

Academic Catalog 2021-2022

Health & Behavior Studies

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THE DEPARTMENT OF HEALTH & BEHAVIOR STUDIES

Our Mission

The mission of the Department of Health and Behavior Studies is to improve health, learning, and social well-being in schools and other settings and throughout the lifespan. This mission is achieved by:

Generating the applied research on the behavioral and social determinants of health and learning that provides the evidence base to inform the design, implementation, and evaluation of interventions in schools and other community settings that can improve health and mitigate learning and other disabilities.

Preparing practitioners, scholars, and leaders who can help people to realize their full potential, make informed decisions, and attain the best possible quality of life.

Thus, the department is committed to the professional preparation of those who will serve diverse at-risk or high-needs populations by conducting socially consequential and policy-relevant research and fostering interdisciplinary collaboration in practice to address problems in society that no single disciplinary approach can achieve.

Students in teacher education programs:

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 BEHAVIOR ANALYSIS

Department of Health & Behavior Studies

Program Description

Our programs are recognized for their excellence in preparing teachers and teacher trainers to use scientific tools and effective instructional practices to accelerate all children’s educational progress, including measurable increases in enjoying learning and schooling, academic literacy, problem solving, and self-management.

We believe that education should be first driven by the needs of students and families in terms of their contribution and access to habilitative lifestyles through the application of the basic and applied sciences of behavior.

Degrees

Master of Arts

Applied Behavior Analysis

Master of Arts | Dual Cert: Early Childhood/Childhood and Students with Disabilities

Points/Credits: 47 **Entry Terms:** Fall Only **Certification:**

Dual Certification: NY State Initial: Students with Disabilities Birth-2 / Students with Disabilities 1-6 / Early Childhood Birth-Grade 2/Childhood 1-6

Degree Requirements

Our program is recognized for its excellence in training teachers in using scientific tools to bridge the educational gap and accelerate learning for all children (Greer, 2007). It is also internationally recognized for training teachers, researchers, and leaders in early educational and language developmental interventions for children with autism spectrum disorders (ages 2-5) and effective inclusion practices. Our graduates are expert in identifying missing verbal developmental stages (Greer & Du, 2015; Greer & Keohane, 2007, 2009; Greer & Ross, 2008—see www.cabasschools.org for a list of publications) and providing interventions that result in children attaining developmental stages when they are missing.

The objective of our M.A. program is to prepare teachers and teacher trainers to use measurably effective instructional practices to accelerate all children's educational progress, including measurable increases in enjoying learning and schooling, academic literacy, problem solving, and self-management. A key to doing this is the acceleration of children's language development, which appears to be the root problem faced by English language learners, minority children from economically disenfranchised families, and children with autism spectrum diagnoses. Recent research findings provide exciting new ways to do this. Moreover, accelerated instruction is needed for children from well-to-do-families, if we are to assume international leadership in education. In order to meet these objectives, we provide instructional experiences to teach our graduate-student teacher trainees the following aspects of effective teaching:

- Utilize research-based procedures for all aspects and subject areas of teaching preschool and elementary-age children.
- Manage classrooms and schools such that children are well behaved and motivated to learn, using positive and non-coercive practices.
- Master the existing science of learning and teaching as it is applied to the varied needs of children.
- Master protocols to identify and induce missing language developmental cusps and capabilities that result in children learning to learn material they could not learn before and how to learn in new ways (e.g., by observation and incidental experiences).
- Master how to use key educational standards and how to match existing tested curricula and tested teaching practices to categories of students and individual students in order to ensure that the standards are achieved.
- Master how to continuously and directly measure all students' progress in achieving standards and new developmental stages and use that measurement to drive instructional practice, including the selection of alternative scientific practices when initial best practices are not successful with children.
- Master how to scientifically analyze the source of student learning problems and inadequate teaching.
- Learn to draw on evidence from cognitive learning and developmental research and reading/writing literacy research implemented through procedures from teaching as applied behavior analysis.
- Master how to teach children to be self-learners.

The Teaching as Applied Behavior Analysis Program is an approach to teacher training in which all instruction used by teachers is based on scientific evidence and the use of scientific procedures to fit the appropriate science-based practices to individual students' varied learning and language developmental needs. The program prepares graduates to be dually certified to teach students from birth to Grade 6.

Students may also apply for certification in other states according to state-specific processes and inter-state reciprocal agreements. The program is an Association for Behavior Analysis International Verified Course Sequence (VCS) and provides coursework required to meet New York State Licensed Behavior Analyst course content requirements (students must be dually enrolled in the Advanced Certificate ABA program). In addition to coursework, both BCBA and LBA requirements include completion of supervised fieldwork hours, many or all of which can be gained while in the program, and passage of the NYSLBA and Board Certified Behavior Analyst (BCBA) exams upon successful completion of the program. During the two-year MA program, students complete student teaching requirements and full-time internships in schools and classrooms that practice teaching as applied behavior analysis, under the mentorship of PhD students or graduates who are certified teachers. Students also receive supervision from appropriately credentialed BCBAs/LBAs. The training of teachers is also based on scientifically tested procedures (i.e., we teach our graduate students until they demonstrate mastery of using scientific practices). Teacher trainees are taught until they master the science and its application with all children from 2 years to grade 6.

All of the training is done in classrooms that practice the CABAS® or CABAS® Accelerated Independent Learner Model (AIL) (www.cabasschools.org). Students are trained in paid internship positions, under the supervision of experienced scientist-practitioners in the school placements and attend classes in the evening. What is done with the children in the classrooms is the content of the ten core graduate courses-- scientific findings and teaching procedures. What is taught in the core courses and the related courses is placed into practice daily. The effectiveness of the numerous procedures is well documented in the literature. Recent evidence concerning the outcomes for the children in the classes in which our trainees are taught show that the children demonstrate 4 to 7 times more learning than comparable peers in non-CABAS® settings. Children in our CABAS® AIL classes (general education) perform from two to four levels above their current grade level on standardized tests across reading, language, and mathematics. These children include those who receive free or reduced-price lunch, minority children, English language learners, children with learning delay diagnoses, and upper middle-class children. Teachers and teacher assistants collect direct measures of all the children's responses to instruction and the achievement of state standards. The model classrooms where our M.A. and Ph.D. graduate students are trained include the Fred S. Keller Preschool (children with and without diagnoses from 18 months to age 5), the Morristown AIL classes Pre-K to 6, and Rockland BOCES elementary district-based classes. Our full-time and adjunct faculty members are onsite in the schools on a regular basis and are accountable for outcomes for our teacher trainees and the children they teach.

All of the work in the classroom and school settings is tied to the ten core courses in Teaching as Applied Behavior Analysis that are devoted to classroom management, curriculum design, effective pedagogical practices, and the advancement of a science of teaching. The other classes in the program are devoted to various scientific approaches to instruction, learning, and development. M.A. students rotate placements across different types of students and ages until they achieve minimal mastery of the relevant scientifically based teaching repertoires.

The M.A. program is two years and the Ph.D. requires three to four years of additional training.

Successful applicants will present evidence of excellent undergraduate academic performance in liberal arts degrees or degrees with strong liberal arts requirements, strong recommendations, and a passion for working with children whose future prognosis depends on highly effective instructional interventions. The program is academically rigorous, and the applied component is demanding. Graduates of the program are highly sought after by public schools and graduate programs. Between 15 and 25 applicants are accepted annually.

There are other approaches to teaching and the training of teachers and some who wish to become teachers will find those approaches more in keeping with their goals. But for those who are interested in a measurably effective and scientific approach and who are committed to bridging the educational gap and high-quality education for all children, we invite you to join us in what we find to be exceptionally exciting and rewarding work.

Specialization Requirements, Applied Behavior Analysis:

- HBSE 4015 ABA I: Concepts and Principles in Pedagogy, Curriculum, and Management
- HBSE 4016 ABA II: Foundational Concepts and Epistemology of Basic and Applied Behavior Analysis
- HBSE 4017 ABA III: Verbal Development, Curriculum, and Pedagogy
- HBSE 4044 Methods 1: Research Methods in Pedagogy, Curriculum, and Management
- HBSE 4045 Methods 2: Curricular and Pedagogical Operations for Teaching the Foundations of Functional Academic Literacy
- HBSE 4046 Methods 3: Curricular and Pedagogical Operations for Teaching Advanced Functional Academic Literacy
- HBSE 4047 Record-Keeping in Applied Behavior Analysis (required for NYS licensure in ABA) (move up in order from the bottom)
- HBSE 4048 Working with Families of Children with Autism
- HBSE 4049 Professional and ethical issues in behavior analysis

- HBSE 4704 Observation and student teaching in special education: Applied behavioral analysis and behavioral disorders (4 terms)

Breadth Requirement:

For the list of required cognate courses that provide breadth scholarship and practice, contact the program coordinator or the special education secretary. In order to broaden the student's background in education, three Teachers College courses outside the Teachers College major program (in this case, a course is defined as one for which at least two points are earned) must be completed.

- HBSK 4072: Theory and Techniques of Assessment and Intervention in Reading
- HUDK 4027: Development of Mathematical Thinking
- HBSK 4074: Reading and Comprehension Strategies and Study Skills

(Alternatively, students may take HBSK 5099: Writing Interventions Theory and Practice in lieu of one of the reading courses if scheduling conflicts exist.)

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.

Doctor of Philosophy

Applied Behavior Analysis

Doctor of Philosophy

Points/Credits: 75 **Entry Terms:** Summer/Fall

Degree Requirements

Research and Evaluation Emphasis:

Students with excellent potential as researchers and theoreticians who are interested in scholarly careers in special education, education, and related social sciences may apply for the Ph.D. degree program, which represents the highest level of achievement in the Arts and Sciences. This degree program is administered jointly by Teachers College and the graduate faculty of Columbia University.

Prospective students may obtain information on program offerings by contacting the program office.

Ph.D. Program in Teaching as Applied Behavior Analysis

The Teaching as Applied Behavior Analysis M.A. and Ph.D. programs incorporate an approach to teacher training in which all instruction used by teachers is based on scientific evidence and the use of scientific procedures to fit the appropriate science-based practices to individual students' varied learning and language developmental needs. The M.A. program prepares graduates to be dually certified from birth to grade 6 in New York State and reciprocal states. Students accepted in the program are placed in paid teacher assistant positions (M.A. students and Ph.D. students taking the M.A. core) or paid teacher positions (Ph.D. students who have completed at least 3 semesters of the M.A. core) in schools and classrooms that practice teaching as applied behavior analysis. The training of teachers is also based on scientifically tested procedures. Teacher trainees are taught until they master the science and its application with all children from 2 years through grade 6.

Research is a central component of the training—both the applications of research using science-based tactics and measurement and the generation of new research. The focus of the M.A. program is in the application of scientific procedures in classrooms, while Ph.D. students engage in research throughout their program, building on their research training in the M.A. and culminating in a dissertation that identifies and investigates a topic related to our mission. Dissertations must make contributions to both the applied and basic science. The faculty and the students generate a substantial body of research leading to publications and presentations at international scientific conferences each year, and this is a key component of the Ph.D. training. Programmatic research is conducted in the following areas: effective classroom practices, language/verbal development interventions that result in children learning to learn in different ways, observational learning, and systems-wide scientific approaches to education.

Students who already hold M.A. degrees from other institutions must take the ten M.A. core courses, because the core prepares them with the means to be successful in completing milestone Ph.D. requirements. Ph.D. students also need to be dually certified in New York State for teaching children from birth to grade 6. The teaching placement is a critical part of the program, because it provides the opportunities to train M.A. students and to be involved in cutting-edge research. In that role Ph.D. students are critical instructors for the first- and second year M.A. students, an experience that prepares the doctoral candidate to teach and mentor graduate-level students. Our Ph.D. candidate teachers play a significant role in our record of providing measurably superior instruction and bridging the educational gap. For more information please see the Teaching as Applied Behavior Analysis M.A. program description.

