051,4053,4060,4844) (3 points)

Research Methods Courses (9 points)

- A&H 5001 Research Methods in Arts Education (3 points)
- Two (2) additional courses in research methods chosen in consultation with the major advisor (6 points)

Interdisciplinary Specialization (12 points)

Every student must complete one of the four specializations chosen in consultation with the major advisor. The four options are:

(A) Teacher Education (Educating Teacher Educators)

(B) Leadership and Policy

(C) Movement Sciences

(D) Interdisciplinary (out-of-program breadth courses)

(A) Teacher Education Specialization (Educating Teacher Educators)

- C&T5512 Guided Practice (Supervision) of Elementary and Secondary Teachers (3 points)
- C&T6025 Teacher Educator as Researcher: Inquiry in Teacher Learning (3 points)
- C&T6525 Learning to Teach and Teacher Education (3 points)
- CCPJ5020 Racism and Racial Identity in Psychology and Education (3 points)

OR

- CCPJ5164 Multicultural Counseling and Psychology (3 points)

(B) Leadership and Policy Specialization

- A&HG4013 Cultural Policy (3 points)
- EDPP5045 Race, Ethnicity, and U.S. Educational Policy (3 points)
- ORLD4085 Management and Leadership Skills in Practice (3 points)
- ORLD4091 Somatics: A Mind/Body Approach to Leadership Development (3 points)
- BBSR4060 Motor Learning (3 points)
- BBSR4095 Applied Physiology I (3 points)
- BBSR4005 Applied Anatomy and Biomechanics (3 points)

BBSR5028 Motor Development (3 points)(D) Interdisciplinary Specialization (out-of-program breadth)

Sample of Possible Advised/Selective Course Topics (by advisement):

- Cognitive Science
- History of Education
- Instructional Technology and Media
- Leadership and Policy
- Movement Sciences
- Neuroscience and Education
- Philosophy of Education

- Special Education
- Spirituality: Mind/Body
- Teacher Education
- Urban Education

Foundation Electives (30 points)

A&H 5002 Assessment Strategies for the Arts (3 points)

Other pre-requisites

Transfer Credits (up to 30)\*\*

\*\*Graduate level courses in dance pedagogy, dance studio, choreography, improvisation, production, music, dance history, Laban studies, Anatomy/Kinesiology, education, research, etc.

Coursework or professional experience in all of the foundations areas below is required at either the undergraduate or graduate level to ensure that all students have the necessary background in dance. Graduate level courses in any of the areas below may be accepted for transfer credit to the Ed.D. program and will be determined upon admission transcript review. Accepted students may continue study in the following areas listed below and/or other areas of interest while enrolled at Teachers College. Selection of elective courses is in consultation with the major advisor and at the approval of the College.

- Studio: Technique, Repertory and/or Somatic Practices
- Studio: Choreography, Dance Composition and/or Dance Improvisation
- Dance Production
- Music for Dance
- Dance History (performance)
- Dance in Cultural Contexts
- Laban Movement Analysis
- Anatomy and Physiology
- Biomechanics
- Dance Pedagogy/Teaching Methods
- Assessment in the Arts
- Graduate Academic Writing

Elective credits may be completed as follows in consultation with the major advisor and at the approval of Teachers College:

- Graduate level elective credits completed at Teachers College (Ex: A&H 5002 Assessment Strategies for the Arts)
- Graduate level elective credits not offered at Teachers College and completed during doctoral study through the Inter-University Doctoral Consortium (IUDC) at IUDC member institutions.
- Graduate courses previously completed at other institutions that have been accepted by Teachers College and the Ed.D. program for transfer credit (up to 30 points total).

Presentation Requirement (0 points)

- Performance (adjudicated) OR
- Publication (refereed) OR
- Conference Presentation (refereed)



Students are required to complete one of the above presentation formats. The presentation must directly relate to the student's dissertation research problem and questions. The presentation must be proposed to and approved by the major advisor.

#### Praxis Project (0 points)

- Teaching of Adults/Teachers
- Mentoring of Adults/Teachers
- Leadership of Adults/Teachers

Prerequisite: A&HD 6000 and A&HD 6001. Students are required complete a praxis project in which they teach, mentor or lead adult learners , the proposal for which is developed in A&HD 6001 and in advisement and approval by the major advisor. The praxis project must relate directly to the student's dissertation research problem or questions. It may be implemented in conjunction with A&HD 6482.

#### Doctoral Certification (0 points)

- Literature Review
- Pilot Study
- Dissertation Proposal & Hearing
- Completion of at least 60 points
- Composite grade decile of 6 or above in courses taken before certification
- Recommendation for certification by the advisor and department

## Faculty

### Faculty

- Barbara **Bashaw** Arnhold Professor of Practice in Dance Education
- Matthew Kenney **Henley** Associate Professor of Dance Education

## Courses

### A&HD 5040 - Dance and Human Development

This course will examine theories of human development and the implications of such for the learning, teaching and leadership of dance education

### **A&HD 5044 - Embodied Learning in Dance Education**

Interdisciplinary theoretical perspectives from motor learning, neuroscience and somaesthetics will be introduced to examine embodied learning and to actively refine pedagogical approaches within dance education.

### **A&HD 5046 - Historical Foundations and Contemporary Issues in Dance Education**

This course engages students in tracing the historical quest to establish dance as arts education in the U.S. and the relevance of this to contemporary issues, beliefs and practices in dance education.

### **A&HD 6000 - Advanced Curriculum Design in Dance Education**

This course focuses on the development of knowledge and decision-making skills for developing and evaluating personally meaningful dance program curricula that address contemporary issues in the field.

### **A&HD 6001 - Teaching and Leadership of Dance Education in Colleges, Cultural Institutions and PK-12 Contexts**

This course will examine cross-contextual leadership issues within dance education and the preparation of artist-educators in colleges, cultural institutions and PK-12 contexts.

### **A&HD 6049 - No Title Found in Banner**

The purpose of this course is to orient new students to the expectations of doctoral study and to build community among Dance Education doctoral students and faculty. Required for first-year Dance Education doctoral students.

### **A&HD 6482 - Praxis Project: Teaching & Leadership in Dance Education**

The internship seminar is designed to support individualized opportunities for doctoral dance education students to practice leadership, supervision and teaching of adults within college, cultural institutions and PK-12 field contexts.

### **A&HD 6501 - No Title Found in Banner**

Dance Education Doctoral Seminar 1 will facilitate the development of students' dissertation research ideas with a primary focus of developing a preliminary research proposal that may serve as the basis for subsequent dissertation research.

### **A&HD 6502 - No Title Found in Banner**

Dance Education Doctoral Seminar 2 is designed to facilitate the development of students' Doctoral Qualifying Papers: (1) Pilot/Field Study and (2) Review of Related Literature.

### **A&HD 6999 - No Title Found in Banner**

The studio seminar will support doctoral dance education students in conceptualizing, creating and self-producing a dance performance related to their doctoral research inquiry as required for Ed.D. candidacy.

### **A&HD 7501 - No Title Found in Banner**

Dance Education Dissertation Seminar 1 is designed to facilitate the development of students' Advanced Dissertation Proposal, based on the Qualifying Papers completed in A&HD 6502 Dance Education Doctoral Seminar 2.

### **A&HD 7502 - Dance Education Dissertation Seminar 2**

Dance Education Dissertation Seminar 2 is designed to facilitate the development of students' dissertation writing, based on the Advanced Dissertation Proposal completed in A&HD 7501 Dance Education Dissertation Seminar 1.

# ENGLISH EDUCATION

Department of Arts & Humanities

## Program Description

MASTER OF ARTS (34, 35, AND 38 CREDITS)

An English teacher creates contexts and opportunities for students to develop as readers, writers, speakers, and listeners, as well as the cultural knowledge and critical thinking processes that nourish and refine the arts of language. Classroom teachers of English must possess a deep understanding of the development of the arts of language, and they must be accomplished practitioners of those arts in their own intellectual and creative lives. Effective teachers must also be keen and responsive readers of their students as learners and of the obstacles that might obstruct learning in classrooms.

English teachers must, therefore, function as exemplary learners in their own classrooms, committed to developing themselves as reflective, flexible, and professionally well-informed practitioners who can accommodate their instruction to serve the needs of a diverse population of students.

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

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

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

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

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

#### M.A. IN THE TEACHING OF ENGLISH WITH NEW YORK STATE PROFESSIONAL CERTIFICATION 34 CREDITS)

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

#### M.A. IN THE TEACHING OF ENGLISH (INSTEP PROGRAM FOR INSERVICE TEACHERS)

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

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

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

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

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

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

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

In addition to all coursework required for certification, students in the M.A. program are responsible for taking and successfully passing the following Certification Examinations mandates by New York State: Academic Literacy Skills Test (ALST), Educating All Student test (EAS), Content Specialty Test (CST) in English Language Arts, and the Teacher Performance Assessment (edTPA) in Secondary English Language Arts.

#### MASTER OF EDUCATION (60 CREDITS)

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

## DOCTORAL PROGRAM (75 and 90 CREDITS)

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

## Degrees

### Master of Arts

#### TESOL: Teaching of English to Speakers of Other Languages/Teaching of English

Master of Arts | Dual Cert: TESOL (Pre K-12) and Teaching of English (7-12)

**Points/Credits:** 45-46 **Entry Terms:** Summer/Fall **Certification:**

Dual Certification NY State Initial: English to Speakers of Other Languages (TESOL) Pre-K-12 /  
and NY State Initial: Teaching of English (7-12)

#### Degree Requirements

The dual certification MA in English Education and TESOL (Teaching English to Speakers of Other Languages) is an innovative new program that responds to a growing need for dually certified teachers. The program leads to a PK-12 Initial New York State Teacher Certification in TESOL and a secondary certification in English Education. Students complete 45-46 credits of coursework over two academic years, including two semesters (Fall and Spring) of student teaching.

Students work with leading researchers and practitioners in the fields of English Education and TESOL through comprehensive and innovative coursework and research projects. In addition, students are mentored by experienced teachers during their two semesters of student teaching in the New York City public school system.

Candidates applying for initial certification in New York will be required to take and pass all required New York State exams for initial certification, including the edTPA. For more information, please visit our Office of Teacher Education (OTE) website:

<https://www.tc.columbia.edu/office-of-teacher-education/students/certification-requirements/certification-exams/>

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

Core Courses (29 points):

- A&HL 4000 Educational Linguistics (3)
- A&HL 4076 PreK-6 Methods (3)
- A&HL 4085 Pedagogical English Grammar (3)
- A&HL 4088 Second Language Assessment (3)
- A&HL 4097 Second Language Acquisition (3)
- A&HL 4185 Pedagogical Approaches to Content Methods (3)
- A&HE 4057 English Methods (3)
- A&HE 4058 Teaching of Reading (3)
- A&HE 4151 Teaching of Writing (3)
- A&HE 5518 Teaching of English in Diverse Social and Cultural Contexts (2)

Literature Course (3 points):

- Students choose one of the following courses:
- A&HE 4050 Literature & Teaching
- A&HE 4051 Critical Approaches
- A&HE 4052 Adolescent Literature
- A&HE 4053 Cultural Perspectives
- A&HE 4056 Feminist Perspectives
- A&HE 4100 Teaching of Drama & Theater
- A&HE 4561 Teaching Narrative and Story

Student Teaching Courses (6 points):

- A&HC 4750 Supervised Teaching Phase I 3 credits
- A&HC 4751 Supervised Teaching Phase II 3 credits

Foundations/Breadth Courses (6-7 points)

Foundations/breadth courses are intended to broaden students' knowledge of the history of education, philosophies of education, and educational issues and practices beyond their particular area of concentration. All students must take at least 6 points of such courses (courses in Teachers College not designated "A&HE," "A&HL" or "A&HC") in close consultation with their advisors and with the TC Office of Teacher Education.

Foundations/breadth credits must be used to meet the New York State requirements within the following categories:\*

- Special Education (3)
- History/Philosophy of Education (2-3)
- Human Development/Psychology (2-3)

Each term, the program will issue a list of courses across the college offered within each of the three categories above from which students may choose. These courses may be taken as pass/fail.



\*If any of these requirements has been met through previous college-level coursework, the students would adjust points within the other two courses accordingly for a total of no fewer than 6 points. Students will make these adjustments in consultation with their advisor.

Exit Project (1 point):

- A&HE 5590 Master's Seminar 1 credit

Students complete a Master's project written on a research topic arising from course-related interests and subject to approval by their assigned advisor. This project can be a review of literature on a scholarly topic or a teacher inquiry project. It is normally completed during the penultimate semester of study. The Master's Seminar supports the completion of this project.

Student Teaching

Students in the 45-46 point TESOL/Teaching of English program have two separate semesters of student teaching. As specified by New York State in the requirements for 7-12 ELA Initial Certification, one of these experiences is in a middle school and the other is in a high school. Most placements are made in urban public schools in New York City. Commuting to one of the outer boroughs should be expected. In each semester, student teachers will be placed in classrooms in which both TESOL and English Language Arts are taught.

Student teaching experiences differ by semester. In the first (Phase 1) semester, the cooperating teacher has primary responsibility for designing the curriculum. While students do not have the major responsibility for designing or organizing the course of instruction, they are active participants in the classroom and school communities.