Department Courses Required for All Student Majors in Degree Program Core Requirements for all Ph.D. Majors in the Applied Sciences of Learning and Special Education Cluster

- HBSE 5010 Study of the philosophic foundations of special education
- HBSE 6001 Research in special education: Research/experimental design
- HBSE 6005 Research in special education: Single-case design
- HBSE 6010 Advanced study of problems and issues in special education
- HBSE 7500 Dissertation seminar in special education
- HBSE 8900-8910 Dissertation advisement in special education

Non-Department Courses Required for All Student Majors in Degree Program

- HUDM 4122 Probability and statistical inference
- HUDM 5122 Applied regression analysis

Specialization Requirements, Applied Behavior Analysis:

- HBSE 5304 Advanced practica in special education: Behavioral disorders
- HBSE 5904 Problems in special education: Behavioral disorders
- HBSE 5915 Supervision and administration of special education and human resources agencies through organizational behavior analysis
- HBSE 6008 Behaviorism
- HBSE 6015 The verbal behavior model: Individual educational programming
- HBSE 6031 Single-case experimental design in education, medicine, and therapy
- HBSE 6404 Advanced internship: Behavior disorders
- HBSE 6504 Advanced seminar in special education: Applied behavior analysis and behavioral disorders

Advanced Certificate

Applied Behavior Analysis

Advanced Certificate

Points/Credits: 24 Entry Terms: Spring/Summer/Fall

Degree Requirements

Advanced Certificate in Applied Behavior Analysis

This certificate program will satisfy the coursework requirements for licensure in New York State as a Behavior Analyst (LBA) as well as the requirements for certification as a Board Certified Behavior Analyst (BCBA). Both the NYS licensure and BCBA requirements include a graduate degree in education or psychology, specified coursework in behavior analysis, supervised experience, and exam(s). We offer the practicum experience in conjunction with the coursework, for a more comprehensive, integrated program.

The 23-credit program can be completed in as little as one calendar year and students may begin the program at any point during the academic year (Fall, Spring, or Summer). During the semester when students are enrolled in practicum, a minimum of 2 days per week (10-15 hours per week for a minimum of 150 hours over the 15-week semester) in an approved practicum site is required. Outside of that, students can continue to gain the necessary 1500-2000 supervised experience hours in approved settings under the supervision of appropriately qualified individuals (e.g., LBA/BCBAs). Such training opportunities will depend upon availability in university-approved settings, as well as commitment on the part of the student to adhere to all policies and expectations of the training site. Students will be responsible for keeping accurate and ongoing records of their experience hours, including supervision hours, as per LBA and BCBA requirements.

Required Courses

HBSE 4015 ABA I: Concepts and Principles in Pedagogy, Curriculum, and Management (3 credits)

HBSE 4016 ABA II: Foundational Concepts and Epistemology of Basic and Applied Behavior Analysis (3 credits)

HBSE 4044 Methods 1: Research Methods in Pedagogy, Curriculum, and Management (3 credits)

HBSE 4045 Methods 2: Curricular and Pedagogical Operations for Teaching the Foundations of Functional Academic Literacy (3 credits)

HBSE 4047 Record-Keeping in Applied Behavior Analysis (2 credits)

HBSE 4048 Working with Families of Children with ASD (3 credits)

HBSE 4049 Professional and Ethical Issues in Teaching as Applied Behavior Analysis (3 credits)

HBSE 4304* Practicum in Applied Behavior Analysis (3 credits)

OR

HBSE 4704 Student Teaching Practicum (for students enrolled in the ABA MA program only) (3 credits)

*Students must take HBSE 4304 for 3 credits in the first semester; they may continue to register for sections of HBSE 4304 for 0 credits for subsequent semesters to indicate that they are completing experience hours if necessary.

OR—FOR SCHOOL PSYCHOLOGY EdM STUDENTS ONLY:

HBSE 4304** Practicum in Applied Behavior Analysis (1 credit in the first semester, 0 credits for all semesters after that).

AND

HBSK 5050 Cognitive and Behavioral Interventions (3 credits)

**Students must take HBSE 4304 for a minimum of 1 credit in the first semester; they may continue to register for sections of HBSE 4304 for 0 credits for subsequent semesters to indicate that they are completing experience hours if necessary.

Students are encouraged to review all requirements and regulations for both the LBA (<http://www.op.nysed.gov/prof/aba/>) and BCBA (<https://www.bacb.com/bcba/>), particularly as they relate to the necessary supervised experience.

Faculty

Faculty

- Daniel **Fienup** Associate Professor of Psychology and Education
- R Douglas **Greer** Professor of Psychology and Education

Lecturers

- Jo Ann Pereira **Delgado** Lecturer

Adjunct Faculty

- Ara John **Bahadourian** Adjunct Assistant Professor
- Claire S **Cahill** Adjunct Assistant Professor
- Katharine Loomis **Cameron** Adjunct Assistant Professor
- Lin **Du** Adjunct Assistant Professor
- Jessica Lee **Dudek** Honorary Adjunct Assistant Professor
- Jennifer Maria **Longano** Adjunct Assistant Professor
- Georgette Alicia **Morgan** Adjunct Assistant Professor
- JeanneMarie **Speckman** Adjunct Assistant Professor

Courses

HBSE 4015 - ABA I: Concepts and Principles in Pedagogy, Curriculum, and Management

Basic applications for learners without reading or writing repertoires. Strategic applications of the science of behavior to instruction, management, curriculum-based assessment, isolation of locus of learning/behavior problems, and measurably effective instructional practices.

HBSE 4016 - ABA II: Foundational Concepts and Epistemology of Basic and Applied Behavior Analysis

Prerequisite: HBSE 4015. Advanced applications to learners with writing, reading, and self-editing repertoires. Teaching operations and curricula designed to teach academic literacy, self-management, and problem solving. Data-based applications required.

HBSE 4017 - ABA III: Verbal Development, Curriculum, and Pedagogy

Applications of behavior analysis to the schooling system that incorporates educating and working with families, providing classroom and school leadership, coordinating support personnel efforts across the school and home, and the development of learner independence through advanced scientifically based pedagogy and functional curriculum design, including computer-based instruction.

HBSE 4044 - Methods 1: Research Methods in Pedagogy, Curriculum, and Management

Pedagogical and curricular design repertoires for realizing state educational objectives for children from pre-listener to early reader skills (NYSED Standards, English Excellence in Education Standards, and CABAS® Standards Preschool through Kindergarten).

HBSE 4045 - Methods 2: Curricular and Pedagogical Operations for Teaching the Foundations of Functional Academic Literacy

Pedagogical and curricular repertoires for realizing state educational objectives for children with early to advanced self-editing and self-management repertoires (grades 1 through 3).

HBSE 4046 - Methods 3: Curricular and Pedagogical Operations for Teaching Advanced Functional Academic Literacy

Pedagogical and curricular repertoires for realizing state educational objectives for children with early to advanced self-editing and self-management repertoires (grades 4 through middle school).

HBSE 4047 - Record-Keeping in Applied Behavior Analysis

This course is required for NYS licensure in behavior analysis. It will cover not just the maintenance of the client's record, but the meaning of that record and the additional parts of the record that must be maintained for each child, including all corollary materials. It is offered online to all students pursuing NYS licensure in ABA.

HBSE 4048 - Working with Families of Children with Autism

The purpose of this course is to provide an overview of the components related to successful partnerships between parents and professionals as realized through increasing positive and effective parenting skills within families of children with autism.

HBSE 4049 - Professional and Ethical Issues in Teaching as Applied Behavior Analysis

This course will focus on the ethical, professional, and legal issues impacting those who apply the science of behavior to vulnerable populations (e.g., young children or children with disabilities), including those who work in clinical, home, and school settings.

HBSE 4304 - ABA Practicum Course: Children with Autism and Related Disorders

This course fulfills the 150 (minimum) practicum hours working with children with autism required for licensure as a Behavior Analyst in NYS and may also satisfy supervised experience hours required by the Behavior Analyst Certification Board. This course also carries 3 credits (45 credit hours) worth of content; thus, students will be responsible for completing coursework and attending class at the university on a weekly basis.

HBSE 4704 - Observation and student teaching in special education: Applied behavioral analysis and behavioral disorders

Permission required. Course requires 3-5 days a week for participation in community, school, and agency programs and a weekly seminar on campus.

HBSE 5010 - Study of the philosophic foundations of special education

Permission required. Required of all doctoral students in the Applied Sciences of Learning and Special Education programs in the Department of Health and Behavior Studies. Overview of major theoretical and methodological orientation within social sciences and special education.

HBSE 5904 - Problems in special education: Applied behavioral analysis and behavioral disorders

Qualified students work individually or in small groups under guidance on practical research problems. Proposed work must be outlined prior to registration; final written report required.

HBSE 6001 - Research in special education

Permission required. Prerequisites: HUDM 4122 and HUDM 5122. Instruction in the development, conduct, and reporting of research. Student research studies. Required of all doctoral students in Applied Sciences of Learning and Special Education programs in the department of Health and Behavior Studies.

HBSE 6008 - Behaviorism and the science of behavior

Permission required (for Ph.D. students in Applied Behavior Analysis and Behavior Disorders). A survey comparing and contrasting the various behaviorisms including: methodological behaviorism, paradigmatic behaviorism, interbehaviorism, social behaviorism, radical behaviorism, behavior selection, and the relationship of these to pragmatism, natural selection, positivism, and their historical roots of behavior selection and natural selection in the Scottish enlightenment.

HBSE 6010 - Advanced study of problems and issues in special education

Permission required. Required of all doctoral students in Applied Sciences of Learning and Special Education programs in the department of Health and Behavior Studies. Instruction in the current practices and policies in the education of exceptional children with emphases on language and literacy development.

HBSE 6015 - The verbal behavior model: Individual educational programming

Prerequisites: HBSE 4015 and HBSE 4043. Students will master Skinner's model of communicative behavior, the associated literature, and major theoretical papers. Research and data-based schooling applications of the model will be made to pedagogy and curriculum.

HBSE 6031 - Research methods in special education: single-subject design II

Permission required. Course covers inter-subject and intrasubject designs, repeated measurement, generality, direct and systematic replication, and selection of group or single-case designs.

HBSE 6404 - Advanced internships in special education: Behavioral disorders

Permission required. Post-masters level. Intensive in-service internship requires 3-5 days per week in approved settings. Internship allows for practical applications of scientific methods and principles taught in coursework to the education and treatment of children with and without disabilities.

HBSE 6504 - Advanced seminars in special education: Applied behavior analysis and behavioral disorders

For doctoral students in special education and related fields. Recent developments in theory and research as related to the specialization from psychological, educational, sociological, and/or medical sources.

HBSE 7500 - Dissertation seminar in special education

Permission required. Only advanced doctoral students in special education programs are eligible. Prerequisites: HBSE 5010, 6001, 6003, 6005 and 6010. Development of doctoral dissertations and presentation of plans for approval.

HBSE 8901 - Dissertation advisement in special education: Intellectual disability/autism

Advisement on doctoral dissertations. Fee to equal 3 points at current tuition rate for each term. For requirements, see catalog on continuous registration for Ph.D. degrees.

HBSK 4072 - Theory and Techniques of Assessment and Intervention in Reading

Provides an overview of theories and research pertaining to reading acquisition and assessment and intervention techniques for reading across the lifespan. Content is organized according to four major themes: the psychology of reading development, language structures, assessment, and intervention. Materials fee: \$35.

HBSK 4074 - Development of Reading Comprehension

Reading and study skills: Practical procedures based on research findings appropriate for teachers, counselors, and others. Discussion focuses on students in the middle elementary grades through young adulthood.

HBSK 5050 - Cognitive and Behavioral Interventions for Youth

This course is intended to provide graduate students in psychology with an introduction to the application of cognitive behavioral interventions for the treatment of childhood disorders. The theoretical foundations of major cognitive-behavioral therapies for the treatment of psychological disorders will be studied. Treatment skills, including clinical interviewing and basic therapeutic skills, will be presented. Further, empirically supported therapeutic interventions for some of the most common psychological disorders experienced by school age children will be discussed. An introduction to cognitive behavioral case formulation and individual treatment planning will be integrated throughout the class. Empirical data pertaining to the use and efficacy of cognitive behavioral interventions with diverse populations will be reviewed. Ethical considerations will be presented and highlighted.

HBSK 5099 - Writing interventions theory and practice

This is a literacy course that applies research on cognitive, linguistic, affective, social, and cultural processes underlying writing performance to the development of writing interventions. Writing is discussed within the context of language and literacy development. Students learn to evaluate evidence-based writing interventions for both typically developing and special-needs populations of differing ages and in various educational settings.

HUDK 4027 - How Children Learn Math

The development of informal and formal mathematical thinking from infancy through childhood with implications for education.

HUDM 4122 - Probability and statistical inference

An introduction to statistical theory, including elementary probability theory; random variables and probability distributions; sampling distributions; estimation theory and hypothesis testing using binomial, normal, T, chi square, and F distributions. Calculus not required.

HUDM 5122 - Applied regression analysis

Least squares estimation theory. Traditional simple and multiple regression models and polynomial regression models, including use of categorical predictors. Logistic regression for dichotomous outcome variables is also covered. Class time includes lab time devoted to applications with IBM SPSS. Prerequisite: HUDM 4120 or HUDM

4122. Students who have taken statistics at the graduate level may contact Amina Abdelaziz (aa3915@tc.columbia.edu) to request a prerequisite override.

APPLIED SCIENCES OF LEARNING AND SPECIAL EDUCATION

Department of Health & Behavior Studies

Program Description

The title of our cluster Applied Sciences of Learning and Special Education reflects our epistemological perspective and expertise in teaching children with native disabilities, as well as our strong presence in the development of inclusive general education classrooms and teacher expertise.

Along with fellow faculty in the Department of Health and Behavior Studies, we are committed to science-based approaches. We see the department as consisting of much of the expertise that is needed to promote effective educational outcomes for students: health and well-being, emotional stability, adequate nutrition, addiction prevention, and optimal teaching. Our particular contribution is the teaching, learning, and behavior development expertise.

Faculty in the Applied Sciences of Learning and Special Education are committed to the study of students who are academically or socially delayed, deaf or hard of hearing, literacy-challenged, economically disenfranchised, those who perform at or above the level of their peers, and culturally diverse children and adolescents, especially those from high-need urban and suburban schools.

We provide master's-level teacher preparation and doctoral-level programs designed to provide all children and adolescents with scientifically based, differentiated, and measurably effective instruction. Our programs build upon a century-old tradition of leading the field of special education in policy, practice, and research for individuals with disabilities across the age span.

Students who earn M.A., Ed.M., Ed.D., and Ph.D. degrees from Teachers College assume leadership and scholarly positions at all levels of professional activity including public and private schools, community and national service agencies, hospital and rehabilitation programs, colleges and universities, research centers, and local, state, and federal education agencies.

The programs in the Applied Sciences of Learning and Special Education cluster maintain close working relationships with a wide network of public and private schools, agencies, and clinical facilities, as well as centers here at Teachers College.

Faculty

Faculty

- Daniel **Fienup** Associate Professor of Psychology and Education
- R Douglas **Greer** Professor of Psychology and Education
- Laudan B. **Jahromi** Professor of Psychology and Education
- Matthew Carl **Zajic** Assistant Professor of Intellectual Disability /Autism

Lecturers

- Jo Ann Pereira **Delgado** Lecturer
- Maria C. **Hartman** Lecturer
- Amanda Levin **Mazin** Lecturer

Adjunct Faculty

- Ara John **Bahadourian** Adjunct Assistant Professor
- Claire S **Cahill** Adjunct Assistant Professor
- Lin **Du** Adjunct Assistant Professor
- Stephanie **Levine** Adjunct Assistant Professor
- Jennifer Maria **Longano** Adjunct Assistant Professor
- Jennifer Lynn **Montgomery** Adjunct Assistant Professor
- MaryEllen **Rooney** Adjunct Associate Professor
- Julia A. **Silvestri** Adjunct Assistant Professor
- JeanneMarie **Speckman** Adjunct Assistant Professor
- Christine Ann **Sullivan** Adjunct Assistant Professor
- Jennifer Danielle **Weber** Adjunct Assistant Professor
- Helene Laurie **Yankowitz** Adjunct Assistant Professor

Courses

HBSE 4000 - Intro to Special Education

Emphasis is placed on the identification of characteristics of individuals with disabilities and the impact of the characteristics on the learner and family members of the learner. The course is a study of the nature, psychosocial, and educational needs of individuals across the lifespan with physical, mental, emotional, or sensory impairments. Particular attention is placed on the way these special education programs fit, or should fit, into ongoing work in schools.

HBSE 4001 - Teaching students with disabilities in the general education classroom

This course addresses problems of educational assessment, curriculum and teaching, organization, and guidance of students with physical, cognitive, affective, and sensory disabilities.

HBSE 4005 - Computer Applications in Special Education

This course is intended to provide preservice and in-service special education teachers with basic information on assistive and instructional technology appropriate for use with infants, children, and youths who require special education and related services.

HBSE 4006 - Working with families of children with disabilities

Current and historical perspectives on parent involvement in the special education and empowerment of infants, children, and youth with exceptionalities and their families. Emphasis on strategies and materials to facilitate a continuum of parent and family participation to strengthen the relationships between home, school, and the community.

HBSE 4010 - Nature and needs of persons with intellectual disability/autism

Characteristics of persons manifesting different degrees of intellectual disability, Autism Spectrum Disorders, and other developmental disabilities from early childhood through adolescence. The course emphasizes human developmental processes and variations including the impact of socio-contextual factors in the home, school, and community on students' readiness to learn.

HBSE 4011 - Education of persons with intellectual disability/autism

Curriculum development and research-validated methods of instructing students with intellectual disability/autism and other developmental disabilities from early childhood through adolescence across ability levels.

HBSE 4015 - ABA I: Concepts and Principles in Pedagogy, Curriculum, and Management

Basic applications for learners without reading or writing repertoires. Strategic applications of the science of behavior to instruction, management, curriculum-based assessment, isolation of locus of learning/behavior problems, and measurably effective instructional practices.

HBSE 4016 - ABA II: Foundational Concepts and Epistemology of Basic and Applied Behavior Analysis

Prerequisite: HBSE 4015. Advanced applications to learners with writing, reading, and self-editing repertoires. Teaching operations and curricula designed to teach academic literacy, self-management, and problem solving. Data-based applications required.

HBSE 4017 - ABA III: Verbal Development, Curriculum, and Pedagogy

Applications of behavior analysis to the schooling system that incorporates educating and working with families, providing classroom and school leadership, coordinating support personnel efforts across the school and home, and the development of learner independence through advanced scientifically based pedagogy and functional curriculum design, including computer-based instruction.

HBSE 4044 - Methods 1: Research Methods in Pedagogy, Curriculum, and Management

Pedagogical and curricular design repertoires for realizing state educational objectives for children from pre-listener to early reader skills (NYSED Standards, English Excellence in Education Standards, and CABAS® Standards Preschool through Kindergarten).

HBSE 4045 - Methods 2: Curricular and Pedagogical Operations for Teaching the Foundations of Functional Academic Literacy

Pedagogical and curricular repertoires for realizing state educational objectives for children with early to advanced self-editing and self-management repertoires (grades 1 through 3).

HBSE 4046 - Methods 3: Curricular and Pedagogical Operations for Teaching Advanced Functional Academic Literacy

Pedagogical and curricular repertoires for realizing state educational objectives for children with early to advanced self-editing and self-management repertoires (grades 4 through middle school).

HBSE 4048 - Working with Families of Children with Autism

The purpose of this course is to provide an overview of the components related to successful partnerships between parents and professionals as realized through increasing positive and effective parenting skills within families of children with autism.

HBSE 4049 - Professional and Ethical Issues in Teaching as Applied Behavior Analysis

This course will focus on the ethical, professional, and legal issues impacting those who apply the science of behavior to vulnerable populations (e.g., young children or children with disabilities), including those who work in clinical, home, and school settings.

HBSE 4070 - Psychosocial and cultural aspects of people who are d/Deaf or hard of hearing

This course introduces the fundamentals of general, special, and bilingual education and how they are infused into Deaf education. It will also acquaint students with current trends, issues, and research in the education of Deaf and hard of hearing learners of all ages, including historic and current objectives, techniques, and results. The cultural, historical, philosophical, psychological, linguistic and social aspects of the Deaf community will also be addressed from the educational perspective. Students are challenged to rethink their conceptualization of "Deaf education" as well as "general education" based on their perceptions of their own cultural dimensions.

HBSE 4071 - Language/literacy for the DHH (reading/writing)

This course introduces the theoretical and scientific foundations of literacy and explores how reading, writing and cognitive processes are developed in early grades, particularly with deaf and hard of hearing students with language delays. Special emphasis is placed on foundational skills during the 'learning to read' stage with particular emphasis on the five major elements of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension.

HBSE 4072 - Language development for the DHH

This course provides a review of the functions of language and communication, the nature and characteristics of language acquisition of typical language learners, the characteristics of language development in individuals who are d/Deaf or hard of hearing, and assessment, curricular and intervention issues. Students will learn to use the Cottage Acquisition Scales for Listening, Language and Speech (CASLLS).

HBSE 4073 - Educational Audiology

Course addresses audiological principles necessary to enable teachers of deaf and hard of hearing students to best support these students in their educational settings. Course topics include the identification, assessment, and management of hearing loss related to the educational setting, basic knowledge of audiograms, including type and degree of hearing loss, tympanometry, educational options, classroom acoustics, and auditory processing as well as hands-on experiences with the most current audiological equipment.

HBSE 4079 - Language development and habilitation: Auditory verbal therapy (AVT)

This course provides instruction in strategies and techniques to facilitate communication skills through listening for deaf and hard of hearing children who use hearing aids and cochlear implants.

HBSE 4082 - Assessment and evaluation of infants, children, and youth with exceptionalities

An in-depth study of theoretical principles of measurement, assessment, and evaluation necessary for appropriate identification of needs as related to implementation of educational plans for infants, children, and youth with disabilities. Applications of assessment data in instructional programs for children with disabilities.

HBSE 4092 - Introduction to foundations of special education opportunity

Theory and practice in the rehabilitation and redress of human relationships affecting people with disabilities across the lifespan.

HBSE 4300 - Prc Assmt Eval Excptnl Learner

Deaf and Hard of Hearing: This class provides a comprehensive overview of assessment and evaluation of children with hearing loss, including those who have additional learning needs and those who are linguistically and culturally diverse. Developmental, academic, social-emotional, and language assessments will be covered, with opportunities for hands-on, applied learning. ID/Autism: Students will gain practical knowledge of interdisciplinary, psychoeducational assessments of students with disabilities. Analysis of observational and test data; formulation of educational programs for students with disabilities.

HBSE 4700 - Observation and student teaching in special education: Pre-student teaching

Permission required. Course requires 3-5 days a week for participation in community, school, and agency programs and a weekly seminar on campus.

HBSE 4701 - Observation and student teaching in special education: Intellectual disability/autism

Permission required. Course requires 3-5 days a week for participation in community, school, and agency programs and a weekly seminar on campus.

HBSE 4704 - Observation and student teaching in special education: Applied behavioral analysis and behavioral disorders

Permission required. Course requires 3-5 days a week for participation in community, school, and agency programs and a weekly seminar on campus.

HBSE 4707 - II: Observation and student teaching in special education: Deaf and hard of hearing

Permission required. Course requires 5 days a week for participation in community, school, and agency programs and a weekly seminar on campus.

HBSE 4863 - Introduction to cued speech

Course provides students with a background in Cued Speech, including its history; research studies; and application of the system for deaf and hearing individuals in the classroom, home, and community. Students will learn the mechanics of the cueing system and know how to apply it as an educational and communication tool. Through an interactive approach, this course will assist teachers, administrators, consultants, interpreters and other personnel in the field of deaf and/or special education and speech-language pathology in understanding how they can apply the Cued Speech system to their respective fields.

HBSE 4871 - American Sign Language I

The purpose of this course is to build conversational competency in American Sign Language by activating visual-spatial communication skills; mastering basic vocabulary, grammar and compositional structures; and developing awareness of the history of gestural languages and deaf people in society. Courses are structured into four units: culture, communication, narration and literature. These units are designed to guide students from a conceptual understanding of American Sign Language through real-life conversational structures toward independence in practical dialogue and compositions.