Although the Phase 1 experience varies, students are engaged in observation, group work with students, conferencing, and teaching. Later, toward the end of the Phase 1 experience, at a time mutually agreeable to both cooperating teacher and student teacher, the student teacher is expected to assume full responsibility for one class. A three to four week unit of study might be appropriate at this point.

During Phase 2 of student teaching, student teachers are immersed in teaching, responsible for planning and conducting two classes, assessing student work, and participating as faculty members in the life of their school.

In addition to these student teaching placements, students will complete 50 hours of observation on the PK-6 level as part of the A&HL 4076 PreK-6 Methods course.

## **TESOL: Teaching of English to Speakers of Other Languages/Teaching of English (Teaching Residents)**

Master of Arts | Dual Cert: TESOL (Pre K-12) and Teaching of English (7-12)

**Points/Credits:** 45-46 **Entry Terms:** Summer Only **Certification:**

Dual Certification NY State Initial: English to Speakers of Other Languages (TESOL) Pre-K-12 /  
and NY State Initial: Teaching of English (7-12)

### **Degree Requirements**

See the TR@TC office for information <https://www.tc.columbia.edu/teachingresidents/>

## **Teaching of English**

**Points/Credits:** 38 **Entry Terms:** Spring/Summer/Fall **Certification:** NY State Initial: English Language Arts 7-12

## Degree Requirements

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

### Required courses include:

- A&HE 4057 English Methods (3)
- A&HE 4058 Teaching of Reading (3)
- A&HE 4151 Teaching of Writing (3)\*
- A&HE 5518 Teaching English in Diverse Social and Cultural Contexts (2-3)\*\*

\*Taken as a 6 credit block with A&HE 4156, Writing: Nonfiction (3)

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

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

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

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

### Writing:

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

### Literature:

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

### Foundations/Breadth Requirement

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

### Electives

Electives provide students the opportunity to explore particular interests as they design their own programs in consultation with an academic faculty advisor.

Students whose program permits room for electives may take any graduate-level courses at Teachers College or Columbia University.

### **Master's Seminar**

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

### **Student Teaching**

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

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

During Phase 2 of student teaching student teachers are immersed in teaching, responsible for planning and conducting two classes, assessing student work, and participating as faculty members in the life of their school. Phase 2 student teachers do not ordinarily enroll in any academic courses except those that define and are an integral part of the student teaching experience. Hence, students enroll in A&HE 4750: Supervised Teaching of English (3 credits), A&HE 4751: Fieldwork and Observation in Secondary English (1 credit), A&HE 5204: Fieldwork Workshops in Teaching English (1 credit), and A&HE 5590: Master's Seminar: Reflective Practice(1 credit). These courses together constitute the student teaching experience in its active, creative, and reflective dimensions.

## **Teaching of English**

Master of Arts | Non-Certification

**Points/Credits:** 34 **Entry Terms:** Spring/Summer/Fall **Certification:** Non-Certification Track

### **Degree Requirements**

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

#### **Required courses include:**

- A&HE 4057 English Methods (3)

- A&HE 4058 Teaching of Reading (3)
- A&HE 4151 Teaching of Writing (3)\*
- A&HE 5518 Teaching English in Diverse Social and Cultural Contexts (2-3)\*\*

\*Taken as a 6 credit block with A&HE 4156, Writing: Nonfiction (3)

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

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

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

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

Writing:

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

Literature:

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

### **Foundations/Breadth Requirement**

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

### **Electives**

Electives provide students the opportunity to explore particular interests as they design their own programs in consultation with an academic faculty advisor.

Students whose program permits room for electives may take any graduate-level courses at Teachers College or Columbia University.

### **Master's Seminar**

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

## Teaching of English

Master of Arts | Professional Cert: English 7-12

**Points/Credits:** 34 **Entry Terms:** Spring/Summer/Fall **Certification:**

NY State Professional: English Language Arts 7-12

### Degree Requirements

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

#### Required courses include:

- A&HE 4057 English Methods (3)
- A&HE 4058 Teaching of Reading (3)
- A&HE 4151 Teaching of Writing (3)\*
- A&HE 5518 Teaching English in Diverse Social and Cultural Contexts (2-3)\*\*

\*Taken as a 6 credit block with A&HE 4156, Writing: Nonfiction (3)

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

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

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

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

#### Writing:

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

#### Literature:

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

#### Foundations/Breadth Requirement

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

## Electives

Electives provide students the opportunity to explore particular interests as they design their own programs in consultation with an academic faculty advisor.

Students whose program permits room for electives may take any graduate-level courses at Teachers College or Columbia University.

## Master's Seminar

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

## Teaching of English (INSTEP)

Master of Arts | Non-Certification

**Points/Credits:** 34 **Entry Terms:** Summer Only **Certification:** Non-Certification Track

## Degree Requirements

Students, all of whom are inservice teachers, complete most course requirements for the INSTEP PROGRAM (which are similar to the 34 credit M.A. program) through their enrollment in an intensive monthlong summer program for two consecutive summers during which they work in a cohort of inservice teachers for 6-8 hours each day. The program emphasizes aesthetic education through a course collaboration with Lincoln Center Educational Institute that is followed up with involvement in successive courses and the students' final project based on research on classroom practice. Threaded through the coursework are emphases on issues of culture and social justice, innovative teaching methods, and teacher professionalism. Supplementary online courses for each cohort conducted during the academic year after summers 1 & 2 allow the cohorts to continue their collegial collaboration during the academic year while satisfying the few remaining requirements.

InSTEP is a 34-point program offering an MA, but not a professional certificate. It is geared for teachers who want to continue to work on their teaching through advanced studies at Teachers College, but don't wish to stop teaching to do so. It is a cohort program that follows this prescribed schedule:

### Summer 1

- A&H 4033 English & the Language of Arts
- A&HE 4151 Teaching of Writing
- A&HE 4050 Literature & Teaching
- A&HE 5518 Teaching English in Diverse Sociocultural Contexts

### Fall 1

A&H 5001 Research Methods in Arts & Humanities

### Spring 1

- A&HE 4556 Seminar for Inservice Teachers

## Summer 2

- A&HE 4058 Teaching of Reading
- A&HE 4100 Teaching Drama & Theater
- A&HE 4152 Literacies & Technologies in the Secondary English Classroom
- A&HE 4052 Adolescents and Literature

## Fall 2

- A&HE 4156 & 5590 Writing Non-Fiction & Master's Seminar (3 + 1 = 4 credits)

The capstone project is a form of practitioner research that is developed during the first fall semester and completed in the second fall semester.

### Teaching of English (Peace Corps Fellows)

Master of Arts | Transitional B Cert: English 7-12

**Points/Credits:** 35 **Entry Terms:** Spring/Summer **Certification:**

NY State Transitional B: English Language Arts 7-12

## Degree Requirements

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

### Required courses include:

- A&HE 4057 English Methods (3)
- A&HE 4058 Teaching of Reading (3)
- A&HE 4151 Teaching of Writing (3)\*
- A&HE 5518 Teaching English in Diverse Social and Cultural Contexts (2-3)\*\*

\*Taken as a 6 credit block with A&HE 4156, Writing: Nonfiction (3)

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

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

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

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

### Writing:

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

### Literature:

- A&HE 4050 Literature and Teaching (3)

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

### **Foundations/Breadth Requirement**

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

### **Electives**

Electives provide students the opportunity to explore particular interests as they design their own programs in consultation with an academic faculty advisor.

Students whose program permits room for electives may take any graduate-level courses at Teachers College or Columbia University.

### **Master's Seminar**

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

## **Master of Education**

### **Teaching of English**

Master of Education

**Points/Credits:** 60 **Entry Terms:** Spring/Summer/Fall

### **Degree Requirements**

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

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

General Coursework Requirement



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

#### Research Methods Courses

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

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

1. A rationale for the project and demonstration of an understanding of the literature of the field related to the topic(s) undertaken;
2. A pilot study, including data gathering and analysis and justification of research methods employed;
3. A critique of the pilot study, including the student's reflections on the study's design and methodology as well as research strengths and weaknesses; and
4. Implications relevant to the student's future research

## Doctor of Education

### Teaching of English

Doctor of Education

**Points/Credits:** 90 **Entry Terms:** Summer / Fall

#### Degree Requirements

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

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

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

- A&HE 5504 Research Paper: Teaching of English
- A&HE 5510: Seminar in Foundational Texts
- A&HE 6504 Doctoral Seminar: Teaching of English
- A&HE 7504 Dissertation Seminar: Teaching of English

- A&HE 8904 Dissertation Advisement in the Teaching of English
- A range of electives in literary and rhetorical studies
- Four research methods courses for a total of 12 credits. It is recommended that the candidates include at least two of the following:
  - A&HE 5149 Writing Research: Methods and Assumptions
  - A&HE 5150 Research in Practice
  
- A&HE 6151 Narrative Research in English Education
- A&HE 6152 Advanced Narrative Research in English Education

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

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

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

#### Coursework Restrictions

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

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

#### Doctoral Program Milestones Program Plan

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

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

Before enrolling in A&HE 5504, students must have completed at least two research methods courses, have successfully completed their Certification 1 Examination, have discovered an area or problem of interest that they wish to study for their 5504 project, and have familiarized themselves with some of the available research literature on the topic or problem they propose to investigate. The research paper completed in A&HE 5504 allows

a doctoral student to demonstrate the capacity to complete independent research and produce a research paper at a level of sophistication that promises success in undertaking a doctoral research project and doctoral dissertation. The completed A&HE 5504 research paper must be approved by faculty member(s) in order for the student to further progress in his or her program of study.

#### Certification Examinations

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

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

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

#### Dissertation

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

#### The Advanced Seminar

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

## Dissertation Defense

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

## Doctor of Education in College Teaching

### Teaching of English

Doctor of Education in College Teaching

**Points/Credits:** 90 **Entry Terms:** Summer/Fall

### Degree Requirements

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

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

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

- A&HE 5504 Research Paper: Teaching of English
- A&HE 5510 Seminar in Foundational Texts
- A&HE 6504 Doctoral Seminar: Teaching of English
- A&HE 7504 Dissertation Seminar: Teaching of English
- A&HE 8904 Dissertation Advisement in the Teaching of English
- A range of electives in literary, rhetorical, and cultural studies
- Four research methods courses for a total of at least 12 credits. It is recommended that candidates include at least two of the following:
  - A&HE 5149 Writing Research: Methods and Assumptions
  - A&HE 5150 Research in Practice
  - A&HE 6151 Narrative Research in English Education
  - A&HE 6152 Advanced Narrative Research in English Education

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

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

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

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

**Coursework Restrictions**

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

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

**Doctoral Program Milestones Program Plan**

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

**A&HE 5504: Research Paper: Teaching of English**

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

**Certification Examinations**

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

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

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

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

#### **Dissertation**

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

#### **The Advanced Seminar**

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

#### **The Dissertation Defense**

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

certify a candidate's accomplishment in completing a major research study that makes a significant contribution to knowledge in the field of English education broadly defined and thereby welcome the doctoral candidate into the community of scholars.

## Doctor of Philosophy

### English Education

Doctor of Philosophy

**Points/Credits:** 75 **Entry Terms:** Summer/Fall

### Degree Requirements

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

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

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

- A&HE 5504 Research Paper: Teaching of English
- A&HE 5510 Seminar in Foundational Texts 1 A&HE 6504 Doctoral Seminar: Teaching of English
- A&HE 7504 Dissertation Seminar: Teaching of English
- A&HE 8904 Dissertation Advisement in the Teaching of English
- A range of electives in literary and rhetorical studies
- Four research methods courses for a total of at least 12 credits. It is recommended that candidates include at least two of the following:
  - A&HE 5149 Writing Research: Methods and Assumptions
  - A&HE 5150 Research in Practice
  - A&HE 6151 Narrative Research in English Education
  - A&HE 6152 Advanced Narrative Research in English Education

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

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

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

#### Coursework Restrictions

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

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

### **Doctoral Program Milestones Program Plan**

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

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

Before enrolling in A&HE 5504, students must have completed at least two research methods courses, have successfully completed the Certification 1 examination, have discovered an area or problem of interest that they wish to study for their 5504 project, and have familiarized themselves with some of the available research literature on the topic or problem they propose to investigate. The research paper completed in A&HE 5504 allows a doctoral student to demonstrate the capacity to complete independent research and produce a research paper at a level of sophistication that promises success in undertaking a doctoral research project and doctoral dissertation. The completed A&HE 5504 research paper must be approved by faculty as qualifying the student to proceed to the next milestone in the doctoral program, the Certification 2 Examination.

### **Certification Examinations**

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

### **Foreign Language Requirement**



Candidates for the Ph.D. degree in English education must demonstrate reading proficiency in at least one foreign language at a level of competence sufficient to read scholarly or professional work relevant to their own field of study. Students should contact the Office of Doctoral Studies for the current policy regarding satisfying this requirement. Courses in statistics or other past substitutes for a foreign language will not be accepted.

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

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

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

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

### **Dissertation**

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

### **The Advanced Seminar**

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

### **Dissertation Defense**

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

certify a candidate's accomplishment in completing a major research study that makes a significant contribution to knowledge in the field of English education broadly defined, and thereby welcome the doctoral candidate into the community of scholars.