HBSE 4872 - American Sign Language II

ASL II is a continuation of ASL I. This course is designed to continue development of American Sign Language expressive and receptive skills, grammar, vocabulary, cultural awareness, and related terminology at the intermediate level.

HBSE 4880 - Opportunities and outcomes for people with disabilities

Transition planning and opportunities after K-12 school. The course covers the planning, instruction, and organization of community-based opportunities for individuals with intellectual and developmental disabilities and autism. The full range of opportunities including college, employment, and increased independence to provide the supports for best outcomes for individuals with disabilities are covered in the course.

HBSE 4901 - Research and independent study: Special Education

Permission required.

HBSE 5010 - Study of the philosophic foundations of special education

Permission required. Required of all doctoral students in the Applied Sciences of Learning and Special Education programs in the Department of Health and Behavior Studies. Overview of major theoretical and methodological orientation within social sciences and special education.

HBSE 5301 - Advanced practica in special education: Intellectual disability/autism

Guided experiences in selected special education programs for advanced students. Weekly seminar meetings. Supervised group field visits. Preservice internships arranged. Students submit reports analyzing experiences.

HBSE 5304 - Advanced practica in special education: Behavioral disorders

Guided experiences in selected special education programs for advanced students. Weekly seminar meetings. Supervised group field visits. Preservice internships arranged. Students submit reports analyzing experiences.

HBSE 5307 - Advanced practica in special education: Deaf and hard of hearing

Guided experiences in selected special education programs for advanced students. Weekly seminar meetings. Supervised group field visits. Preservice internships arranged. Students submit reports analyzing experiences.

HBSE 5309 - Advanced practica in special education: Rehabilitation of persons with developmental disabilities

Guided experiences in selected special education programs for advanced students. Weekly seminar meetings. Supervised group field visits. Preservice internships arranged. Students submit reports analyzing experiences.

HBSE 5901 - Problems in special education: Intellectual disability/autism

Qualified students work individually or in small groups under guidance on practical research problems. Proposed work must be outlined prior to registration; final written report required.

HBSE 5904 - Problems in special education: Applied behavioral analysis and behavioral disorders

Qualified students work individually or in small groups under guidance on practical research problems. Proposed work must be outlined prior to registration; final written report required.

HBSE 5907 - Problems in special education: Deaf and hard of hearing

Qualified students work individually or in small groups under guidance on practical research problems. Proposed work must be outlined prior to registration; final written report required.

HBSE 5909 - Problems in special education: Guidance, rehabilitation, and career education

Qualified students work individually or in small groups under guidance on practical research problems. Proposed work must be outlined prior to registration; final written report required.

HBSE 6001 - Research in special education

Permission required. Prerequisites: HUDM 4122 and HUDM 5122. Instruction in the development, conduct, and reporting of research. Student research studies. Required of all doctoral students in Applied Sciences of Learning and Special Education programs in the department of Health and Behavior Studies.

HBSE 6005 - Research in special education: single-subject design I

Permission required. Prerequisites: HUDM 4122 and other statistics course work. Instruction in the development, conduct, and reporting of single-case design research. Student research studies. Required of all doctoral students in the Applied Sciences of Learning and Special Education programs in the department of Health and Behavior Studies.

HBSE 6008 - Behaviorism and the science of behavior

Permission required (for Ph.D. students in Applied Behavior Analysis and Behavior Disorders). A survey comparing and contrasting the various behaviorisms including: methodological behaviorism, paradigmatic behaviorism, interbehaviorism, social behaviorism, radical behaviorism, behavior selection, and the relationship of these to pragmatism, natural selection, positivism, and their historical roots of behavior selection and natural selection in the Scottish enlightenment.

HBSE 6010 - Advanced study of problems and issues in special education

Permission required. Required of all doctoral students in Applied Sciences of Learning and Special Education programs in the department of Health and Behavior Studies. Instruction in the current practices and policies in the education of exceptional children with emphases on language and literacy development.

HBSE 6015 - The verbal behavior model: Individual educational programming

Prerequisites: HBSE 4015 and HBSE 4043. Students will master Skinner's model of communicative behavior, the associated literature, and major theoretical papers. Research and data-based schooling applications of the model will be made to pedagogy and curriculum.

HBSE 6031 - Research methods in special education: single-subject design II

Permission required. Course covers inter-subject and intrasubject designs, repeated measurement, generality, direct and systematic replication, and selection of group or single-case designs.

HBSE 6401 - Advanced internships in special education: Intellectual disability/autism

Permission required. Post-masters level. Intensive in-service internship at agency chosen to meet individual students needs. Students submit reports analyzing experiences.

HBSE 6404 - Advanced internships in special education: Behavioral disorders

Permission required. Post-masters level. Intensive in-service internship requires 3-5 days per week in approved settings. Internship allows for practical applications of scientific methods and principles taught in coursework to the education and treatment of children with and without disabilities.

HBSE 6501 - Advanced seminars in special education: Intellectual disability/autism

For doctoral students in special education and related fields. Recent developments in theory and research as related to the specialization from psychological, educational, sociological, and/or medical sources.

HBSE 6504 - Advanced seminars in special education: Applied behavior analysis and behavioral disorders

For doctoral students in special education and related fields. Recent developments in theory and research as related to the specialization from psychological, educational, sociological, and/or medical sources.

HBSE 7500 - Dissertation seminar in special education

Permission required. Only advanced doctoral students in special education programs are eligible. Prerequisites: HBSE 5010, 6001, 6003, 6005 and 6010. Development of doctoral dissertations and presentation of plans for approval.

HBSE 8901 - Dissertation advisement in special education: Intellectual disability/autism

Advisement on doctoral dissertations. Fee to equal 3 points at current tuition rate for each term. For requirements, see catalog on continuous registration for Ph.D. degrees.

HBSE 8903 - Dissertation advisement in special education: Physical disabilities

Advisement on doctoral dissertations. Fee to equal 3 points at current tuition rate for each term. For requirements, see catalog on continuous registration for Ph.D. degrees.

HBSE 8904 - Dissertation advisement in special education: Applied Behavior Analysis

Advisement on doctoral dissertations. Fee to equal 3 points at current tuition rate for each term. For requirements, see catalog on continuous registration for Ph.D. degrees.

HBSE 8907 - Dissertation advisement in special education: Deaf and hard of hearing

Advisement on doctoral dissertations. Fee to equal 3 points at current tuition rate for each term. For requirements, see catalog on continuous registration for Ph.D. degrees.

HBSK 4072 - Theory and Techniques of Assessment and Intervention in Reading

Provides an overview of theories and research pertaining to reading acquisition and assessment and intervention techniques for reading across the lifespan. Content is organized according to four major themes: the psychology of reading development, language structures, assessment, and intervention. Materials fee: \$35.

HBSK 5099 - Writing interventions theory and practice

This is a literacy course that applies research on cognitive, linguistic, affective, social, and cultural processes underlying writing performance to the development of writing interventions. Writing is discussed within the context of language and literacy development. Students learn to evaluate evidence-based writing interventions for both typically developing and special-needs populations of differing ages and in various educational settings.

HBSS 4116 - Health Education for Teachers

This course reviews the critical health issues that affect the well-being of youths today, emphasizing the practical aspects of child health that are mandated for teaching certification, including the following: reporting child abuse; preventing school violence; and promoting respect and dignity for all students. Students who take an online section of this course must also take an additional three-hour in-person workshop to meet the Dignity For All Students Act (DASA) requirement for teacher certification.

DEAF AND HARD OF HEARING

Department of Health & Behavior Studies

Program Description

The Program in the Education of the Deaf & Hard of Hearing provides an intensive study of the educational issues of individuals who are d/Deaf and hard of hearing from the perspectives of psychology, anthropology, linguistics, child development, and pedagogy with the aim of preparing teachers who will address the educational and literacy needs of these children and youth. We prepare candidates for work with individuals who possess a wide range of hearing losses in classroom settings using diverse communication systems.

Degrees

Master of Arts

Deaf and Hard of Hearing

Master of Arts | Initial Cert: Deaf/Hard of Hearing (Pre-K-12)

Points/Credits: 40 **Entry Terms:** Spring/Summer/Fall **Certification:**

NY State Initial: Deaf/Hard of Hearing Pre-K-12

Degree Requirements

The Master of Arts (M.A.) with certification is a 40-credit program leading to New York State (NYS) initial certification as Teacher of the Deaf and Hard of Hearing.

The Master of Arts (M.A.) without certification is a 32 to 36 -credit program leading to a Master's Degree in Education of the Deaf and Hard of Hearing. This program does not lead to New York State (NYS) certification as Teacher of the Deaf and Hard of Hearing.

The Master of Education (Ed.M.) is a 60-credit program leading to dual New York State (NYS) initial certification as Teacher of the Deaf and Hard of Hearing as well as certification in one of the following areas: Early Childhood Teacher, Elementary Education Teacher, Secondary Teacher in a particular subject area (English, Math, Science, or Social Studies) or Reading Specialist.

All programs noted above also lead to Council on the Education of the Deaf (CED) certification.

Specialization Requirements, Deaf and Hard of Hearing:

- HBSE 4070 Psychosocial and cultural aspects of people who are Deaf or hard of hearing
- HBSE 4071 Language and literacy for the Deaf and hard of hearing (two terms)
- HBSE 4072 Language development for the Deaf or hard of hearing
- HBSE 4073 Teaching Speech, Language and Communication Skills/ Educational audiology (two terms)
- HBSE 4079 Language development and habilitation: The foundations/ Auditing Verbal Therapy
- HBSE 4300 sec 7 Practicum in assessment and evaluation of individuals with exceptionalities DHH
- HBSE 4707 Observation and student teaching in special education - Deaf and hard of hearing (two terms)
- HBSE 4863 Cued speech
- HBSE 4871 American Sign Language I
- HBSE 4872 American Sign Language II

Breadth Requirements:

In order to broaden the student's background in education, Teachers College courses outside the Teachers College major department must be completed (in this case, a course is defined as one for which at least two points are earned). These courses should be selected from the following areas:

- Age-appropriate developmental psychology course
- Educational foundations/or multicultural course
- Health requirement
- Technology requirement

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.

Deaf and Hard of Hearing

Master of Arts | Non-Certification

Points/Credits: 40 **Entry Terms:** Spring/Summer/Fall **Certification:** Non-Certification Track

Degree Requirements

The Master of Arts (M.A.) with certification is a 40-credit program leading to New York State (NYS) initial certification as Teacher of the Deaf and Hard of Hearing.

The Master of Arts (M.A.) without certification is a 32 to 36 -credit program leading to a Master's Degree in Education of the Deaf and Hard of Hearing. This program does not lead to New York State (NYS) certification as Teacher of the Deaf and Hard of Hearing.

The Master of Education (Ed.M.) is a 60-credit program leading to dual New York State (NYS) initial certification as Teacher of the Deaf and Hard of Hearing as well as certification in one of the following areas: Early Childhood Teacher, Elementary Education Teacher, Secondary Teacher in a particular subject area (English, Math, Science, or Social Studies) or Reading Specialist.

All programs noted above also lead to Council on the Education of the Deaf (CED) certification.

Specialization Requirements, Deaf and Hard of Hearing:

- HBSE 4070 Psychosocial and cultural aspects of people who are Deaf or hard of hearing
- HBSE 4071 Language and literacy for the Deaf and hard of hearing (two terms)
- HBSE 4072 Language development for the Deaf or hard of hearing
- HBSE 4073 Teaching Speech, Language and Communication Skills/ Educational audiology (two terms)
- HBSE 4079 Language development and habilitation: The foundations/ Auditing Verbal Therapy
- HBSE 4300 sec 7 Practicum in assessment and evaluation of individuals with exceptionalities DHH
- HBSE 4707 Observation and student teaching in special education - Deaf and hard of hearing (two terms)
- HBSE 4863 Cued speech
- HBSE 4871 American Sign Language I
- HBSE 4872 American Sign Language II
- Area specialization courses in Deaf and Hard of hearing (15+ points)

Breadth Requirements:

In order to broaden the student's background in education, Teachers College courses outside the Teachers College major department must be completed (in this case, a course is defined as one for which at least two points are earned). These courses should be selected from the following areas:

- Age-appropriate developmental psychology course
- Educational foundations/or multicultural course
- Health requirement
- Technology requirement

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.