## Faculty

### Faculty

- Sheridan **Blau** Professor of Practice
- Limarys **Caraballo** Associate Professor, English Education Program
- Bob **Fecho** Professor of English Education
- Yolanda **Sealey-Ruiz** Associate Professor of English Education
- Ruth **Vinz** Enid & Lester Morse Professor in Teacher Education

### Emeriti

- Janet **Miller** Professor Emerita of English Education

### Lecturers

- Adele Bruni **Ashley** Lecturer
- Kelly Mershon **Deluca** Lecturer
- Marcelle **Mentor** Lecturer

## Courses

### A&HE 4050 - Literature and Teaching

An inquiry into the nature and value of literary experience and the role of instruction in helping readers productively access that experience. Focus on reading short classical and contemporary texts and experimenting with promising practices.

### A&HE 4051 - Critical Approaches to Literature

An examination of traditional and current approaches to reading, interpreting, and criticizing a diverse selection of literary works, with an emphasis on the relationship between critical theories and pedagogical principles and practices.

### **A&HE 4052 - Adolescents and Literature**

This course focuses on issues in young adult literature, including those related to adolescent identities informed by diversity, urban experience, race, and gender, and highlights pedagogical principles and practices in teaching adolescents and literature.

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

An examination of contemporary literary selections through particular socio-cultural and cross-cultural perspectives and contexts including geographic, racial, ethical, and political, with consideration of the pedagogical implications.

### **A&HE 4057 - English Methods**

Examines purposes, issues, and practices related to the design and implementation of curriculum, assessment, and effective teaching strategies, evaluation and instructional strategies that integrate the language arts and address the broader purposes of educating an informed, imaginative, and action-inclined citizenry.

### **A&HE 4058 - Teaching of Reading**

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

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

This course serves as an introduction to the ways in which we might approach the teaching of secondary English language arts through drama and theater. Students will experiment with and critique dramatic tools for the teaching of fiction and nonfiction texts (with a specific focus on the teaching of plays) and consider issues of diversity, equity, and inclusion through the classroom integration of drama and theater. drama.

### **A&HE 4151 - Teaching of Writing**

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

### **A&HE 4152 - Literacies and Technologies in the Secondary English Classroom**

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

### **A&HE 4156 - Writing: Nonfiction**

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

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

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

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

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

### **A&HE 4556 - Seminar for Inservice Teachers**

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

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

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

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

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

### **A&HE 4750 - Supervised Teaching of English**

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

### **A&HE 4751 - Fieldwork and Observation in Secondary English**

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

### **A&HE 4904 - Independent Study in Teaching English**

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

### **A&HE 5149 - Research Writing: Genres, Techniques, and Conventions**

Investigates multiple ways to craft and present research processes and findings, explores theoretical, practical, and ethical considerations for the choices made, and examines how research writing makes intelligible, through structure and craft, unique representations and interpretations that maintain or challenge traditions of text, genre, and expectations in research writing. This course is a co-requisite with A&HE 5504 as part of a 6-credit block.

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

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

### **A&HE 5151 - Perspectives on "Popular" Texts in English Classrooms**

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

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

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

### **A&HE 5204 - Fieldwork in Teaching English**

Provides opportunities for students to participate in workshops conducted by master practitioners and to develop projects for implementation in schools and other field settings. 45 hours for mentoring sessions could do an addition 45 hours for project design, research, and implementation

### **A&HE 5504 - Research Paper: Teaching of English**

A writing seminar/workshop intended to facilitate the design, implementation, and write up of a research project with focus on research processes, options for writing to targeted audiences, and an exploration of the ethical and representational dilemmas posed in various research traditions. This course is a co-requisite with A&HE 5149 Research Writing as part of a 6-credit block.

### **A&HE 5510 - Foundational Texts I**

A required introductory course for doctoral students focused on the texts that have shaped and defined the field of English education as an intellectual discipline and discrete arena for research and teaching. Course also prepares current and prospective doctoral students for the required first certification examination. Open to English Education doctoral students. Ed M students may be admitted with permission of instructor.

### **A&HE 5514 - Literature and Literary Study**

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

### **A&HE 5518 - Teaching English in Diverse Social/Cultural Contexts**

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

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

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

### **A&HE 6011 - The Politics of Teaching English**

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

### **A&HE 6015 - College Teaching of English**

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

### **A&HE 6151 - Narrative Research in English Education**

Explores diverse ways that narrative research theorizes and narratizes human experience, examines a variety of narrative research genre, emphasizes narrative methods as humanizing and decolonizing research traditions, grapples with methodological, representational, and ethical issues involved in data collection, interpretation, and writing, and emphasizes self-reflexivity to account for a researcher's presence, power, and ethical responsibility.

### **A&HE 6152 - Advanced Narrative Research in English Education**

Permission of instructor required. This course builds on prior knowledge of various genre of narrative research (biography, autobiography, autoethnography, testimonial, oral history, or life history) to focus on crafting techniques and forms utilized to evoke, and provoke various narrative explorations, excavations and cartographies—each offering differences in effect and affect intended to capture 'experience' as nuanced, subjective, multiple, and located on the ever shifting grounds of (re)membering and (re)rendering.

### **A&HE 6204 - Advanced Fieldwork in Teaching English**

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

### **A&HE 6404 - Internship in College Teaching of English**

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

**A&HE 6450 - Internship in Teaching English**

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

**A&HE 6504 - Doctoral Seminar in Special Topics**

This seminar must be taken at least once during the course of doctoral study but may be taken multiple times as topics differ with each offering. Doctoral seminars focus on research and theory in a special domain of English education. Designed to help students gain expertise in a particular area and to help students develop research projects in that area.

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

An exploration of a range of postmodern textual practices from literature, nonfiction, film, research reports, and public pedagogies that serve as potential sites to illustrate divergent postmodern inquiry practices and textualities that dis-semble logics of critique and interpretation and pose new ways of recognizing, naming and un-naming particular social and cultural practices as these influence theories and practice.

**A&HE 6904 - Research and Independent Study**

Permission of instructor required. Advanced research and independent study under the direction of a faculty member. Students work individually or with others. 45 hours for mentoring sessions could do an addition 45 hours for project design, research, and implementation

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

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

**A&HE 8904 - Dissertation Advisement in Teaching English**

Permission of instructor required. All Ed.D. and Ph.D. students, upon successful defense of dissertation proposal must register continuously for Dissertation Advisement or an alternative course approved by their sponsor until the final defense of the dissertation.

# HISTORY AND EDUCATION

Department of Arts & Humanities

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## Program Description

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

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

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

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

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

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



# Degrees

## Master of Arts

### History and Education

Master of Arts

**Points/Credits:** 30/32 (depending on course selection) **Entry Terms:** Spring/Fall

#### Degree Requirements

The Master of Arts offers two approaches:

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

## Master of Education

### History and Education

Master of Education

**Points/Credits:** 60 **Entry Terms:** Spring/Fall

#### Degree Requirements

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

## Doctor of Education

### History and Education

Doctor of Education

**Points/Credits:** 90 **Entry Terms:** Fall Only

#### Degree Requirements

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

## Doctor of Philosophy

### History and Education

Doctor of Philosophy

**Points/Credits:** 75 **Entry Terms:** Fall Only

#### Degree Requirements

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

## Faculty

### Faculty

- Ansley Turlington **Erickson** Associate Professor of History and Education Policy
- Thomas **James** Professor of History and Education
- Cally Lyn **Waite** Associate Professor of History and Education

## Courses

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

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

### A&HH 4070 - No Title Found in Banner

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

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

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

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

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

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

Permission of instructor required.

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

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

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

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

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

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

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

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

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

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

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

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

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

Discussion of research and teaching topics in history and education.

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

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

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

Faculty. Permission of instructor required.

### **A&HH 6970 - Advanced Doctoral Seminar**

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

### **A&HH 7501 - Dissertation Seminar in History and Education**

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

### **A&HH 8901 - Dissertation Advisement in History and Education**

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

# MUSIC AND MUSIC EDUCATION

Department of Arts & Humanities

## Program Description

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

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

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

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

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

# Degrees

## Master of Arts

### Music and Music Education

Master of Arts | Initial Cert: Music Pre-K-12

**Points/Credits:** 40 **Entry Terms:** Summer/Fall **Certification:** NY State Initial: Music Pre-K-12

### Degree Requirements

#### Description

The Master of Arts degree (M.A) leading toward Initial New York State Teacher Certification is a program designed for students with an undergraduate degree in music who wish to prepare for teaching music in the public schools.

#### Curriculum Guide

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

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

#### State Certification

All of the following:

- A&HM 5022 Children's Musical Development (prerequisite for 4021), 3 points\*
- A&HM 4021 Designing Musical Experience, 3 points\*
- A&HM 5020 Foundations of Music Education, 3 points
- A&HM 5025 Creativity and Problem Solving Music Ed (prerequisite for 5026), 3 points\*
- A&HM 5026 Composing Collaboratively Across Diverse Styles, 3 points\*
- A&HM 4029 New Technologies in Education, 2 points
- Child Abuse Identification Workshop, 0 points
- Violence Prevention Workshop, 0 points
- DASA Training, 0 points
- One Special Education Course in consultation with advisor\*
- C&T 4001 Differentiating Instruction in Inclusive Classrooms, 3 points
- HBSE 4000 Introduction to Special Education, 3 points

#### Pedagogy (6 points)

Required:

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

In consultation with advisor one of the following:

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

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

At least 2 courses of the following:

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

### **Performance Requirement**

Participation in a musical performance is required Courses marked with \* must be completed prior to student teaching Fieldwork

Both of the following courses:

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

### **Out of Program Courses**

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

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

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

## **Music and Music Education**

Master of Arts

**Points/Credits:** 32 **Entry Terms:** Spring/Summer/Fall **Certification:** Non-Certification Track

### **Degree Requirements**

#### **Description**

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

#### **Curriculum**

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

A student enrolled in the 32-point master's degree is expected to plan a program of study with an advisor that reflects a balance of work in each of four areas of music study, based upon the training, experience and specific needs of the student. The four areas of music study are: (1) Pedagogy, (2) Research, (3) Music Literacies / Musicianship, and (4) Music Performance. In order to broaden the student's background, in addition to the coursework in music, 6 points of Teachers College course work outside of the Program (A&HM) are required.

Specifically, students are expected to enroll in:

### **Pedagogy**

At least two courses from the following:

- A&HM 4021 Designing Musical Experiences for Young Children, 3 points
- A&HM 5020 Foundations of Music Education, 3 points
- A&HM 5021 Instrumental Experiences with Children, 2 points
- A&HM 5025 Creativity and Problem Solving in Music Education, 3 points
- A&HM 5027 Philosophical Perspectives of Music Education, 3 points
- A&HM 6023 Teaching of Applied Studio Music, 2-3 points

### **Research**

At least one course from the following:

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

### **Music Literacies / Musicianship**

At least one course from the following:

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

### **Music Performance**

At least four points from the following:

- Instrumental / Applied Lessons, 2 points
- A&HM 5058 Music Performance, 1 point
- Ensembles

### **Elective Music Courses**

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



### **Out of Program Courses**

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

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

### **Portfolio**

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

### **Portfolio Requirements**

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

Choose at least four projects you have completed in your coursework at Teachers College that you feel represent your best efforts and thinking.

One project must be a video recording of classroom or studio teaching excerpts with written reflections.

One must be a video recording of a solo or chamber music performance. A video recording of a performance of an ensemble, where the candidate is the director/conductor, is also acceptable. The video recording must be accompanied by the written program.

Other projects may include research papers, creative strategies, assessment tools, lesson plans with self-evaluations, case studies, curriculum sequences, compositions, and analyses.

The projects should reflect a breadth and depth of understanding about music, learning, and teaching.

Write a 3-5 page personal statement reflecting on your learning process and growth regarding your musicianship, scholarship, and pedagogy. Include a statement of your philosophy of music education as it is reflected in the materials in your portfolio.

Update your resume for use as the "cover sheet" for your portfolio.

Compile resume, statement, projects, and video recordings, along with any archival evidence you would like to include such as photographs, etc. onto a USB drive or copy into a GoogleSite, or Google Folder with open access. Please note: Your M.A. portfolio USB drive will not be returned to you but will be kept on file in the Music Education Office.

## **Music and Music Education (Summer Hybrid)**

Master of Arts | Non-Certification

**Points/Credits:** 32 **Entry Terms:** Spring/Summer **Certification:** Non-Certification Track

### **Degree Requirements**

#### **Description**

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

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

### **Curriculum**

A minimum of 32 points is required. No more than 12 points of graduate credit from other faculties of the University may be applied to the minimum point requirement, and no transfer points will be accepted from other institutions.

A student enrolled in the 32-point master's degree is expected to plan a program of study with an advisor that reflects work in each of four areas of music study, based upon the training, experience and specific needs of the student. The four areas of music study are: (1) Pedagogy, (2) Research, (3) Music Literacies / Musicianship, and (4) Music Performance. In order to broaden the student's background, in addition to the coursework in music, 6 points of Teachers College course work outside of the Program (A&HM) are required.