Master of Education

Deaf and Hard of Hearing

Master of Education | Dual Cert: Deaf/Hard of Hearing and Adolescence Education (7-12)

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

Dual Certification with Adolescence Education: NY State Initial: Deaf/Hard Hearing Pre-K-12 /
NY State Initial: Choice of Biology / Chemistry / Earth Science / Physics / Mathematics / Social Studies /
or English 7-12

Degree Requirements

The Master of Arts (M.A.) with certification is a 40-credit program leading to New York State (NYS) initial certification as Teacher of the Deaf and Hard of Hearing.

The Master of Arts (M.A.) without certification is a 32 to 36 -credit program leading to a Master's Degree in Education of the Deaf and Hard of Hearing. This program does not lead to New York State (NYS) certification as Teacher of the Deaf and Hard of Hearing.

The Master of Education (Ed.M.) is a 60-credit program leading to dual New York State (NYS) initial certification as Teacher of the Deaf and Hard of Hearing as well as certification in one of the following areas: Early Childhood Teacher, Elementary Education Teacher, Secondary Teacher in a particular subject area (English, Math, Science, or Social Studies) or Reading Specialist.

All programs noted above also lead to Council on the Education of the Deaf (CED) certification.

Specialization Requirements, Deaf and Hard of Hearing:

- HBSE 4070 Psychosocial and cultural aspects of people who are Deaf or hard of hearing
- HBSE 4071 Language and literacy for the Deaf and hard of hearing (two terms)
- HBSE 4072 Language development for the Deaf and hard of hearing
- HBSE 4073 Teaching speech, language and communication skills/ Educational audiology (two terms)
- HBSE 4079 Language development and habilitation: The foundations/ Auditing Verbal Therapy
- HBSE 4300 section 7 Practicum in assessment and evaluation of individuals with exceptionalities DHH
- HBSE 4707 Observation and student teaching Deaf and hard of hearing (two terms)
- HBSE 4863 Cued speech
- HBSE 4871 American Sign Language I
- HBSE 4872 American Sign Language II
- Area specialization courses Adolescence, Content Area (15+ points)

Breadth Requirements:

In order to broaden the student's background in education, Teachers College courses outside the Teachers College major department must be completed (in this case, a course is defined as one for which at least two points are earned). These courses should be selected from the following areas:

- Age-appropriate developmental psychology course
- Educational foundations/or multicultural course
- Health requirement
- Technology requirement

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.

Deaf and Hard of Hearing

Master of Education | Dual Cert: Deaf/Hard of Hearing and Childhood Education

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

Dual Certification with Childhood Education: NYS Initial: Deaf/Hard Hearing Pre-K-12 /

NY State Initial: Childhood 1-6

Degree Requirements

The Master of Arts (M.A.) with certification is a 40-credit program leading to New York State (NYS) initial certification as Teacher of the Deaf and Hard of Hearing.

The Master of Arts (M.A.) without certification is a 32 to 36 -credit program leading to a Master's Degree in Education of the Deaf and Hard of Hearing. This program does not lead to New York State (NYS) certification as Teacher of the Deaf and Hard of Hearing.

The Master of Education (Ed.M.) is a 60-credit program leading to dual New York State (NYS) initial certification as Teacher of the Deaf and Hard of Hearing as well as certification in one of the following areas: Early Childhood Teacher, Elementary Education Teacher, Secondary Teacher in a particular subject area (English, Math, Science, or Social Studies) or Reading Specialist.

All programs noted above also lead to Council on the Education of the Deaf (CED) certification.

Specialization Requirements, Deaf and Hard of Hearing:

- HBSE 4070 Psychosocial and cultural aspects of people who are Deaf or hard of hearing
- HBSE 4071 Language and literacy for the Deaf and hard of hearing (two terms)
- HBSE 4072 Language development for the Deaf or hard of hearing
- HBSE 4073 Teaching speech, language and communication skills/ Educational audiology principles (two terms)
- HBSE 4079 Language development and habilitation: The foundations/ Auditing Verbal Therapy
- HBSE 4300 sec 7 Practicum in assessment and evaluation of individuals with exceptionalities DHH
- HBSE 4707 Observation and student teaching in special education - Deaf and hard of hearing (two terms)
- HBSE 4863 Cued speech
- HBSE 4871 American Sign Language I
- HBSE 4872 American Sign Language II
- Area specialization courses in Childhood Education (15+ points)

Breadth Requirements:

In order to broaden the student's background in education, Teachers College courses outside the Teachers College major department must be completed (in this case, a course is defined as one for which at least two points are earned). These courses should be selected from the following areas:

- Age-appropriate developmental psychology course
- Educational foundations/or multicultural course
- Health requirement
- Technology requirement

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.

Deaf and Hard of Hearing

Master of Education | Dual Cert: Deaf/Hard of Hearing and Early Childhood Education

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

Dual Certification with Early Childhood Education: NY State Initial: Deaf/Hard Hearing Pre-K-12 /
NY State Initial: Early Childhood Birth-Grade 2

Degree Requirements

The Master of Arts (M.A.) with certification is a 40-credit program leading to New York State (NYS) initial certification as Teacher of the Deaf and Hard of Hearing.

The Master of Arts (M.A.) without certification is a 32 to 36 -credit program leading to a Master's Degree in Education of the Deaf and Hard of Hearing. This program does not lead to New York State (NYS) certification as Teacher of the Deaf and Hard of Hearing.

The Master of Education (Ed.M.) is a 60-credit program leading to dual New York State (NYS) initial certification as Teacher of the Deaf and Hard of Hearing as well as certification in one of the following areas: Early Childhood Teacher, Elementary Education Teacher, Secondary Teacher in a particular subject area (English, Math, Science, or Social Studies) or Reading Specialist.

All programs noted above also lead to Council on the Education of the Deaf (CED) certification.

Specialization Requirements, Deaf and Hard of Hearing:

- HBSE 4070 Psychosocial and cultural aspects of people who are Deaf or hard of hearing
- HBSE 4071 Language and literacy for the Deaf and hard of hearing (two terms)
- HBSE 4072 Language Development for the Deaf or hard of hearing
- HBSE 4073 Teaching Speech, Language and Communication Skills/ Educational audiology (two terms)
- HBSE 4079 Language development and habilitation: The foundations/ Auditing Verbal Therapy
- HBSE 4300 sec 7 Practicum in assessment and evaluation of individuals with exceptionalities DHH
- HBSE 4707 Observation and student teaching Deaf and hard of hearing (two terms)
- HBSE 4863 Cued speech
- HBSE 4871 American Sign Language I
- HBSE 4872 American Sign Language II
- Area specialization courses in Early Childhood Education (15+ points)

Breadth Requirements:

In order to broaden the student's background in education, Teachers College courses outside the Teachers College major department must be completed (in this case, a course is defined as one for which at least two points are earned). These courses should be selected from the following areas:

- Age-appropriate developmental psychology course
- Educational foundations/or multicultural course
- Health requirement
- Technology requirement

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.

Deaf and Hard of Hearing

Master of Education | Dual Cert: Deaf/Hard of Hearing and Literacy (Pre-K-12)

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

Dual Certification with Reading Specialist: NY State Initial: Deaf/Hard Hearing Pre-K-12 /

NY State Initial: Literacy Birth-6; NY State Initial: Literacy 5-12

Degree Requirements

The Master of Arts (M.A.) with certification is a 40-credit program leading to New York State (NYS) initial certification as Teacher of the Deaf and Hard of Hearing.

The Master of Arts (M.A.) without certification is a 32 to 36 -credit program leading to a Master's Degree in Education of the Deaf and Hard of Hearing. This program does not lead to New York State (NYS) certification as Teacher of the Deaf and Hard of Hearing.

The Master of Education (Ed.M.) is a 60-credit program leading to dual New York State (NYS) initial certification as Teacher of the Deaf and Hard of Hearing as well as certification in one of the following areas: Early Childhood Teacher, Elementary Education Teacher, Secondary Teacher in a particular subject area (English, Math, Science, or Social Studies) or Reading Specialist.

All programs noted above also lead to Council on the Education of the Deaf (CED) certification.

Specialization Requirements, Deaf and Hard of Hearing:

- HBSE 4070 Psychosocial and cultural aspects of people who are Deaf or hard of hearing
- HBSE 4071 Language and literacy for the Deaf and hard of hearing (two terms)
- HBSE 4072 Language development for the Deaf or hard of hearing
- HBSE 4073 Teaching Speech, Language and Communication Skills/ Educational audiology (two terms)
- HBSE 4079 Language development and habilitation: The foundations/ Auditing Verbal Therapy
- HBSE 4300 sec 7 Practicum in assessment and evaluation of individuals with exceptionalities - DHH
- HBSE 4707 Observation and student teaching in special education - Deaf and hard of hearing (two terms)
- HBSE 4863 Cued speech
- HBSE 4871 American Sign Language I
- HBSE 4872 American Sign Language II
- Area specialization courses in Reading Specialist (15+ points)

Breadth Requirements:

In order to broaden the student's background in education, three Teachers College courses outside the Teachers College major department must be completed (in this case, a course is defined as one for which at least two points are earned). These courses should be selected from the following areas:

- Age-appropriate developmental psychology course
- Educational foundations/or multicultural course
- Health requirement
- Technology requirement

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.

Deaf and Hard of Hearing

Master of Education | Initial Cert: Deaf/Hard of Hearing (Pre-K-12)

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

NY State Initial: Deaf/Hard of Hearing Pre-K-12

Degree Requirements

The Master of Arts (M.A.) with certification is a 40-credit program leading to New York State (NYS) initial certification as Teacher of the Deaf and Hard of Hearing.

The Master of Arts (M.A.) without certification is a 32 to 36 -credit program leading to a Master's Degree in Education of the Deaf and Hard of Hearing. This program does not lead to New York State (NYS) certification as Teacher of the Deaf and Hard of Hearing.

The Master of Education (Ed.M.) is a 60-credit program leading to dual New York State (NYS) initial certification as Teacher of the Deaf and Hard of Hearing as well as certification in one of the following areas: Early Childhood Teacher, Elementary Education Teacher, Secondary Teacher in a particular subject area (English, Math, Science, or Social Studies) or Reading Specialist.

All programs noted above also lead to Council on the Education of the Deaf (CED) certification.

Specialization Requirements, Deaf and Hard of Hearing:

- HBSE 4070 Psychosocial and cultural aspects of people who are Deaf or hard of hearing
- HBSE 4071 Language and literacy for the Deaf and hard of hearing (two terms)
- HBSE 4072 Language development for the Deaf or hard of hearing
- HBSE 4073 Teaching Speech, Language and Communication Skills/ Educational audiology (two terms)
- HBSE 4079 Language development and habilitation: The foundations/ Auditing Verbal Therapy
- HBSE 4300 sec 7 Practicum in assessment and evaluation of individuals with exceptionalities DHH
- HBSE 4707 Observation and student teaching in special education - Deaf and hard of hearing (two terms)
- HBSE 4863 Cued speech
- HBSE 4871 American Sign Language I
- HBSE 4872 American Sign Language II
- Area specialization courses in Deaf and Hard of hearing (15+ points)

Breadth Requirements:

In order to broaden the student's background in education, Teachers College courses outside the Teachers College major department must be completed (in this case, a course is defined as one for which at least two points are earned). These courses should be selected from the following areas:

- Age-appropriate developmental psychology course
- Educational foundations/or multicultural course
- Health requirement
- Technology requirement

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.

Doctor of Philosophy

Deaf and Hard of Hearing

Doctor of Philosophy

Points/Credits: 84 Entry Terms: Fall Only

Degree Requirements

Research and Evaluation Emphasis:

Students with excellent potential as researchers and theoreticians who are interested in scholarly careers in special education, education, and related social sciences may apply for the Ph.D. degree program, which represents the highest level of achievement in the Arts and Sciences. This degree program is administered jointly by Teachers College and the graduate faculty of Columbia University.

Prospective students may obtain information on program offerings by contacting the program office.