Specifically, students are expected to enroll in:

### **Pedagogy**

At least two courses from the following:

- A&HM 4021 Designing Musical Experiences for Young Children, 3 points
- A&HM 5020 Foundations of Music Education, 3 points
- A&HM 5021 Instrumental Experiences with Children, 2 points
- A&HM 5025 Creativity and Problem Solving in Music Education, 3 points
- A&HM 5027 Philosophical Perspectives of Music Education, 3 points
- A&HM 6023 Teaching of Applied Studio Music, 2-3 points

### **Research**

At least one course from the following:

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

### **Music Literacies / Musicianship**

At least one course from the following:

- A&HM 5032 Comprehensive Musicianship 1, 3 points

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

### **Music Performance**

At least four points from the following:

- Instrumental / Applied Lessons, 2 points
- A&HM 5058 Music Performance 1 point
- Ensembles

### **Elective Music Courses**

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

### **Out of Program Courses**

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

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

### **Portfolio**

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

### **Portfolio Requirements**

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

Choose at least four projects you have completed in your coursework at Teachers College that you feel represent your best efforts and thinking.

One project must be a video recording of classroom or studio teaching excerpts with written reflections.

One must be a video recording of a solo or chamber music performance. A video recording of a performance of an ensemble, where the candidate is the director/conductor, is also acceptable. A written program must accompany the video recording.

Other projects may include research papers, creative strategies, assessment tools, lesson plans with self-evaluations, case studies, curriculum sequences, compositions, and analyses developed in your coursework.

The projects should reflect a breadth and depth of understanding about music, learning, and teaching.

Write a 3-5 page personal statement reflecting on your learning process and growth regarding your musicianship, scholarship, and pedagogy. Include a statement of your philosophy of music education as it is reflected in the materials in your portfolio.

Update your resume for use as the "cover sheet" for your portfolio.

Compile resume, statement, projects, and video recordings, along with any archival evidence you would like to include such as photographs, etc. into a folder or envelope (no binders, please). Please note: Your M.A. portfolio will be kept on file in the Music Education Office.

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

## Master of Education

### Music and Music Education

Master of Education | Initial Cert: Music Pre-K-12

**Points/Credits:** 60 **Entry Terms:** Summer/Fall **Certification:** NY State Initial: Music Pre-K-12

### Degree Requirements

#### Description

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

#### Curriculum Guide

The minimum 60-point degree program leads to both the Ed.M. degree and New York Teacher of Music Certification, PreK-12. Students desiring state certification should identify themselves at their first registration and seek guidance from the initial certification advisor. All requirements for certification can be completed in the Ed.M. Program if the candidate is identified at the first registration. Students in this Ed.M. program take coursework followed by carefully guided student teaching in schools that reflect the Music Program's philosophy of authentic and relevant musical pedagogy. Students may transfer up to 30 points from previous graduate work. Please see the Office of Teacher Education website for specific certification requirements and exams for program completion and graduation.

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

#### State Certification

All of the following:

- A&HM 5022 Children's Musical Development (prerequisite for 4021), 3 points\*
- A&HM 4021 Designing Musical Experience, 3 points\*
- A&HM 5020 Foundations of Music Education, 3 points
- A&HM 5025 Creativity and Problem Solving Music Ed (prerequisite for 5026), 3 points\*
- A&HM 5026 Composing Collaboratively Across Diverse Styles, 3 points\*
- A&HM 4029 New Technologies in Education, 2 points
- Child Abuse Identification Workshop, 0 points
- Violence Prevention Workshop, 0 points
- DASA Training, 0 points

- One Special Education Course in consultation with advisor\*
- C&T 4001 Differentiating Instruction in Inclusive Classrooms, 3 points
- HBSE 4000 Introduction to Special Education, 3 points

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

Required:

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

In consultation with advisor one of the following:

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

### **Performance Requirement**

Participation in a musical performance is required

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

### **Fieldwork**

Both of the following courses:

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

### **Out of Program Courses**

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

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

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

## **Music and Music Education**

Master of Education | Non-Certification

**Points/Credits:** 60 **Entry Terms:** Spring/Summer/Fall **Certification:** Non-Certification Track

### **Degree Requirements**

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

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

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

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

**Graduation Requirements:** Candidates for the Ed.M. degree must complete a scholarly paper demonstrating their ability to synthesize research. The paper should be completed in A&HM 5031 Synthesizing Research in Music Education an online 3 point course (Prerequisite: A&H 5001 Research Methods in Arts Education)..

*Note:* If the scholarly paper graduation requirement is not completed in A&HM5031, a student may petition the Program Director to have the program faculty consider another scholarly paper completed in another Teachers College Music and Music Education course. Approval of an alternate scholarly paper is given by the Program Faculty after review. Any petition must be made by the end of the 10th week of semester prior to, or including, the graduating semester.

## Doctor of Education

### Music and Music Education

Doctor of Education

**Points/Credits:** 90 **Entry Terms:** Fall Only

### Degree Requirements

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

Requirements include:

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

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

Doctoral students must complete a minimum of 15 points of coursework in areas other than those in the Music Program.

To ensure breadth in professional background, coursework should result in competency in the following four broad areas: (1) Pedagogy, (2) Research, (3) Musicianship, and (4) Music Performance.

The preparation and the defense of a dissertation is required for the doctoral degree. When writing the dissertation, each candidate has a sponsor and an additional committee member. Most often the sponsor is a faculty member of the Program in Music and Music Education. Committee members may be chosen from among the professorial faculty elsewhere at Teachers College or the University. Topics are selected from a variety of areas to meet professional needs and interests. .

**Pedagogy** (minimum 28 points, including transferrable credits)

Suggested courses:

- A&HM 5020 Foundations of Music Education, 3 points
- A&HM 5022 Children's Musical Development, 3 points
- A&HM 5025 Creativity and Problem Solving in Music Education, 3 points
- A&HM 5027 Philosophical Perspectives of Music Education, 3 points

Additional courses:

- A&HM 4021 Designing Musical Experiences for Young Children, 3 points
- A&HM 4023 Choral Pedagogy, 2-3 points
- A&HM 4029 Intro to New Technologies in Music Education, 2 points
- A&HM 4033 Approaches to Teaching Musical Instruments, 3 points
- A&HM 4050 Strategies for Ensemble Rehearsal, 3 points
- A&HM 5021 Instrumental Experiences for Children, 2-3 points
- A&HM 5023 Voice Pedagogy, 2-3 points
- A&HM 5029 Int/Adv Applications of New Technology in Music Education, 2 points
- A&HM 6001 Teaching and Administration of Music in College, 3 points
- A&HM 6023 Teaching Applied Music in College, 2-3 points

**Musicianship and Music Performance** (minimum 15 points, including transferrable credits)

At least 1 of the following:

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

Certification requirement:

- A&HM 6058 Music Performance, 1 point

Additional courses:

- Applied Conducting, 2 points
- Applied Composition, 2 points

- Applied Instrumental / Voice, 2 points
- Applied Voice, 2 points
- A&HM 5052 Vocal Literature & Interpretation, 2-3 points

**Research in Music Education** (minimum 18 points, including transferrable credits)

Emphasized courses:

- A&H 5001 Research Methods in Arts Education (online), 3 points
- A&H 5002 Assessment Strategies for the Arts (online), 3 points
- A&HM 5031 Synthesizing Research in Music Education (online), 3 points
- A&HM 6041 Interview Data & Analysis, 3 points

Seminars: (Required)

- A&HM 6501 Doctoral Seminar in Music Education, 2 or 3 points (Preliminary Proposal)
- A&HM 7501 Dissertation Seminar: Music Education, 2 or 3 points (Advanced Proposal)

Seminars: (Continuing Research Study)

- A&HM 6510 Advanced Seminar in Art Education Research, 3 points (Continuing Dissertation Research)
- A&HM 6971 Research and Independent Study in Music Education, 1 to 3 points

**Out of Program** (minimum 15 points)

Suggested research courses (2 courses minimum): :

- A&HH 6041 Historical Method
- C&T 5502 Introduction to Qualitative Research in Curriculum & Teaching
- HUD 4120 Methods of Empirical Research
- HUDF 5020 Methods of Social Research: Survey Methods
- HUDM 4122 Probability and Statistical Inference
- HUDM 5122 Applied Regression Analysis
- HUDM 5123 Experimental Design
- ITSF 4092 Qualitative Research and Evaluation in International Education
- ITSF 5000 Methods of Inquiry: Ethnography and Participant Observation
- ITSF 5001 Ethnography and Participant Observation: Structural and Interpretive Analysis
- MSTC 5001 Qualitative Methods in Science Education Research
- ORL 5522 Evaluation Methods 1
- ORL 5523 Evaluation Methods 2
- ORL 5524 Instrument Design and Validation
- ORL 6500 Qualitative Research Methods on Organizations: Design and Data Collection
- ORL 6501 Qualitative Research Methods in Organizations: Data Analysis and Reporting
- ORLJ 5040 Research Methods in Social Psychology

Sample Elective Courses:

- A&HF 5590 Voices in Philosophy and Education
- A&HH4076 History of Urban Education
- C&T 4029 Creativity: Its Nature and Nurture
- C&T 4032 Gender, Difference, and Curriculum
- C&T 4078 Curriculum and Teaching in Urban Areas



- C&T 4161 The Teacher: Socio-Historical, Cultural Contexts of Teaching
- ORLD 4827 Fostering Transformative Learning
- ORLH 5011 College Teaching and Learning
- MTSU 4083 Instructional Design of Educational Technology

## Music and Music Education (Summer Cohort)

Doctor of Education

**Points/Credits:** 90 **Entry Terms:** Summer Only

### Degree Requirements

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

The **Ed.D Summer Cohort Program** is a unique offering designed for students who are also music faculty members holding full-time academic appointments who are interested in completing a doctoral program. It allows students to complete primary coursework over four summers and gain competency in Musicianship, Performance, Pedagogy, and Research. The program combines focused curriculum geared towards teaching with noted faculty in New York City. Students receive individual attention due to the small cohort size of incoming classes.

**Specifically**, the **Ed.D. Summer Cohort Program** is a unique offering designed for music education professionals holding full-time professional appointments who are interested in completing a doctoral program.

A master's degree is required for participation in this program and the preparation and defense of a dissertation is required for the awarding of the Doctoral degree.

Requirements include:

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

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

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

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

the following four broad areas: (1) Pedagogy, (2) Research, (3) Musicianship, and (4) Music Performance. The preparation and the defense of a dissertation is required for the doctoral degree. When writing the dissertation, each candidate has a sponsor and an additional committee member. Most often the sponsor is a faculty member of the Program in Music and Music Education. Committee members may be chosen from among the professorial faculty elsewhere at Teachers College or the University. Topics are selected from a variety of areas to meet professional needs and interests.

**Pedagogy** (minimum 28 points, including transferrable credits)

Suggested courses:

- A&HM 5020 Foundations of Music Education, 3 points
- A&HM 5022 Children's Musical Development, 3 points
- A&HM 5025 Creativity and Problem Solving in Music Education, 3 points
- A&HM 5027 Philosophical Perspectives of Music Education, 3 points

Additional courses:

- A&HM 4021 Designing Musical Experiences for Young Children, 3 points
- A&HM 4023 Choral Pedagogy, 2-3 points
- A&HM 4029 Intro to New Technologies in Music Education, 2 points
- A&HM 4033 Approaches to Teaching Musical Instruments, 3 points
- A&HM 4050 Strategies for Ensemble Rehearsal, 3 points
- A&HM 5021 Instrumental Experiences for Children, 2-3 points
- A&HM 5023 Voice 1 Pedagogy, 2-3 points
- A&HM 5026 Composing Collaboratively Across Diverse Styles, 3 points
- A&HM 5029 Int/Adv Applications of New Technology in Music Education, 2 points
- A&HM 6001 Teaching and Administration of Music in College, 3 points
- A&HM 6023 Teaching Applied Music in College, 2-3 points

**Musicianship and Music Performance** (minimum 15 points, including transferrable credits)

At least 1 of the following:

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

Certification requirement:

- A&HM 6058 Music Performance, 1 point

Applied Music and Ensemble courses:

- Applied Conducting, 2 points
- Applied Composition, 2 points
- Applied Instrument, 2 points
- Applied Voice, 2 points
- A&HM 5052 Vocal Literature & Interpretation, 2-3 points

**Research in Music Education** (minimum 18 points, including transferrable credits)

## Emphasized courses:

- A&H 5001 Research Methods in Arts Education (online), 3 points
- A&H 5002 Assessment Strategies for the Arts (online), 3 points
- A&HM 5031 Synthesizing Research in Music Education (online), 3 points
- A&HM 6041 Interview Data & Analysis, 3 points

## Seminars:(Required)

- A&HM 6501 Doctoral Seminar in Music Education, 2 or 3 points (Preliminary Proposal)
- A&HM 7501 Dissertation Seminar: Music Education, 2 or 3 points (Advanced Proposal)

## Seminars: (Continuing Research Study)

- A&HM 6510 Advanced Seminar in Art Education Research, 3 points (Continuing Dissertation Research)
- A&HM 6971 Research and Independent Study in Music Education, 1 to 3 points

**Out of Program** (minimum 15 points)

## Suggested research courses (2 courses minimum):

- A&HH 6041 Historical Method
- C&T 6011 Introduction to Qualitative Research in Curriculum & Teaching
- EDPA 4050 Logic and Design of Research in Educational Policy
- ITSF 4092 Qualitative Research
- ITSF 5000 Methods of Inquiry: Ethnography and Participant Observation
- ITSF 5001 Ethnography and Participant Observation: Fieldwork, Analysis, Reporting
- ORLJ 5040 Research Methods in Social Psychology
- ORL 5522 Evaluation Methods I
- ORL 5523 Evaluation Methods 2
- ORL 5524 Instrument Design
- ORL 6500 Qualitative Research Methods on Organizations: Design and Data Collection
- ORL 6501 Qualitative Research Methods on Organizations: Data Analysis and Reporting
- ORLJ 5040 Research Methods in Social Psychology
- HUD 4120 Methods of Empirical Research
- HUDM 4122 Probability and Statistical Inference
- HUDM 5122 Applied Regression Analysis
- HUDM 5123 Experimental Design

## Sample Elective Courses:

- A&HF 5590 Voices in Philosophy and Education
- A&HH4076 History of Urban Education

- C&T 4029 Creativity: Its Nature and Nurture
- C&T 4032 Gender, Difference, and Curriculum
- C&T 4078 Curriculum and Teaching in Urban Areas
- C&T 4161 The Teacher: Socio-Historical, Cultural Contexts of Teaching
- ORLD 4827 Fostering Transformative Learning
- ORLH 5011 College Teaching and Learning
- MTSU 4083 Instructional Design of Educational Technology

## Doctor of Education in College Teaching

### Music and Music Education

Doctor of Education in College Teaching

**Points/Credits:** 90 **Entry Terms:** Fall Only

### Degree Requirements

The **Ed.D. in College Teaching** is designed primarily for students with a high level of performance skills whose goal or present position is focused on the pedagogy of performance in higher education. Applicants have significant prior professional experience at the college/university level.

Requirements include:

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

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

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

To ensure breadth in professional background, coursework should result in competency in the following four broad areas: (1) Pedagogy, (2) Research, (3) Musicianship, and (4) Music Performance.

The preparation and the defense of a dissertation is required for the doctoral degree. When writing the dissertation, each candidate has a sponsor and an additional committee member. Most often the sponsor is a faculty member of the Program in Music and Music Education. Committee members may be chosen from among the professorial faculty elsewhere at Teachers College or the University. Topics are selected from a variety of areas to meet professional needs and interests.

**Pedagogy** (minimum: 15 points including transferrable credits)

## Suggested courses:

- A&HM 5020 Foundations of Music Education, 3 points
- A&HM 5022 Children's Musical Development, 3 points
- A&HM 5025 Creativity and Problem Solving in Music Education, 3 points
- A&HM 5027 Philosophical Perspectives of Music Education, 3 points

## Additional courses:

- A&HM 4021 Designing Musical Experiences for Young Children, 3 points
- A&HM 4023 Choral Pedagogy, 2-3 points
- A&HM 4029 Intro to New Technologies in Music Education, 2 points
- A&HM 4033 Approaches to Teaching Musical Instruments, 3 points
- A&HM 4050 Strategies for Ensemble Rehearsal, 3 points
- A&HM 5021 Instrumental Experiences for Children, 2-3 points
- A&HM 5023 Voice Pedagogy, 2-3 points
- A&HM 5029 Int/Adv Applications of New Technology in Music Education, 2 points

**Music in Higher Education (9 points) Required courses:**

- A&HM 6001 Teaching and Administration of Music in College 3 points
- A&HM 6023 Teaching Applied Music in College 3 points
- A&HM 6481 Internship in the Teaching of College Music 3 points

**Musicianship and Music Performance** (minimum: 28 points including transferrable credits)

At least 1 of the following:

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

Certification requirement:

- A&HM 6058 Music Performance, 1 point

Applied Music and Ensemble courses:

- Applied Conducting, 2 points
- Applied Composition, 2 points
- Applied Instrument, 2 points
- Applied Voice, 2 points
- A&HM 5052 Vocal Literature & Interpretation, 2-3 points

**Research in Music Education** (minimum 15 points including transferrable credits)

Emphasized courses:

- A&H 5001 Research Methods in Arts Education (online), 3 points
- A&H 5002 Assessment Strategies for the Arts (online), 3 points

- A&HM 5031 Synthesizing Research in Music Education (online), 3 points
- A&HM 6041 Interview Data & Analysis, 3 points

Seminars:(Required)

- A&HM 6501 Doctoral Seminar in Music Education, 2 or 3 points (Preliminary Proposal)
- A&HM 7501 Dissertation Seminar: Music Education, 2 or 3 points (Advanced Proposal)

Seminars: (Continuing Research Study)

- A&HM 6510 Advanced Seminar in Art Education Research, 3 points (Continuing Dissertation Research)
- A&HM 6971 Research and Independent Study in Music Education, 1 to 3 points

**Out of Program** (minimum 15 points)

Suggested Research courses (minimum 3 points):

- A&HH 6041 Historical Method
- C&T 6011 Introduction to Qualitative Research in Curriculum & Teaching
- EDPA 4050 Logic and Design of Research in Educational Policy
- ITSF 4092 Qualitative Research
- ITSF 5000 Methods of Inquiry: Ethnography and Participant Observation
- ITSF 5001 Ethnography and Participant Observation: Fieldwork, Analysis, Reporting
- ORLJ 5040 Research Methods in Social Psychology
- ORL 5522 Evaluation Methods I
- ORL 5524 Instrument Design
- ORL 6500 Qualitative Research Methods on Organizations: Design and Data Collection
- ORL 6501 Qualitative Research Methods on Organizations: Data Analysis and Reporting
- HUD 4120 Methods of Empirical Research

Higher Education courses (2 courses or 5 points **required**):

- ORLD 4827 Fostering Transformative Learning 3 points
- ORLD 4050 Introduction to Adult and Continuing Education 3 points
- ORLD 4850 Discussion as a Way of Teaching 1 point
- ORLD 4844 Helping Adults Learn 1 point
- ORLH 5011 College teaching and learning 3 points
- ORLH 4040 The American College Student 3 points
- ORLD 4051 How Adults Learn 3 points

Sample Additional Elective courses:

- A&HF 5590 Voices in Philosophy and Education
- C&T 4029 Creativity: Its Nature and Nurture
- C&T 4161 The Teacher: Socio-Historical, Cultural Contexts of Teaching
- MTSU 4083 Instructional Design of Educational Technology
- ORLD 4850 Discussion as a Way of Teaching 1 point
- ORLD 4844 Helping Adults Learn 1 point

**Music and Music Education (Summer Cohort)**

## Doctor of Education in College Teaching

**Points/Credits:** 90 **Entry Terms:** Summer Only

### Degree Requirements

The **Ed.D. in College Teaching Summer Cohort Program** is designed primarily for students with a high level of performance skills whose goal or present position is focused on the pedagogy of performance in higher education. Applicants have significant prior professional experience at the college/university level. The EdD.CT Summer Cohort Program is a unique offering designed for music faculty members holding full-time academic appointments who are interested in completing a doctoral program. Students receive individual attention due to the small cohort size of incoming classes.

Requirements include:

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

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

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

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

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

The preparation and the defense of a dissertation is required for the doctoral degree. When writing the dissertation, each candidate has a sponsor and an additional committee member. Most often the sponsor is a faculty member of the Program in Music and Music Education. Committee members may be chosen from among the professorial faculty elsewhere at Teachers College or the University. Topics are selected from a variety of areas to meet professional needs and interests.

**Pedagogy** (minimum: 15 points including transferrable credits)

Suggested courses:

- A&HM 5020 Foundations of Music Education, 3 points
- A&HM 5022 Children's Musical Development, 3 points
- A&HM 5025 Creativity and Problem Solving in Music Education, 3 points
- A&HM 5027 Philosophical Perspectives of Music Education, 3 points

Additional courses:

- A&HM 4021 Designing Musical Experiences for Young Children, 3 points
- A&HM 4023 Choral Pedagogy, 2-3 points
- A&HM 4029 Intro to New Technologies in Music Education, 2 points
- A&HM 4033 Approaches to Teaching Musical Instruments, 3 points
- A&HM 4050 Strategies for Ensemble Rehearsal, 3 points
- A&HM 5021 Instrumental Experiences for Children, 2-3 points
- A&HM 5023 Voice Pedagogy, 2-3 points
- A&HM 5029 Int/Adv Applications of New Technology in Music Education, 2 points

**Music in Higher Education** (9 points) Required courses:

- A&HM 6001 Teaching and Administration of Music in College 3 points
- A&HM 6023 Teaching Applied Music in College 3 points
- A&HM 6481 Internship in the Teaching of College Music 3 points

**Musicianship and Music Performance** (minimum: 28 points including transferrable credits)

At least 1 of the following:

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

Certification requirement:

- A&HM 6058 Music Performance, 1 point

Applied Music and Ensemble courses:

- Applied Conducting, 2 points
- Applied Composition, 2 points
- Applied Instrument, 2 points
- Applied Voice, 2 points
- A&HM 5052 Vocal Literature & Interpretation, 2-3 points

**Research in Music Education** (minimum 15 points including transferrable credits)

Emphasized courses:

- A&H 5001 Research Methods in Arts Education (online), 3 points
- A&H 5002 Assessment Strategies for the Arts (online), 3 points
- A&HM 5031 Synthesizing Research in Music Education (online), 3 points
- A&HM 6041 Interview Data & Analysis, 3 points



Seminars:(Required)

- A&HM 6501 Doctoral Seminar in Music Education, 2 or 3 points (Preliminary Proposal)
- A&HM 7501 Dissertation Seminar: Music Education, 2 or 3 points (Advanced Proposal)

Seminars: (Continuing Research Study)

- A&HM 6510 Advanced Seminar in Art Education Research, 3 points (Continuing Dissertation Research)
- A&HM 6971 Research and Independent Study in Music Education, 1 to 3 points

**Out of Program** (minimum 15 points)

Suggested Research courses (minimum 3 points):

- A&HH 6041 Historical Method
- C&T 6011 Introduction to Qualitative Research in Curriculum & Teaching
- EDPA 4050 Logic and Design of Research in Educational Policy
- ITSF 4092 Qualitative Research
- ITSF 5000 Methods of Inquiry: Ethnography and Participant Observation
- ITSF 5001 Ethnography and Participant Observation: Fieldwork, Analysis, Reporting
- ORLJ 5040 Research Methods in Social Psychology
- ORL 5522 Evaluation Methods I
- ORL 5524 Instrument Design
- ORL 6500 Qualitative Research Methods on Organizations: Design and Data Collection
- ORL 6501 Qualitative Research Methods on Organizations: Data Analysis and Reporting
- HUD 4120 Methods of Empirical Research

Higher Education courses (2 courses or 5 points **required**):

- ORLD 4827 Fostering Transformative Learning 3 points
- ORLD 4050 Introduction to Adult and Continuing Education 3 points
- ORLD 4850 Discussion as a Way of Teaching 1 point
- ORLD 4844 Helping Adults Learn 1 point
- ORLH 5011 College teaching and learning 3 points
- ORLH 4040 The American College Student 3 points
- ORLD 4051 How Adults Learn 3 points

Sample Additional Elective courses:

- A&HF 5590 Voices in Philosophy and Education
- C&T 4029 Creativity: Its Nature and Nurture
- C&T 4161 The Teacher: Socio-Historical, Cultural Contexts of Teaching
- MTSU 4083 Instructional Design of Educational Technology
- ORLD 4850 Discussion as a Way of Teaching 1 point
- ORLD 4844 Helping Adults Learn 1 point

# Faculty

## Faculty

- Harold F **Abeles** Professor of Music Education
- Randall Everett **Allsup** Professor of Music Education
- Lori **Custodero** Associate Professor of Music Education
- Kelly A. **Parkes** Professor of Music and Music Education

## Lecturers

- Jeanne Corinne **Goffi-Fynn** Senior Lecturer

## Adjunct Faculty

- Nicole Madeline **Becker** TC Community Choir Director
- Daniel J. **Brown** Adjunct Associate Professor
- James Thomas **Frankel** Adjunct Associate Professor
- Meryl Stacey **Sole** PT Adjunct Assistant Professor (MUSC)
- Patricia A. **St. John** Adjunct Professor

## Instructors

- Drew Xavier **Coles** Adjunct and Instructor
- Adriana **Diaz Donoso** Research Associate

# Courses

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

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

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

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

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

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

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

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

### **A&HM 4022 - The Artistic Lives of Young Children**

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

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

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

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

(Pedagogy) Understanding the principles and practices of creating and teaching digitally with synthesizers, MIDI and computers, and emphasizing the application to music education, studios and K-12 classrooms.

### **A&HM 4033 - Approaches to Teaching Musical Instruments**

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

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

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

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

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

### **A&HM 4167 - Digital and/or Electronic Music Beginner/Advanced Beginner**

(Performance) For Beginner / Advanced Beginner students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email [musiced@tc.edu](mailto:musiced@tc.edu) for more information. Hours arranged at mutually convenient times between student and instructor. Goals will be decided at initial meeting for the term. Written permission from the Music Education Program, Room 520A Horace Mann, required. With permission of advisor, students may register continuously for this course up to five semesters total.

### **A&HM 4201 - Fieldwork in Music Education**

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

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

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

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

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

### **A&HM 4701 - Supervised Teaching in Music Education: Elementary**

M.A. candidates who are student teaching must complete a minimum of 30 points. A variety of supervised teaching experiences (preK-6), supplemented by conferences, evaluation, and seminars. The student completes 200 hours in schools observing, assisting, teaching, and evaluating. Required of those seeking state certification in music in New York State and other states.