Ph.D. Program in the Education of the Deaf/Hard of Hearing

The Ph.D. doctoral program is divided into several areas of study including 1) advanced study in general special education, the philosophy of science, and theory building; 2) advanced study in a minimum of two paradigms of research; 3) advanced study in the education of the deaf and hard of hearing, including advanced study in linguistics, psycholinguistics, and developmental psycholinguistics; and 4) a professional specialization.

The Ph.D. in Deaf and Hard of Hearing is administered and awarded through the Graduate School of Arts and Sciences at Columbia University and requires the equivalent of an undergraduate liberal arts degree. The degree requires a minimum of 54 credits beyond the master's degree and presumes a background in and/or direct professional experience in working with individuals who are Deaf or hard of hearing.

Core Requirements for all Ph.D. Special Education majors (15):

- HBSE 5010 Study of the philosophic foundations of special education (3)
- HBSE 6001 Research in Special Education: Group Design (3)
- HBSE 6005 Research in Special Education: Single Case Design (3)
- HBSE 6010 Advanced study of problems and issues in special education (3)
- HBSE 7500 Dissertation seminar in special education (3)
- HBSE 8907 Dissertation advisement in special education: Deaf and hard of hearing (0)

Research Requirement (15)

- HUDM 4122 Probability and statistical inference (3)
- HUDM 5122 Applied regression analysis (3)
- HUDM 5123 Linear Models (3)

Advanced Statistics/Research/Evaluation/Measurements Courses (examples listed below)

- HUDM 5059 Psychological Measurement (3)
- HUDM 6122 Multivariate Analysis I (3)

Area of Concentration: Deaf and Hard of Hearing (18):

Deaf and Hard of Hearing (6)

- HBSE 5907 Problems in special education: Deaf and hard of hearing (3)
- HBSE 6507 Advanced seminar in special education: Deaf and hard of hearing (3)

Depending upon the student's background, the student is expected to choose 12 credit hours of study in a specialization area determined through advisement.

Faculty

Visiting Faculty

- Elaine Rebecca **Smolen** Visiting Assistant Professor

Lecturers

- Maria C. **Hartman** Lecturer

Adjunct Faculty

- Stephanie **Levine** Adjunct Assistant Professor
- Jennifer Lynn **Montgomery** Adjunct Assistant Professor
- Elizabeth Anne **Rosenzweig** Adjunct Assistant Professor
- Julia A. **Silvestri** Adjunct Assistant Professor

Courses

HBSE 4000 - Intro to Special Education

Emphasis is placed on the identification of characteristics of individuals with disabilities and the impact of the characteristics on the learner and family members of the learner. The course is a study of the nature, psychosocial, and educational needs of individuals across the lifespan with physical, mental, emotional, or sensory impairments. Particular attention is placed on the way these special education programs fit, or should fit, into ongoing work in schools.

HBSE 4001 - Teaching students with disabilities in the general education classroom

This course addresses problems of educational assessment, curriculum and teaching, organization, and guidance of students with physical, cognitive, affective, and sensory disabilities.

HBSE 4005 - Computer Applications in Special Education

This course is intended to provide preservice and in-service special education teachers with basic information on assistive and instructional technology appropriate for use with infants, children, and youths who require special education and related services.

HBSE 4006 - Working with families of children with disabilities

Current and historical perspectives on parent involvement in the special education and empowerment of infants, children, and youth with exceptionalities and their families. Emphasis on strategies and materials to facilitate a continuum of parent and family participation to strengthen the relationships between home, school, and the community.

HBSE 4070 - Psychosocial and cultural aspects of people who are d/Deaf or hard of hearing

This course introduces the fundamentals of general, special, and bilingual education and how they are infused into Deaf education. It will also acquaint students with current trends, issues, and research in the education of Deaf and hard of hearing learners of all ages, including historic and current objectives, techniques, and results. The cultural, historical, philosophical, psychological, linguistic and social aspects of the Deaf community will also be addressed from the educational perspective. Students are challenged to rethink their conceptualization of "Deaf education" as well as "general education" based on their perceptions of their own cultural dimensions.

HBSE 4071 - Language/literacy for the DHH (reading/writing)

This course introduces the theoretical and scientific foundations of literacy and explores how reading, writing and cognitive processes are developed in early grades, particularly with deaf and hard of hearing students with language delays. Special emphasis is placed on foundational skills during the 'learning to read' stage with particular emphasis on the five major elements of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension.

HBSE 4072 - Language development for the DHH

This course provides a review of the functions of language and communication, the nature and characteristics of language acquisition of typical language learners, the characteristics of language development in individuals who are d/Deaf or hard of hearing, and assessment, curricular and intervention issues. Students will learn to use the Cottage Acquisition Scales for Listening, Language and Speech (CASLLS).

HBSE 4073 - Educational Audiology

Course addresses audiological principles necessary to enable teachers of deaf and hard of hearing students to best support these students in their educational settings. Course topics include the identification, assessment, and management of hearing loss related to the educational setting, basic knowledge of audiograms, including type and degree of hearing loss, tympanometry, educational options, classroom acoustics, and auditory processing as well as hands-on experiences with the most current audiological equipment.

HBSE 4079 - Language development and habilitation: Auditory verbal therapy (AVT)

This course provides instruction in strategies and techniques to facilitate communication skills through listening for deaf and hard of hearing children who use hearing aids and cochlear implants.

HBSE 4300 - Prc Assmt Eval Excptnl Learner

Deaf and Hard of Hearing: This class provides a comprehensive overview of assessment and evaluation of children with hearing loss, including those who have additional learning needs and those who are linguistically and culturally diverse. Developmental, academic, social-emotional, and language assessments will be covered, with

opportunities for hands-on, applied learning. ID/Autism: Students will gain practical knowledge of interdisciplinary, psychoeducational assessments of students with disabilities. Analysis of observational and test data; formulation of educational programs for students with disabilities.

HBSE 4707 - II: Observation and student teaching in special education: Deaf and hard of hearing

Permission required. Course requires 5 days a week for participation in community, school, and agency programs and a weekly seminar on campus.

HBSE 4871 - American Sign Language I

The purpose of this course is to build conversational competency in American Sign Language by activating visual-spatial communication skills; mastering basic vocabulary, grammar and compositional structures; and developing awareness of the history of gestural languages and deaf people in society. Courses are structured into four units: culture, communication, narration and literature. These units are designed to guide students from a conceptual understanding of American Sign Language through real-life conversational structures toward independence in practical dialogue and compositions.

HBSE 4901 - Research and independent study: Special Education

Permission required.

HBSE 5010 - Study of the philosophic foundations of special education

Permission required. Required of all doctoral students in the Applied Sciences of Learning and Special Education programs in the Department of Health and Behavior Studies. Overview of major theoretical and methodological orientation within social sciences and special education.

HBSE 5307 - Advanced practica in special education: Deaf and hard of hearing

Guided experiences in selected special education programs for advanced students. Weekly seminar meetings. Supervised group field visits. Preservice internships arranged. Students submit reports analyzing experiences.

HBSE 5907 - Problems in special education: Deaf and hard of hearing

Qualified students work individually or in small groups under guidance on practical research problems. Proposed work must be outlined prior to registration; final written report required.

HBSE 6001 - Research in special education

Permission required. Prerequisites: HUDM 4122 and HUDM 5122. Instruction in the development, conduct, and reporting of research. Student research studies. Required of all doctoral students in Applied Sciences of Learning and Special Education programs in the department of Health and Behavior Studies.

HBSE 6005 - Research in special education: single-subject design I

Permission required. Prerequisites: HUDM 4122 and other statistics course work. Instruction in the development, conduct, and reporting of single-case design research. Student research studies. Required of all doctoral students in the Applied Sciences of Learning and Special Education programs in the department of Health and Behavior Studies.

HBSE 6010 - Advanced study of problems and issues in special education

Permission required. Required of all doctoral students in Applied Sciences of Learning and Special Education programs in the department of Health and Behavior Studies. Instruction in the current practices and policies in the education of exceptional children with emphases on language and literacy development.

HBSE 6031 - Research methods in special education: single-subject design II

Permission required. Course covers inter-subject and intrasubject designs, repeated measurement, generality, direct and systematic replication, and selection of group or single-case designs.

HBSE 6504 - Advanced seminars in special education: Applied behavior analysis and behavioral disorders

For doctoral students in special education and related fields. Recent developments in theory and research as related to the specialization from psychological, educational, sociological, and/or medical sources.

HBSE 7500 - Dissertation seminar in special education

Permission required. Only advanced doctoral students in special education programs are eligible. Prerequisites: HBSE 5010, 6001, 6003, 6005 and 6010. Development of doctoral dissertations and presentation of plans for approval.

HBSE 8901 - Dissertation advisement in special education: Intellectual disability/autism

Advisement on doctoral dissertations. Fee to equal 3 points at current tuition rate for each term. For requirements, see catalog on continuous registration for Ph.D. degrees.

HBSE 8904 - Dissertation advisement in special education: Applied Behavior Analysis

Advisement on doctoral dissertations. Fee to equal 3 points at current tuition rate for each term. For requirements, see catalog on continuous registration for Ph.D. degrees.

HBSE 8907 - Dissertation advisement in special education: Deaf and hard of hearing

Advisement on doctoral dissertations. Fee to equal 3 points at current tuition rate for each term. For requirements, see catalog on continuous registration for Ph.D. degrees.

HBSK 4072 - Theory and Techniques of Assessment and Intervention in Reading

Provides an overview of theories and research pertaining to reading acquisition and assessment and intervention techniques for reading across the lifespan. Content is organized according to four major themes: the psychology of reading development, language structures, assessment, and intervention. Materials fee: \$35.

DIABETES EDUCATION AND MANAGEMENT

Department of Health & Behavior Studies

Program Description

The solely online and asynchronous Diabetes Education and Management Program is an interprofessional 36-credit Master of Science degree—the first of its kind. We equip clinicians and care managers with a greater understanding of how diabetes develops and evolves across different age groups and populations; how to assess the whole person and help them manage treatment of their disease; how to develop, implement, and evaluate diabetes self-care education and management programs; and how to conduct advocacy. The program is offered entirely online.

Program requirements include coursework and a culminating project in which students demonstrate their integration of the content they have learned. In addition to courses with content specific to diabetes, the program includes courses currently offered through the Health Education, Nutrition Education, Exercise, Nursing Education, Human Development, and Adult Learning and Leadership programs of Teachers College.

The solely online and asynchronous Certificate in Advanced Diabetes Topics is an 18-credit academic certificate for those holding a master's degree or higher in a clinical discipline. Those with a graduate degree who have been working in diabetes for two years or more are also eligible to apply. The certificate program includes the six core diabetes courses.

Degrees

Master of Science

Diabetes Education and Management

Master of Science

Points/Credits: 36 Entry Terms: Spring/Summer/Fall

Degree Requirements

The solely online and asynchronous Master of Science in Diabetes Education and Management requires satisfactory completion of 36 course points and a master's integrative project. The program may be pursued full-time or part-time. Part-time students are encouraged to take at least 6 credits per semester to ensure timely completion of the program.

Required Diabetes-Related Core Courses (18 points):

- HBSD 4110 Behavior change strategies for diabetes prevention and management (3)
- HBSD 4120 Pathophysiology of diabetes and its related complications (3)
- HBSD 4130 Assessment of the person with diabetes (3)
- HBSD 4140 Preventive and therapeutic interventions in diabetes management (3)
- HBSD 4150 Diabetes self-management education and support (DSMES) programs: development, implementation, and evaluation (3)
- HBSD 4160 Pharmacology of Diabetes (3)

Additional Required Core Courses

- HBSS 5110 Determinants of health behavior (3)
- HBSS 5040 Research methods in health and behavior studies I (3)

Multicultural Requirement (3 Credits):

- HBSS 4114 Competency in multicultural populations (3)
- A similar course (with permission from the student's advisor) can be taken for the multicultural requirement.