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

M.A. candidates who are student teaching must complete a minimum of 30 points. A variety of supervised teaching experiences (secondary), supplemented by conferences, evaluation, and seminars. The student completes 200 hours in schools observing, assisting, teaching, and evaluating. Required of those seeking state certification in music in New York State and other states.

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

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

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

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

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

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

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

(Research) Prerequisite for: A&HM 4021. Overview of significant issues and current research regarding the development of musical skills and understandings in children through early adolescence. Includes observations of children's spontaneous music-making.

### **A&HM 5023 - Voice Pedagogy**

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

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

(Pedagogy) This course investigates the concept of student-centered learning, with emphasis on composition and improvisation. Students will design open-ended lesson plans and practice creative teaching. Portfolio assessment allows students to design projects that are personally meaningful and justify individual growth. Diversity is encountered through readings, blogs, discussion, and a broad range of musical texts. Collaborative and creative learning processes are explored as means to enlarge content knowledge and to reflect increasingly multicultural and anti-racist music classrooms.

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

(Music Literacies) This course investigates a diverse range of musical styles across multiple histories and traditions. Musical analysis emphasizes both traditional and multimodal interpretations. Students compose collaboratively to demonstrate knowledge and explore new meanings. Song writing assignments are woven together to produce one-act operas. Course emphasizes the acquisition and application of diverse musical skills. Collaborative and creative learning processes are explored as means to enlarge content knowledge and curricular possibilities to reflect increasingly pluralistic and multicultural music classrooms.

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

(Pedagogy) This course is an exploration of the influential philosophical texts that inform music teaching and learning. Topics and activities involve the examination of educational and aesthetic philosophies and practice theories from critical and multicultural perspectives.

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

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

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

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

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

(Musicianship) An exploration of musical diversity through cross-cultural readings, musical analysis, critical listening, composition, improvisation, and performance, with a focus on culturally-specific concepts and transmission.

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

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

### **A&HM 5058 - Music Performance I**

For Music majors only. Co-requisite: simultaneous registration for applied music instruction or special permission. The student will create and perform a recital. Along with selection of repertoire chosen with advisor, the student will secure a date, designing programs and flyers, and arrange for any advertising, personnel, and rehearsals. Group (chamber) works are accepted, as well as children's programs, or solo programs reflecting the individuality of

performers. Suggested time-frame is 30-60 minutes. Option to register for 0 point or 1 point to receive additional coaching from the applied music instructor.

### **A&HM 5156 - Percussion Instruction: Intermediate/Advanced**

(Performance) For Intermediate / Advanced students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email [musiced@tc.edu](mailto:musiced@tc.edu) for more information.

### **A&HM 5160 - Oboe Instruction: Intermediate/Advanced**

(Performance) For Intermediate / Advanced students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email [musiced@tc.edu](mailto:musiced@tc.edu) for more information.

### **A&HM 5161 - Saxophone Instruction: Intermediate/Advanced**

(Performance) For Intermediate / Advanced students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email [musiced@tc.edu](mailto:musiced@tc.edu) for more information.

### **A&HM 5162 - Flute Instruction: Intermediate/Advanced**

(Performance) For Intermediate / Advanced students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email [musiced@tc.edu](mailto:musiced@tc.edu) for more information.

### **A&HM 5164 - Bassoon Instruction: Intermediate/Advanced**

(Performance) For Intermediate / Advanced students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email [musiced@tc.edu](mailto:musiced@tc.edu) for more information.

### **A&HM 5166 - Guitar Instruction: Intermediate/Advanced**

(Performance) For Intermediate / Advanced students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email [musiced@tc.edu](mailto:musiced@tc.edu) for more information.

### **A&HM 5167 - Digital/Electronic Music Instruction: Intermediate/Advanced**

(Performance) For Intermediate / Advanced students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email [musiced@tc.edu](mailto:musiced@tc.edu) for more information. Hours arranged at mutually convenient times between student and instructor. Goals will be decided at initial meeting for the term. Written permission from the

Music and Music Education Program, Room 520A Horace Mann, required. For intermediate and advanced Music majors only. With permission of advisor, students may register continuously for this course up to five semesters total.

### **A&HM 5169 - Woodwinds Instruction: Intermediate/Advanced**

(Performance) For Intermediate / Advanced students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email musiced@tc.edu for more information.

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

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

### **A&HM 5350 - Piano Instruction: Intermediate/Advanced**

(Performance) For Intermediate / Advanced students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email musiced@tc.edu for more information.

### **A&HM 5352 - Voice Instruction: Intermediate/Advanced**

(Performance) For Intermediate / Advanced students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email musiced@tc.edu for more information.

### **A&HM 5353 - Organ Instruction: Intermediate/Advanced**

(Performance) For Intermediate / Advanced students at TC and Columbia schools. Permission required. Ten total hours of one-on-one instruction arranged at a mutually agreeable time. Visit the Music Education website for a registration form or email musiced@tc.edu for more information.

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

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

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

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

### **A&HM 6023 - Teaching of Applied Studio Music (Pedagogy)**

(Pedagogy) We will examine studio teaching (applied music) over the semester. We will review recent research in the field and address practical pedagogical skills including learning goals and outcomes, curriculum and repertoire



issues, and rapport and communication. We will look to define effective teaching in a student-centered environment, observing the tension that arises between the traditional master-apprentice model and a student-centered environment. As such, you will be reviewing your own teaching and your peers via a video platform.

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

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

### **A&HM 6058 - Music Performance II**

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

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

This course is designed to allow students who are either interested in teaching at the college level or those already doing so an opportunity to observe and reflect upon this practice. All students enrolled will be observing a teacher/mentor in the context of a weekly classroom OR examining your own teaching. Originally designed for new college teachers with limited classroom experience, this course may also accommodate the experienced teacher who wishes to further his/her insight into classroom teaching.

### **A&HM 6501 - Doctoral Seminar in Music Education**

Permission required from advisor and sign-up in the Music Education Program (520A Horace Mann) is also required. For Music majors only. Music doctoral candidates will identify their area of research interest and narrow their dissertation topic. An additional 40-50 hours of out-of-classroom work is required. Weekly approximation of 40 hours that is spent on: 20 hours of literature review including current literature searches of dissertations, and books, library investigations into articles of interest. Additionally, records must be kept of all resources and summaries of articles/books/dissertations. 10 hours of developing research questions, a problem statement, and methodologies. 10 hours of writing the document including background, introduction, and synthesis of all the above-mentioned details.

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

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

### **A&HM 6901 - Advanced Study in Music Education**

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

faculty. Different sections will be offered for specific subject areas. Each section will require subject's specific prerequisites.

### **A&HM 6971 - Research and Independent Study in Music Education**

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

### **A&HM 7501 - Dissertation Seminar in Music Education**

Permission required from advisor, and sign-up in the Music Education Program (520A Horace Mann) is also required. For Music majors only. A required group tutorial for music doctoral students to help develop or refine topics of inquiry for research. The teaching format is flexible and may include faculty /student presentations, group discussions, and critiques. Preparation and presentation of dissertation proposal for approval. Students may register for a maximum of one term.

### **A&HM 8900 - Dissertation Advisement in Music Education**

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

# PHILOSOPHY AND EDUCATION

Department of Arts & Humanities

## Program Description

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

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

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

Other areas of interest include:

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

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

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

## Degrees

### Master of Arts

#### Philosophy and Education

Master of Arts

**Points/Credits:** 32 **Entry Terms:** Spring/Summer/Fall

#### Degree Requirements

The Master of Arts degree program is designed to introduce educators and professionals with a wide variety of interests to the study of philosophy and education. In addition to the required 12 points in Philosophy and Education courses, students may use their electives to develop an area of educational interest (e.g., educational policy, curriculum and teaching, developmental psychology, etc.) and to develop an area of philosophical interest (e.g., ethics, social philosophy, philosophical anthropology, etc.).

### Master of Education

#### Philosophy and Education

Master of Education

**Points/Credits:** 60 **Entry Terms:** Spring/Summer/Fall

#### Degree Requirements

Similar to the Master of Arts degree program, the Master of Education degree program is designed to provide a more in-depth and intensive introduction to the study of philosophy and education. In addition to the required 18 points in Philosophy and Education courses and 3 points required from the Philosophy Department at Columbia University, students may use their electives to develop an area of educational interest (e.g., educational policy, curriculum and teaching, developmental psychology, etc.) and to develop an area of philosophical interest (e.g., ethics, social philosophy, philosophical anthropology, etc.).

## Doctor of Education

### Philosophy and Education

Doctor of Education

**Points/Credits:** 90 **Entry Terms:** Fall Only

#### Degree Requirements

The Doctor of Education degree program is flexible and responsive to individual student backgrounds and needs. Each student takes responsibility, in consultation with his or her advisor, for designing a course of study that will meet the program requirements while catering to the individual's interests and professional goals. Exact requirements vary for each doctoral program. For example, students in the Ed.D. program will also develop a minor in an educational field such as educational policy, curriculum theory, or comparative education.

At the center of that course of study are the program's research and professional development curriculum and other classes in philosophy and education. In addition to the required 36 points in Philosophy and Education courses, students are also required to do coursework in the following areas: 9 points of philosophy through the Columbia Philosophy Department or Inter-University Doctoral Consortium, foundations of education, and educational breadth. These requirements are modest, leaving room for students to craft a personalized course of study. Additionally, 18 points in the Philosophy and Education requirements are in the program's professional development sequence.

## Doctor of Philosophy

### Philosophy and Education

Doctor of Philosophy

**Points/Credits:** 75 **Entry Terms:** Fall Only

#### Degree Requirements

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

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

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

## Faculty

### Faculty

- David **Hansen** John L & Sue Ann Weinberg Professor in Historical & Philosophical Foundations of Education
- Megan **Laverty** Associate Professor of Philosophy and Education

## Courses

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

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

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

Reading and discussion of philosophical and other works that illuminate what it means to be a teacher, whether of children, youth, or adults. Consideration of motives, rewards, and challenges in teaching.

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

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

### **A&HF 4094 - School and Society**

An examination of historical and contemporary conceptions of the relation between schools and society. Consideration of issues in social and political philosophy that bear on the question of why have schools at all.

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

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

### **A&HF 4192 - Ethics and Education**

An introduction to influential philosophical perspectives on professional ethics. Attention to the roles, relations, and responsibilities of educators in the context of such ethical considerations as the good human life, practical wisdom, and virtue ethics.

### **A&HF 4193 - Africana Philosophies of Education**

A study of philosophies of education that derive from the experience of African-Americans, Africans, and people of African descent around the world. Reading of classics by figures such as W. E.B. Du Bois, Aimé Césaire, Anna Julia Cooper, Frantz Fanon, and Alain Locke, as well as contemporary thinkers.

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

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

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

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

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

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

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

Permission of instructor required.

### **A&HF 5090 - The Philosophy of John Dewey**

An analysis of the principal educational works of John Dewey.

### **A&HF 5092 - Philosophy Goes to School**

An introduction to pre-college philosophy education. Analysis of children's philosophical thinking and of the philosophical dimensions of children's literature. Class participants will create a 'community of inquiry' by studying cognitive, social and philosophical aspects of classroom discussion.

### **A&HF 5093 - Ways of Knowing**

Readings in epistemology in the context of teaching, learning, and educational research, from classical and enlightenment sources to feminist, hermeneutic, psychoanalytic, and postmodern critiques. Topics include objectivity and subjectivity and problems of interpretation in the arts, humanities, and natural and social sciences.

### **A&HF 5190 - Critical Perspectives in Philosophy and Education**

Close reading and discussion of classic and contemporary critical theories. Examination of class, gender, race, and sexuality issues in canon, classroom, and society.

### **A&HF 5590 - Voices in Philosophy and Education**

Topics vary. Close reading and discussion of one or more key thinkers in philosophy of education and the history of ideas (e.g., Plato, Kant, Pragmatism, The Frankfurt School).

### **A&HF 5591 - Educational Debates in Philosophical Perspective**

Topics vary. Convened to promote philosophical discussion of a contemporary educational issue (e.g., patriotism, privatization, standards, technology) or ongoing debate (e.g., liberal education, moral education, standardization).

### **A&HF 5596 - Topics in Educational Ethics and Moral Philosophy**

Topics vary but may include any of the following: the moral sources of educational aims, the nature of ideals, the ethics of teaching, moral education, and meta-ethics.

### **A&HF 5600 - Colloquium in Philosophy and Education**

A series of formal presentations and discussions with scholars in the field of Philosophy and Education.

### **A&HF 6000 - Doctoral Pro-seminar: Ancient Philosophy and Education**

Permission of instructor required. For first- and second-year doctoral students in Philosophy and Education. Close reading and discussion of primary texts in ancient philosophy that have shaped the field of philosophy of education. Complements A&HF 6100.

### **A&HF 6100 - Doctoral Pro-seminar: Modern Philosophy and Education**

Permission of instructor required. For first- and second-year doctoral students in Philosophy and Education. Close reading and discussion of primary texts in modern philosophy that have shaped the field of philosophy of education. Complements A&HF 6000.

### **A&HF 6500 - Dissertation Proposal Workshop in Philosophy and Education**



Permission of instructor required. Prerequisites: A&HF 6000 and A&HF 6100. An ongoing writing workshop required of all doctoral students after completion of the Proseminar sequence. Students develop research interests, hone philosophical skills, and draft dissertation proposals. Offered every Fall and Spring semester.