Elective Courses (for a total of 9 points):

Health (3-6 credits):

Choose at least one from the following:

- HBSS 4001 Health provider communications (3)
- HBSS 4118 Principles of health-related behavioral and social change (3)
- HBSS 5116 Social relations, emotions, and health (3)
- HBVS 4000 Introduction to nutrition: facts, fallacies, and trends (3)
- BBSR 5095 Exercise and health (3)

Education and Human Development (3-6 credits):

Choose at least one from the following:

- ORLD 4050 Introduction to adult and continuing education (3)
- ORLD 4051 How adults learn (3)
- ORLD 4827 Fostering transformative learning (3)
- ORLD 5063 Online Teaching & Learning (3)
- HUDK 4029 Human cognition and learning (3)
- HUDK 4023 Developmental psychology: Adolescence (3)
- HBSD 5900 Independent Study (3)

Advanced Certificate

Advanced Diabetes Topics

Advanced Certificate

Points/Credits: 18 Entry Terms: Spring/Summer/Fall

Degree Requirements

The solely online and asynchronous Certificate in Advanced Diabetes Topics requires satisfactory completion of the six core diabetes courses (18 points). The program is completed in six academic terms (2 years). One core diabetes course is offered each term.

Required diabetes-related core courses:

- HBSD 4110 Behavior change strategies for diabetes prevention and management (3)
- HBSD 4120 Pathophysiology of diabetes and its related complications (3)
- HBSD 4130 Assessment of the person with diabetes (3)
- HBSD 4140 Preventive and therapeutic interventions in diabetes management (3)
- HBSD 4150 Diabetes self-management education and support (DSMES) programs: development, implementation, and evaluation (3)
- HBSD 4160 Pharmacology of diabetes (3)

Faculty

Faculty

- Kathleen **O'Connell** Isabel Maitland Stewart Professor of Nursing Education

Lecturers

- Jane K **Dickinson** Senior Lecturer

Courses

HBSD 4110 - Behavior Change Strategies for Diabetes Prevention and Management

This course explores person-centered and strengths-based approaches to working with people who have diabetes. Students will discuss the role of language/messaging in various approaches to working with people that can help

them successfully manage and live well with diabetes. Students will also explore the role of age-related generations in behavior change.

HBSD 4120 - Pathophysiology of Diabetes and its Related Complications

This course covers the physiology of normal energy metabolism and the related pathophysiology of energy metabolism as seen in metabolic syndrome, the progression to type 2 diabetes, overt type 2 diabetes, as well as type 1, gestational, and drug-induced diabetes. Comorbid conditions and acute and chronic complications related to diabetes and hyperglycemia are also addressed.

HBSD 4130 - Assessment of the Person with Diabetes

This course teaches the clinician how to conduct a diabetes-focused assessment of the person with diabetes, with consideration for family dynamics, culture, and support. Emphasis is placed on cognitive, behavioral, and affective assessments, as well as select elements of the clinical assessment, i.e., the assessment of the "whole" person with diabetes. The findings from the assessment are then used as the basis for goal-setting.

HBSD 4140 - Preventive & Therapeutic Interventions in Diabetes Management

This course covers the specific components of multimodal therapies used to treat diabetes and associated comorbidities, as well as to reduce the risk of acute and chronic complications, referencing evidence-informed clinical practice guidelines and landmark trials whenever possible. The major elements of, indications for, rationale for, and complications of current therapeutic approaches are explored.

HBSD 4150 - Diabetes Self-Management Education and Support (DSMES) Programs: Development, Implementation, & Evaluation

This course provides specific guidance regarding implementation of the National Standards for Diabetes Self-Management Education and Support (Beck, et al., 2017) to create Diabetes Self-Management Education and Support (DSMES) programs that will fulfill ADA recognition or ADCES accreditation requirements.

HBSD 4160 - Pharmacology of Diabetes

This course offers an in-depth exploration of the medications used to treat and reduce the risk for diabetes, as well as the drugs used to treat its related comorbidities and complications. It also covers over-the-counter treatments, supplements, and medical foods used by people with diabetes. Drug classes, names, mechanisms of action, pharmacokinetics and pharmacodynamics will be discussed, as well as drugs currently being investigated. This course includes a discussion of the FDA approval process, major drug trials, considerations for special populations, and adverse effects.

HEALTH EDUCATION

Department of Health & Behavior Studies

Program Description

Welcome to the Program in Health Education and Community Health Education at Teachers College

The Programs in Health Education and Community Health Education focus on the provision of public and community health education, while pioneering the twenty-first century evidence-based approaches to urban youth, their families, and communities— including shaping those systems and policies that determine the delivery of services to address health disparities, prevent disease, and promote health; yet, we also prepare leaders who apply this expertise globally. As experts in the delivery of educational preparation and training rooted in the social and behavioral sciences, the faculty of the Programs in Health Education and Community Health Education have trained generations of local, national, and global leaders in governmental, public and community health organizations; research institutions and centers; academia; school systems; hospital and health care service delivery systems; and, policy institutes.

The Programs in Health Education and Community Health Education specialize in preparing the leaders needed to address contemporary health care challenges, health disparities, and epidemics (e.g., obesity, diabetes, bullying/violence, HIV/AIDS, and other sexually transmitted diseases, etc.), as well as the links between health and academic achievement. The majority of our advanced graduate seminars feature intimate learning environments characterized by small class sizes, while a program highlight is the ease of access to our engaging faculty, as well as a high level of support in ensuring successful degree completion. Our program features faculty with an impressive record of securing grant funding, publishing the leading scholarship in our fields, and providing national and global leadership.

Mission and Vision

The mission of the Programs in Health Education and Community Health Education is to address the health of the public through the preparation of specialists in health education (i.e., M.A., Ed.D.) and community health education (i.e., M.S.) who focus on the community as the setting for analysis, assessment, program planning, intervention, evaluation, and research. This mission includes promoting health, preventing disease, and advancing health equity, while training exceptional leaders for the delivery of outstanding contributions to diverse regional, national, and international

communities through teaching, research, and service. Varied structures, institutions, organizations, and agencies in the community setting—including schools, hospitals, clinics, worksites, and non-profits—are engaged in collaborative relationships for purposes of fulfilling the mission.

The vision of the Programs in Health Education and Community Health Education is to create a world-class learning environment that attracts, retains, and graduates leaders who share with faculty a deep commitment to health promotion, disease prevention, and health equity for diverse regional, national and international communities; and, work collaboratively with both faculty and community members through educational, service, and research endeavors, in order to advance and disseminate the behavioral and social science serving as the foundation for effective community health education.

Guiding Values

The Programs in Health Education and Community Health Education value the following:

- **Excellence.** In order to magnify excellence as a program, we value the importance of attracting and retaining graduate students who have demonstrated the capacity and/or potential for leadership, achieving at the highest levels academically, and successfully working collaboratively with program peers, faculty, other professionals, and community representatives.
- **Well-Rounded Preparation.** In order to ensure that our graduate students have received well-rounded preparation for professional careers as health education specialists in varied community settings, we value the process of mentoring graduate students toward realization of their highest academic and professional potential through actively engaging students in instructional, colloquia, internship, practicum, service, and research endeavors.
- **Establishing the Evidence Base.** We see great merit in training the next generation of professionals so they are capable of advancing and disseminating the behavioral and social science that establishes health education as evidence-based, doing so by ensuring involvement in relevant programs of research. At the same time, faculty embrace broad definitions of what constitutes evidence and support adapting evidence-based approaches so they are linguistically and culturally appropriate, being tailored for specific populations and individual clients.
- **Diversity, Health Equity, and Multicultural Competence.** We value training that prepares professionals to function in diverse regional, national, and international communities, while advancing health equity, necessitating grounding in multicultural competency principles and practices that guide professional conduct as a health education specialist (i.e., working collaboratively with communities so they actively determine their own health, advancing the right to equity in health, ensuring empowerment, advocating for equal access to opportunities that support health, delivering education and interventions so they reflect cultural appropriateness, and co-producing knowledge with community members' input to ensure research designs are culturally appropriate and produce findings of cultural relevance).

Our 10 Goals for Achieving Our Program Mission

In order to achieve our mission, the Program has identified 10 goals that fall within the broader categories of educational goals, research goals, service goals, and diversity goals.

Educational Goals

One of the three fundamental purposes of the Program is to deliver education that provides a firm foundation rooted in knowledge of the behavioral and social science principles that guide effective community-based education—including methods of analysis, assessment, program planning, evaluation, and research. We provide classroom instruction, advanced seminar, colloquia and statistical laboratory instruction that ensure training in core competencies essential for addressing public health through community health education that effectively promotes health, prevents disease, and advances health equity.

The Program's educational goals are:

1. Prepare competent community health practitioners equipped with foundational knowledge and practical skills in core public and community health areas.
2. Provide students with an intellectually stimulating learning environment.
3. Provide students with adequate support to complete their studies in a timely fashion.

Research Goals

The second fundamental purpose of the Program is to advance and disseminate the evidence-base for the behavioral and social science serving as the foundation for the community health education that effectively addresses the health of the public in diverse regional, national, and international communities. We foster exposure to rich and varied programs of research that emphasize establishing the evidence base for community health education practices, using multiple types of evidence and varied research designs (e.g. efficacy, effectiveness, epidemiological, public health, ethnographic, naturalistic, case-studies, process-outcome studies, meta-analyses).

The Program's research goals are:

1. Advance and disseminate evidence-based research that addresses public health in diverse regional, national, and international communities.
2. Engage students in the advancement and dissemination of evidence-based research that addresses public health in diverse regional, national, and international communities.

Service Goals

In addition, the Program provides opportunities for engagement in internship, practice, and service activities that reflect collaboration with varied institutions, organizations, and agencies in the community setting—including schools, hospitals, clinics, work-sites, and non-profits—thereby providing a firm grounding in the practical application of knowledge in the real-world, as well as reinforcing and extending the knowledge base gained through education. We promote the sharing

of expertise, learning, and working collaboratively with program peers, faculty, other professionals, community stakeholders, and community members—whether via service on advisory boards, institutional committees, advocacy groups, trans-disciplinary groups, or other organizational groups.

The Program’s service goals are:

1. Engage in collaborative work with varied institutions, organizations and agencies to promote public health.
2. Provide continuing education and workforce development opportunities to a national and global audience of public and community health practitioners.

Diversity Goal Statement

Finally, our Program seeks to recruit and retain a diverse student body, faculty and staff as the multicultural setting for accomplishing educational goals—ensuring the representation of racial/ethnic minorities and other under-represented groups such as immigrants and people with disabilities. Students have the option of engaging in a confidential disclosure of their disability status to our Office of Access and Services for Students with Disabilities. We provide an education that prepares students for engagement with diverse populations in regional, national, and international communities. The education we provide also prepares students to engage in health equity research aimed at reducing and eliminating health disparities and addressing the most vulnerable populations.

The Program’s diversity goals are:

1. Recruit and retain a diverse student body, faculty and staff as a multicultural setting for accomplishing educational goals.
2. Prepare students for engagement with diverse populations in regional, national, and international communities.
3. Engage in health equity research aimed at reducing and eliminating health disparities and addressing the most vulnerable populations.

Convenience: Online Courses, Hybrid Courses, Frequently Offered Courses

Numerous courses are offered online or are “hybrid” courses. A hybrid course is offered both online and in-person, permitting distance learning and accommodating the schedules of busy professionals, as well as severe weather, and absences related to illness, etc...; in other words, students have the option of attending in-person or watching a lecture-capture video of the class session and posting assignments online.

This makes the degree program a particularly attractive option, especially for students who ordinarily would have to commute long distances to class or who wish to matriculate in the degree program while living at a distance for some of the period they are pursuing the degree. Meanwhile, hybrid courses accommodate the needs of students who might select an in-person class section yet

can watch the video of the online section when special circumstances arise (e.g., severe weather, work-related travel, etc...). Finally, courses are offered with sufficient frequency (e.g., fall, spring and summer session, or 2-3 times per year) to support timely degree completion.

Degrees

Master of Arts

Health Education

Master of Arts

Points/Credits: 32 **Entry Terms:** Spring/Summer/Fall

Degree Requirements

The program of study leading to the degree of Master of Arts (M.A.) in Health Education is a 32-credit program of study designed for those who wish to develop the skills necessary to plan and implement health education programs for a variety of populations and in a range of practice settings. Successful completion of the program provides students with comprehensive understanding of the theory and practice of health education and health promotion. Students develop the critical thinking skills that are necessary to apply the principles of behavioral and social sciences that are the foundation of health education and health promotion to program development and implementation.