### **A&HF 6590 - Advanced Seminar in Philosophy & Education**

For doctoral students in Philosophy and Education or by permission of instructor. Topics vary and may range from close reading of a single text to exploration of a key concept or problematic. Past topics include contemporary theories of democratic education, cosmopolitanism and education, and conceptions of teacher education.

### **A&HF 6900 - Advanced Research in Philosophy and Education**

Permission of instructor required. For doctoral students in Philosophy and Education only.

### **A&HF 7500 - Dissertation Seminar in Philosophy and Education**

Permission of instructor required. Required of doctoral students in the semester following successful completion of the doctoral certification process or in the semester in which the student defends the dissertation proposal, whichever comes first.

### **A&HF 8900 - Dissertation Advisement in Philosophy and Education**

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

# TEACHING OF SOCIAL STUDIES

Department of Arts & Humanities

## Program Description

The Social Studies Program is rooted in a diverse set of humanities and social sciences, from history and political science to geography and sociology, with a particular focus on making this subject matter resonant in the lives of young people. The program examines the many contexts in which social studies education is enacted and relies upon deep theorizing and engaged practice in the realms of curriculum and pedagogy. We recognize the importance of the urban context in which we are situated and work to serve this vibrant city, particularly historically marginalized students within it, as we recognize the globally interdependent nature of education.

Social studies educators must have a deep understanding of various fields and be thoughtfully engaged in teaching, cognizant of the diverse and fluid needs of students, and alive to the interplay of various contexts that shape and inform social studies education. The program prepares students for professional lives in schools, universities, and allied institutions. The faculty's experience as teachers and engagement as scholars in fields like history, civics, economics, geography, and social studies are well suited to that purpose. These strengths, along with the resources of Teachers College and Columbia University Graduate School of Arts and Sciences, are available to every student.

## Degrees

### Master of Arts

#### Teaching of Social Studies

Master of Arts | Initial Cert: Social Studies 7-12

**Points/Credits:** 38 **Entry Terms:** Summer/Fall **Certification:** NY State Initial: Social Studies 7-12

#### Degree Requirements

This program requires a minimum of 38 points and an integrative project. It is designed for those with little or no experience teaching secondary social studies. Successful completion of this program of study leads to the M.A. degree and recommendation for New York State Initial Certification (grades 7-12). Student teaching is undertaken in cooperating middle and high schools, in the New York Metropolitan area. A committee of social studies faculty and cooperating professionals from the schools to which students are assigned to supervise and evaluate the student teacher's work.

In order to complete all degree requirements successfully, this program typically demands two terms of the academic year and two summer sessions, which can be taken in the same summer.

The 38 points should be distributed as follows:

**Social Studies Core Courses (9 points):**

Required courses:

- A&HW 4036 The teaching of social studies
- A&HW 5037 Advanced methods of social studies curriculum
- A&HW 5030 Diversity and the social studies curriculum

**Social Studies Content Courses (10-12 points):**

In consultation with an advisor, students should select courses to round out their knowledge of the subject matters taught in secondary schools. Content courses taken at Teachers College include attention to both content and pedagogy. Courses can also be taken at Columbia University.

**Professional Development Courses (6-9 points):**

To satisfy the college's breadth requirement students must take three Teachers College courses (for this purpose a course is defined as one in which 2 or 3 points are earned) outside the major program. For the purposes of certification, students must take a course in psychology with an adolescent focus, a three-point literacy course, and a course in inclusive or special education. Selected with advisor approval.

**Student Teaching (10 points):**

- A&HW 4530 Seminar for student teachers in social studies\*
- A&HW 4729 Observation in the social studies
- A&HW 4730 Supervised student teaching in social studies\*\*

\*Students enroll for 2 points in both the fall and spring.

\*\* Students enroll for 3 points in both the fall and spring.

*Further Requirements:*

Students must complete an integrative master's project. They must also satisfy the New York State certification requirement for study of a language other than English. (For additional requirements, please refer to the Teacher Education area of the Academic Resources section of this bulletin.)

## Teaching of Social Studies

Master of Arts | Non-Certification

**Points/Credits:** 32 **Entry Terms:** Summer/Fall **Certification:** Non-Certification Track

## Degree Requirements

This program is designed for experienced teachers who need an MA for professional certification and non-certified teachers engaged in private school teaching. It requires a minimum of 32 points and a master's integrative project. This degree program focuses on social studies teaching in middle and high schools and fulfills the requirements for New York State Professional Certification. Points are distributed as follows:

### Social Studies Core Courses (11 points):

Required courses:

- A&HW 5031 Teacher education in social studies
- A&HW 5232 Fieldwork: Social studies teacher education
- A&HW 6530 Curriculum development, research, and supervision

Students should also take one of the following courses:

- A&HW 5011 Contemporary Literature in Social Studies Research and Education I
- A&HW 5021 Contemporary Literature in Social Studies Research and Education II
- A&HW 6011 The Citizen and Society
- A&HW 6521 History Of Inequality and Social Justice.

### Social Studies Content Courses (12-15 points):

In consultation with an advisor, students should select courses to round out their knowledge of the subject matters taught in secondary schools. Courses taken at Teachers College include attention to both content and pedagogy. Courses can also be taken at Columbia University.

### Professional Development Courses (6-9 points):

Three Teachers College courses (2-3 points each) outside the Social Studies Program, chosen with advisor approval.

*Further Requirements:*

Students must also complete a master's integrative project, selected with advisor approval.

## Teaching of Social Studies

Master of Arts | Professional Cert: Social Studies 7-12

**Points/Credits:** 32 **Entry Terms:** Summer/Fall **Certification:** NY State Professional: Social Studies 7-12

## Degree Requirements

The Master of Arts offers the following three tracks:

### Master of Arts

This program leads only to New York State professional certification for those teachers already holding New York State initial certification. Program faculty cannot advise students about certification in other states or alternative New York State pathways to certification.

The program is designed for experienced teachers and those engaged in private school teaching. It requires a minimum of 32 points and a master's integrative project. This degree program focuses on social studies teaching in middle and high schools and fulfills the requirements for New York State Professional Certification.

#### **Master of Arts in Social Studies with Initial Teacher Certification**

This program leads only to New York State initial certification. Program faculty cannot advise students about certification in other states or alternative New York State pathways to certification.

This program requires a minimum of 38 points and an integrative portfolio project. It is designed for those with little or no experience teaching secondary social studies. Successful completion of this program of study leads to the M.A. degree and recommendation for New York State Initial Certification (grades 7-12). Student teaching is undertaken in cooperating middle and high schools, in the New York Metropolitan area. A committee of social studies faculty and cooperating professionals from the schools to which students are assigned supervise and evaluate the student teacher's work.

In order to complete all degree requirements successfully, this program typically demands two terms of the academic year and two summer sessions, which can be taken in the same summer.

#### **Master of Arts (Intensive Summer Master's Program)**

This program leads only to New York State professional certification for those teachers already holding New York State initial certification. Program faculty cannot advise students about certification in other states or alternative New York State pathways to certification.

InStep is a three-year, summer Master of Arts degree. It requires 32 points and a master's thesis. It is designed for teachers from both public and private schools.

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

### **Teaching of Social Studies (INSTEP)**

Master of Arts | Professional Cert: Social Studies 7-12

**Points/Credits:** 32 **Entry Terms:** Summer Only **Certification:** NY State Professional: Social Studies 7-12

#### **Degree Requirements**

This program is designed for teachers from both public and private schools seeking further education. Most of the 32 points are taken during a three-week intensive summer program over three years. During the intensive residency each summer, students are embedded in integrated courses in teaching and social studies that take advantage of NYC and the diverse experiences of students. During the academic years, most students take 2-3 additional courses and work on their thesis to complete their degree.

*Please note that all students must take a minimum of 12 points in content/pedagogy and three out-of-program courses in professional development for a minimum of 2 credits each.*

**Typical curriculum for INSTEP includes: Summer #1:**

- Advanced methods of social studies curriculum (A&HW 5037)
- Social Studies Content w/Pedagogy Course
- Guided Investigations (A&HW 5931)
- Out-of-Program Course

**Summer #2:**

- Curriculum development, research, and supervision (A&HW 6530) or Out-of-Program Course
- Social Studies Content w/Pedagogy Course
- Guided Investigations (A&HW 5931)

**January Weekend Between Summers #2 and #3:**

- Action Research Mid-Year Seminar (A&HW 5232)

**Summer #3:**

- Diversity and Social Studies Curriculum (A&HW 5030)
- Out-of-Program Course
- Guided Investigations (A&HW 5931)
- Social Studies Content w/Pedagogy Course

*Graduation Requirement:*

Master's Project in Action Research

## Teaching of Social Studies (Peace Corps Fellows)

Master of Arts | Transitional B Cert: Social Studies 7-12

**Points/Credits:** 32 **Entry Terms:** Spring/Summer **Certification:** NY State Transitional B: Social Studies 7-12

### Degree Requirements

This program requires a minimum of 32 points and an integrative project. The program is designed for Returned Peace Corps Fellows to transition into public school classrooms. Successful completion of this program of study leads to the M.A. degree and recommendation for New York State Initial Certification (grades 7-12). Students in this program balance full-time teaching in a NYCDOE school and graduate school coursework. They are supported in their program and teaching by the Program in Social Studies and the Peace Corps Fellows Program.

In order to complete all degree requirements successfully, this program typically demands two years. The first summer in the program is intensive coursework and fieldwork to prepare students for their first year of teaching

The 32 points should be distributed as follows:

#### Social Studies Core Courses (9 points):

Required courses:

- A&HW 4036 The teaching of social studies
- A&HW 5037 Advanced methods of social studies curriculum

- C&T 4501 Teaching and Learning in a Multicultural, Multilingual Classroom
- A&HW 4530 Student Teaching Seminar - Fall
- A&HW 4530 Student Teaching Seminar - Spring

**Social Studies Content Courses (10+ points):**

In consultation with an advisor, students should select courses to round out their knowledge of the subject matters taught in secondary schools. Content courses taken at Teachers College include attention to both content and pedagogy. Courses can also be taken at Columbia University.

**Professional Development Courses (7+ points):**

To satisfy the college's breadth requirement students must take three Teachers College courses (for this purpose a course is defined as one in which 2 or 3 points are earned) outside the major program. For the purposes of certification, students must take a course in psychology with an adolescent focus, a three-point literacy course, and a course in inclusive or special education. Selected with advisor approval.

*Further Requirements:*

Students must complete an integrative master's project. They must also satisfy the New York State certification requirement for study of a language other than English and social studies content. (For additional requirements, please refer to the Teacher Education area of the Academic Resources section of this bulletin.)

## Master of Education

### Teaching of Social Studies

Master of Education

**Points/Credits:** 60 **Entry Terms:** Spring/Summer/Fall

### Degree Requirements

This program requires a minimum of 60 points including an independent integrative research project. The degree is intended for experienced educators; it is aimed at developing leaders in social studies education for settings such as community colleges, high schools, curriculum agencies, publishing companies, foundations and museums.

Emphasis is on specialized work in curriculum development and the subject matters, methods, and materials of instruction. This degree program is also suitable for students contemplating future doctoral study. The program is flexible in nature and can be tailored to the student's specific career goals.

**Social Studies Foundations, Methods and Professional Content (27 points minimum):**

The courses in this area are intended to familiarize students with the historical development and current state of social studies education and to provide experience in research on educational practices. Students should consult with an advisor to determine what additional research courses outside the program will be needed in their individual programs of study; these out-of-program courses may be used to satisfy requirements in this area.

**Courses in the major field (15 points minimum):**

**Required courses:**

- A&HW 5011 Contemporary Literature in Social Studies Research and Education I
- A&HW 5021 Contemporary Literature in Social Studies Research and Education II
- A&HW 6011 The Citizen and Society
- A&HW 6521 History Of Inequality and Social Justice.

**Electives:**

- A&HW 5530 History of American social thought
- A&HH 4070 History of education in the United States
- A&HW 5037 Advanced methods of social studies curriculum
- A&HW 6935 Studies in history and in the teaching of history and social studies
- A&HW 5232 Fieldwork: Social studies teacher education

**Curriculum Study (12 points):****Required courses:**

- A&HW 6530 Curriculum development, research, and supervision
- A&HW 5030 Diversity and the social studies curriculum (or a comparable course in diversity)
- One course in media and technology
- One additional course in curriculum

**Social Studies Content Electives (12 points minimum):**

A wide variety of courses combining content and pedagogy is offered in the program. Content courses are also available at Columbia University but should be approved by a program advisor before registration.

**Broad and Basic Areas of Professional Scholarship (15 points):**

All students at Teachers College must take at least three out-of-program courses. (For this requirement, a course is defined as one in which at least 2 points is earned). These courses should support students' interests and professional growth but should include at least one course on the nature of education, one on the nature of persons and learning, and one on methods of evaluation. Selected with advisor's approval.

**Independent Study for the Master's Integrative Project (6 points):**

- A&HW 5931 Guided investigations in the teaching of social studies
- A&HW 6030 Research in social studies education



Master's Project: The master's integrative project will develop out of each student's particular program of study. A student will work with an advisor to conceptualize, prepare, and write the integrative project. Students will enroll in the two courses above (A&HW 5931, A&HW 6030) in sequence across two semesters in order to plan and write the Ed.M. integrative project in close consultation with the advisor

## Doctor of Education

### Teaching of Social Studies

Doctor of Education

**Points/Credits:** 90 **Entry Terms:** Fall Only

#### Degree Requirements

The Doctor of Education in Social Studies requires 90 points of graduate study and a dissertation. The Ed.D. program in Social Studies leads to a professional degree designed to meet the needs of individuals preparing for careers of leadership and applied research in schools, universities, and community educational programs.

#### Courses in the major field (15 points minimum):

Required courses:

- A&HW 5011 Contemporary Literature in Social Studies Research and Education I
- A&HW 5021 Contemporary Literature in Social Studies Research and Education II
- A&HW 6011 The Citizen and Society
- A&HW 6521 History Of Inequality and Social Justice.
- A course from Philosophy and Education

#### Research courses, seminars, and individual work (23 points minimum):

Required courses:

- A&HW 5503 Research paper in social studies (done in conjunction with the fourth round of doctoral seminar)
- A&HW 6503 Doctoral seminar in social studies (taken four times consecutively during the first two years of the program)
- A&HW 7503 Dissertation seminar in social studies (taken at the time of presentation of the doctoral proposal)

Other offerings:

- A&HW 6030 Research in social studies education
- A&HW 6203 Advanced fieldwork in social studies
- A&HW 6903 Research and independent study in social studies

Students are encouraged to take courses in both qualitative and quantitative research methodologies selected in consultation with an advisor.

**Broad and basic areas of professional scholarship (15 points minimum):**

In consultation with an advisor, students will select at least one course in each of the following areas: the nature of education; the nature of persons and the learning process; curriculum, schooling, and leadership; and methods of evaluation. Other coursework in this area should be tailored to the individual student's needs; consult an advisor.

**Content courses in the major field (21 points minimum):**

Soon after beginning this program, students should select an area of emphasis. These courses should be selected for their applicability to the student's area of dissertation research. Coursework in the area of emphasis normally includes attention to the subject matters themselves as well as to questions related to educational programs in those subject matters.

*Further requirements:*

In addition to the dissertation, there are other requirements. Students should consult an advisor in the Program and read the Doctoral Students Handbook for Social Studies.

## Doctor of Philosophy

### Teaching of Social Studies

Doctor of Philosophy

Points/Credits: 75    Entry Terms: Fall Only

**Degree Requirements**

The Doctor of Philosophy in Social Studies requires 75 points of graduate study and a dissertation. The Ph.D. degree program in Social Studies leads to a strongly research-oriented degree designed for individuals preparing for a career in teaching, conducting research, and working in teacher education in a university setting or a private or public policy organization.

**Courses in the major field (15 points minimum):**

- A&HW 5011 Contemporary Literature in Social Studies Research and Education I
- A&HW 5021 Contemporary Literature in Social Studies Research and Education II
- A&HW 6011 The Citizen and Society
- A&HW 6521 History of Inequality and Social Justice.
- A course from Philosophy and Education

**Content courses in the major field (21 points minimum):**

Soon after beginning the program, students must select an area of specialization. Students should select courses with an advisor, taking care to include courses relevant to the area of dissertation research. These courses may be taken at either Teachers College or the Graduate School of Arts and Sciences at Columbia University.

**Research Courses (23 points minimum):**

**Required Courses:**

- A&HW 5503 Research paper in social studies (done in conjunction with the fourth round of doctoral seminar)
- A&HW 6503 Doctoral seminar in social studies (taken four times consecutively during the first two years of the program)
- A&HW 7503 Dissertation seminar in social studies (taken at the time of presentation of the doctoral proposal)
- A&HW 8903 Dissertation advisement in the teaching of social studies

**Other offerings:**

- A&HW 6030 Research in social studies education
- A&HW 6203 Advanced fieldwork in social studies
- A&HW 6903 Research and independent study in social studies
- A&HW 6935 Studies in history and in the teaching of history and social studies

**Broad and basic areas of professional scholarship (15 points minimum):**

All students must pursue work in broad and basic areas of professional scholarship outside of the Program in Social Studies in order to help inform and contextualize their more specialized work in social studies. The selection of non-major courses will depend on the student's research interests and plans, as well as previous academic work in various areas of the education field. In consultation with advisors, students will select courses that contribute to their professional development by filling gaps in some areas and by securing greater depth in others (this may require additional study beyond the minimum point requirement).

*Further requirements:*

In addition to the dissertation, students must satisfy the foreign language requirements equivalent to those of the department of the Columbia University Graduate School of Arts and Sciences with which their work is most closely identified. For Ph.D. students in Social Studies, the usual cognate department in the Graduate School is History or Political Science, though courses should be selected that support the student's scholarly interest and in close consultation with an academic advisor. Students should read the Requirements for Doctor of Philosophy obtainable from the Office of Doctoral Studies at Teachers College.

## Faculty

**Faculty**

- Sandra **Schmidt** Associate Professor of Social Studies Education

**Visiting Faculty**

- James **Miles** FT Visiting Professor - Social Studies Program

## Lecturers

- Elizabeth Jean **Craig** Lecturer of Social Studies & Education

## Adjunct Faculty

- Thomas E. **Chandler** Adjunct Associate Professor
- Bradley Charles **Siegel** Adjunct Assistant Professor

## Instructors

- Martha Yianella **Blanco** FT Instructor in the Social Studies Program

# Courses

### A&HW 4005 - Sustainability and the Social Studies

This course examines the ways in which such scientific issues can be incorporated into school curricula as issues of civic education. Particular attention will be paid to mitigation and adaptation efforts that are currently underway in classrooms across the U.S. as well as the interdisciplinary nature of sustainability education.

### A&HW 4010 - Social Inquiry

Engaging students in inquiry is the gold standard for content-based learning, yet one rarely achieved or regularly practiced. One reason for its relative absence in classrooms is the lack of experience teachers themselves have either doing or generating inquiries. This course invites all current Masters and Doctoral students to engage in a series of inquiries about Teachers College, exploring the question—What does Teachers College teach?—as a physical place, as an historical place, aesthetic space, as a narrative space, and finally, as an educational and pedagogical space.

### A&HW 4032 - The Study of World History and Geography

Particular attention to problems of conceptualization and interpretation involved in organizing and teaching world history with an emphasis in geography at both the middle and high school levels. Satisfies the New York State requirement for world history and geography.

### A&HW 4033 - History and Geography of Europe Since 1914: Selected Topics

Main themes in teaching recent European history within the geographic context of changing political boundaries. Selected topics may include the balance of power among nation states, imperialism, demographic and social change, fascism, Communism, European integration, and globalization. Satisfies the New York State requirement for U.S. history and geography.

### **A&HW 4035 - New York City as a Learning Laboratory**

New York City's cultural, social, governmental, business and financial institutions, neighborhoods, community associations and ethnic groups, as studied within the context of New York State history and geography through field experiences. Emphasis on analyzing conditions affecting economic and civic decision-making. Satisfies the New York State requirement for New York State history and geography.

### **A&HW 4036 - The Teaching of Social Studies**

Basic classroom methods for teaching social studies in secondary schools; teaching resources and aids; assessment and testing; classroom management.

### **A&HW 4037 - East Asia: Geographic Perspectives**

An overview of central themes in the modern history, geography, and culture of China, Japan, and Korea. Satisfies the New York State requirement for world history and geography.

### **A&HW 4038 - The Study of American History and Geography**

Illustrative themes in American history and geography for middle and high school. Satisfies the New York State requirement for American history and geography as well as for New York State history and geography.

### **A&HW 4039 - The United States Constitution: Civic Decision Making**

Major philosophical foundations, problems preceding and during the convention, the struggle for ratification, detailed examination of the document, important court cases, non-written constitutional traditions, and unresolved constitutional issues. Emphasis on past and present struggles to enact democracy in a pluralistic society. Satisfies the New York State requirement for civics, government, and political science.

### **A&HW 4040 - Women of the World: Issues in Teaching**

Women's lives viewed through history, geography, literature, human rights, demography, and economics provide the subject matter. Reconceptualizing the school curriculum is a dominant theme. Satisfies the New York State requirement for world history and geography.

### **A&HW 4041 - Economic Decision Making in Citizenship Education**

Study of the economic decisions made by individuals, groups, governments, and societies; investigation of economic thought, issues, structures, and associated examples of instructional practice in classroom settings. Satisfies the New York State requirement for economics.

### **A&HW 4043 - Controversial Issues and the Secondary Classroom**

This course is about the inclusion of discussions of controversial public issues in secondary school classrooms. Satisfies the New York State requirement for political science.

**A&HW 4530 - Seminar for Student Teachers in Social Studies**

Addendum: Restricted to majors. Discussion of contextual issues related to student teaching in New York City and support for developing teachers.

**A&HW 4729 - Observation in the Social Studies**

Restricted to majors. Preliminary experience in middle and high school social studies classrooms.

**A&HW 4730 - Supervised Student Teaching in Social Studies**

Addendum: Restricted to majors. Student teaching placement in middle and high school social studies classrooms.

**A&HW 4903 - Research and Independent Study in Social Studies**

Permission of instructor required. For qualified masters students. Student-proposed course to supplement student's program plan. Taken under the direction of a faculty member. Students work individually or with others.

**A&HW 5030 - Diversity and the Social Studies Curriculum**

Study of social, political, spatial, and economic inequity and how these contextualize urban schools and schooling. Explores the integration of curricular and pedagogical orientations into classrooms that promote inclusivity and attend to diversity and equity.

**A&HW 5031 - Teacher education in social studies**

Permission of instructor required. Introduction to research in teacher education in the social studies; examination of issues related to social studies teacher education.

**A&HW 5035 - History of the Social Studies since 1880**

A historical investigation of the development of the secondary school history/social studies curriculum, including questions related to objectives, content, and methods of instruction.

**A&HW 5037 - Advanced Methods of Teaching Social Studies**

Examination of alternatives to conventional curricular arrangements in social studies, including attention to authentic assessment, interdisciplinary strategies, social justice education, and pedagogy in public.

**A&HW 5040 - Global Citizenship Education**

GCE explores discourses and educational practices related to globalization, citizenship, education.

**A&HW 5043 - Critical Geography Education: Africa**

This course explores social theory from geography to develop questions and practices for the teaching of geography in the social studies. The unit of inquiry is Africa, a geographic concept we interrogate during the course.

### **A&HW 5203 - Fieldwork in Social Studies**

Permission of instructor required. Opportunity for qualified masters students, individually or in small groups, to develop and pursue projects, in consultation with an advisor, in schools, communities, and other field settings.

### **A&HW 5232 - Fieldwork: Social Studies Teacher Education**

Supervised fieldwork, individual conferences and group seminar related to social studies research.

### **A&HW 5430 - Internship in the Teaching of History and Social Sciences**

Permission of instructor required. Ordinarily in secondary schools, community colleges, teacher training programs or publishing work.

### **A&HW 5503 - Research Paper in Social Studies**

Required for master's students submitting a final portfolio or thesis; required for doctoral students in fourth semester of doctoral seminar.

### **A&HW 5530 - History of American Social Thought**

History of American social thought as it has influenced and been influenced by theories of education and patterns of educational practice.

### **A&HW 5931 - Guided Investigations in the Teaching of Social Studies**

Permission of instructor required. For advanced students. Individual fieldwork in secondary school or introductory college social studies.

### **A&HW 6030 - Research in Social Studies Education**

Permission of instructor required. Supports advanced students working on a research project. Course explores epistemological frameworks, use of theory, research methods, and/or analysis of data. Emphasis determined by needs of students.

### **A&HW 6203 - Advanced Fieldwork in Social Studies**

Permission of instructor required. Opportunity for qualified doctoral students, individually or in small groups, to develop and pursue projects, in consultation with an advisor, in schools, communities, and other field settings.

### **A&HW 6403 - Internship in College Teaching in Social Studies**

Permission of instructor required. Occasional opportunities in college programs in areas represented by the program.

### **A&HW 6500 - Seminar in the History of the Social Studies**

This course is for doctoral students taking the History of Social Studies since 1880 (A&HW 5035) and runs concurrently with A&HW 5035. Course requirements are designed specifically for doctoral students.

### **A&HW 6503 - Doctoral Seminar in Social Studies**

Seminar focused on doctoral student research and contemporary social studies issues. Beginning doctoral students take the seminar for four consecutive semesters.

### **A&HW 6530 - Curriculum Development, Research, and Supervision**

Aspects of curriculum; teaching and learning processes; attention to problems and techniques of supervision.

### **A&HW 6903 - Research and Independent Study**

Permission of instructor required. For qualified doctoral students. Student-proposed course to supplement student's program plan. Taken under the direction of a faculty member. Students work individually or with others.

### **A&HW 6935 - Studies in History and in the Teaching of History and Social Studies**

Permission of instructor required. Individual research and advanced historical method ordinarily related to a doctoral dissertation.

### **A&HW 7503 - Dissertation Seminar in Social Studies**

The purpose of the dissertation seminar is to develop and refine specific topics for dissertation research. Students should enroll in the dissertation seminar beginning only in the semester in which they intend to present their dissertation proposal for committee review.

### **A&HW 8903 - Dissertation Advisement in Social Studies**

Individual advisement on doctoral dissertation. Fee to equal 3 points at current tuition rate for each term. See catalog section on continuous registration for Ed.D./Ph.D. degrees.