The program of study enables students to prepare for professional practice as a health education specialist in community, hospital, higher education, government agency, or other workplace settings. The M.A. degree may serve as an entry-level professional credential for a career in health education or may serve to prepare qualified students to go on for more advanced professional study in health education or other health-related fields.

Completion of the degree program currently makes graduates eligible to qualify for certification as a Certified Health Education Specialist (CHES) through the National Commission for Health Education Credentialing, Inc. The credit hours available through this degree program may also be utilized to make one eligible to sit for the examination for the Master Certified Health Education Specialist (MCHES)—also available through the National Commission for Health Education Credentialing, Inc.

No transfer credit is granted for work completed at other institutions. Major courses (21 points) provide a firm foundation in Health Education. There are also 6 points of courses addressing Broad and Basic Areas of Professional Practice; the purpose is to broaden the student's background in education. These courses must be taken outside of the Program in Health Education, Department of Health and Behavior Studies. One course is taken within the domain of Research, Scholarship and Inquiry for 3 points; the selected course may cover research methods, evaluation, measurement, or statistics. There is also a Capstone Project for Research, Scholarship and Inquiry (2 points); the goal is to provide the opportunity for students to work closely with their advisor and to integrate what they have learned through a final culminating Capstone Project. The Capstone Project for Research, Scholarship, and Inquiry may involve any of the following: completion of a major research paper; development of a curriculum potentially implemented and evaluated in a school or other setting; participation in a practice setting

via an internship where students work with a population specific to that setting (e.g., schools and children, hospitals and chronically ill adults, community-based organization and community members, or workplaces and well adults interested in prevention or health promotion). Students' research, scholarship and inquiry may include engagement in any aspect of program planning, development, implementation, and evaluation.

Students must receive advisement from their advisor before registering for classes each semester in order to ensure the proper selection of courses. The selection of courses is guided by the individual needs of the student, and is not limited to those courses listed below.

Courses and Requirements

MAJOR (21 Points)

Required Core Courses (18 Points)

- HBSS 4100 Behavioral and Social Science Foundations of Health Education (3)
- HBSS 4102 Principles of Epidemiology in Health Promotion (3)
- HBSS 4118 Principles of Health-Related Behavioral & Social Change: Initiation to Maintenance (3)
- HBSS 5110 Determinants of Health Behavior (3)
- HBSS 5111 Planning Health Education Programs (3)
- HBSS 5112 Social Marketing and Health Communications (3)

Elective Courses (3 points)

(Select 1 course for 3 points from among the options listed below. There is variability with regard to the courses actually being offered within an academic year.)

- HBSS 4001 Health Provider Communications and Health Promotion (3)
- HBSS 4110 Children and Adolescents: School Health Issues (3)
- HBSS 4111 Addictions and Dependencies (3)
- HBSS 4112 Social Policy and Prevention (3)
- HBSS 4113 Human Sexuality Education (3)
- HBSS 4114 Competency with Multicultural Populations: Research & Practice (3)
- HBSS 4115 Health Promotion for Aging Adults (3)
- HBSS 4116 Health Education for Teachers (3)
- HBSS 4117 HIV / AIDS Epidemiology and Education (3)
- Various topics in Health Education (See the course schedule for topics covered) (3)
- HBSS 4121 Death Education (3)
- HBSS 4122 Women's Health (3)
- HBSS 4123 Violence and "All Hazards" Preparation (3)
- HBSS 4130 Alcohol and Health (3)
- HBSS 4140 Developing Workplace Health Promotion Programs (3)
- HBSS 4141 Health and Illness in Cross-Cultural Perspective (3)
- HBSS 5113 Community Health Analysis (3)
- HBSS 5116 Social Relations, Emotions, and Health (3)
- HBSS 5408 Practicum in Individual Health Advisement (3)
- HBSS 5410 Practicum in Health Education (1-6)
- HBSS 5551 Bioethics (3)
- HBSS 5800 Health Disparities Research Conference (1)
- HBSS 6100 Program Evaluation (3)
- HBSS 6145 Health Psychology (3)
- HBSS 6500 Grant Writing (3)

BROAD AND BASIC AREAS OF PROFESSIONAL SCHOLARSHIP AND PRACTICE (6 Points)

Nature of Education, Persons, and Learning Processes (Required 3 Points) Students should take one course approved by their advisor in learning theory, human development, or counseling pertaining to a population group of interest, such as the child, adolescent, adult, or older adult.

Recommended courses include, but are not limited to those offered by the Departments of:

- Organization & Leadership (e.g., Program in Adult Learning and Leadership)
- Counseling & Clinical Psychology (e.g., Program in Counseling Psychology)
- Human Development (e.g., Developmental Psychology Programs)

Communications, Computing and Instructional Technology and Media (Required 3 Points) Students should take one course approved by their advisor in communications, computing or instructional technology and media.

Recommended courses include but are not limited to those offered by the Department of:

- Mathematics, Science & Technology (e.g., Programs in: Communication, Computing, and Technology in Education; or Computing in Education; or Instructional Technology and Media)

Note on Options: Depending upon an individual student's needs, the student's advisor may approve a course selection from another Department.

Potential Departments include:

- Education Policy & Social Analysis
- International & Transcultural Studies

RESEARCH, SCHOLARSHIP AND INQUIRY (3 points)

One required course in research methods, evaluation, measurement, or statistics. The recommended course is listed below, while another course may be approved by the student's advisor if deemed an acceptable substitution:

- HBSS 5040 Research Methods in Health and Behavior Studies I (3)

CAPSTONE PROJECT FOR RESEARCH, SCHOLARSHIP AND INQUIRY (2 points)

One required course for 2 points that permits close supervision by the student's advisor of the Capstone Project for Research, Scholarship and Inquiry.

The recommended courses to be taken for 2 points include:

- HBSS 4901 Research and Independent Study in Health Education (2) (up to 4 points is possible)
- HBSS 5410 Practicum in Health Education

Master of Science**Community Health Education**

Master of Science

Points/Credits: 42 **Entry Terms:** Spring/Summer/Fall

Degree Requirements

The mission of the 42-point M.S. Program in Community Health Education is to address the health of the public through the preparation of specialists trained to focus on the health of community members in varied community settings. Our graduates will be able to engage in the tasks of addressing community and public health via analysis, assessment, program planning, program implementation, intervention, evaluation, and research. This mission includes promoting health, preventing disease, and advancing health equity, while training exceptional leaders for the delivery of outstanding contributions to diverse regional, national, and international communities through teaching, research and service. Varied structures, institutions, organizations, and agencies in the community setting -- including schools, hospitals, clinics, work-sites, and non-profits -- are engaged in collaborative relationships for purposes of fulfilling the mission. The vision of the

M.S. Program in Community Health Education is to advance a world-class learning environment that attracts, retains, and graduates diverse leaders who share with faculty a deep commitment to health education, health promotion, disease prevention, and health equity for diverse regional, national and international communities; and, work collaboratively with both faculty and community members through educational, service, and research endeavors. We also value and emphasize the acquisition of cultural competence with multicultural populations, as well as a focus on health disparity reduction and elimination. Our collective work advances and disseminates the behavioral and social science serving as the foundation for effective community health education.

Completion of the degree program makes graduates eligible to qualify for certification as a Certified Health Education Specialist through the National Commission for Health Education Credentialing, Inc. The credit hours available through this degree program may also be utilized to make one eligible to sit for the examination for the Master Certified Health Education Specialist (MCHES) -- also available through the National Commission for Health Education Credentialing, Inc.

The Progression of Courses & Requirements for the 42 Point M.S. Degree

Public Health Core Knowledge (21 Points):

- HBSS 4100 Behavioral and Social Science Foundations of Health Education (3)
- HBSS 4102 Principles of Epidemiology in Health Promotion (3)
- HBSS 4112 Social Policy and Prevention (3)
- HBSS 4118 Principles of Health-Related Behavioral & Social Change: Initiation to Maintenance (3)
- HBSS 4160 Introduction to Biostatistics for Community Health Educators (3)
- HBSS 4161 Environmental Health (3)
- HBSS 6100 Program Evaluation (3)

Community Health Core Knowledge (9 Points):

- HBSS 4114 Competency with Multicultural Populations: Research & Practice (3)
- HBSS 5111 Planning Health Education Programs (3)
- HBSS 5112 Social Marketing and Health Communications (3)

Broad and Basic Areas of Professional Scholarship and Practice (6 Points):

Students should take two 3-point courses approved by their advisor, while selecting courses offered by another department (i.e. Non-HBSS) at the college.

Elective Course (3 Points):

Students should take one HBSS Elective Course: Select one from the List of Options, above, under the MA degree description. There is variability with regard to the courses actually being offered within an academic year, so check the current semester's course offerings.

PRACTICAL SKILLS [FIELDWORK] (3 Points):

- HBSS 5410 – Practicum in Health Education (3)

Culminating Project for Research, Scholarship and Inquiry (0 Points)

The Culminating Project for Research Scholarship and Inquiry (0 points) involves an opportunity for students to work closely with their advisor and to integrate what they have learned throughout the program (e.g., major research paper; community health education curriculum; design a health promotion, disease prevention, or health education program; research project; grant application; or, an approved alternative). Students are expected to meet with their advisor and receive approval, in advance, for various types of projects.

CAPSTONE PORTFOLIO (0 Points):

The Capstone Portfolio is a requirement for graduation (0 points). Students are expected to meet with their advisor and receive instructions and approval for the plan to compile this portfolio, as a collection of items (e.g., papers, etc..) reflecting their work in the degree program.

Doctor of Education

Health Education

Doctor of Education

Points/Credits: 90 **Entry Terms:** Spring/Summer/Fall

Degree Requirements

The degree of Doctor of Education (Ed.D.) in Health Education at Teachers College emphasizes broad preparation for advanced professional responsibilities through a program based upon extensive study in a specialized branch of the field of education or in an area of instruction. The program of study and research leading to the Ed.D. degree in Health Education is designed to prepare graduates who will assume positions of leadership as program development and evaluation specialists in health education in various educational, governmental, and human-service delivery settings.

The program emphasizes the development of advanced competencies in: (1) assessing the cultural, psychological, social, economic, and political determinants of health and health-related behaviors; (2) developing and implementing educational and other interventions based on ecologic models of health behavior and behavioral change that are appropriate to the various educational practice settings (the community, hospitals, schools, and workplace) and which have the potential to result in voluntary health-related behavioral and social change among individuals, groups, and populations, and their communities; and (3) conducting program evaluation and applied research in health education and health promotion.

The Doctor of Education degree requires a minimum of 90 post-baccalaureate graduate points and the preparation and defense of a dissertation. Up to 45 graduate-level points taken at other institutions may be transferred toward doctoral requirements for courses in which the grade of "B" or better has been obtained. Of note, many students

who excel in the M.A. or M.S. degree programs have enjoyed admission in to the doctoral program; indeed, all of the courses in the 32-point M.A. and 42-point M.S. can be used toward the 90-point Ed.D. degree. In addition to completing coursework, candidates for the Ed.D. degree are also expected to demonstrate satisfactory performance on a departmental certification examination and to prepare and defend an acceptable dissertation project. In addition to the College requirements, all candidates for the Ed.D. degree in Health Education must have fulfilled the equivalent of the requirements for the Master of Arts (M.A.) degree in health education. For those students entering the doctoral program with only a baccalaureate degree, the M.A. degree must be completed first. Those applicants who, at the time of admission to the program, do not present the equivalent of a master's thesis are required to prepare and present an acceptable essay or pre-doctoral project prior to or during the term in which 60 points of applicable graduate study have been completed.

The program of study for the Doctor of Education degree in Health Education includes required courses, coursework in required areas, and elective courses. The exact program and sequence of study is determined by the previous academic preparation, professional experience, and professional career objectives of the student. A total of 90 points is required for the degree. Selection of courses that fulfill an area requirement in the program of study listed below is guided by the individual needs of the student and is not limited to those courses that are listed. A student who presents evidence of proficiency in those required courses or in an area of coursework required for the program may, at the discretion of the major advisor and upon approval of the department chairman, select and substitute courses that represent more advanced study in the area in which the student has demonstrated competence or additional preparation in other areas in which the student's preparation is less extensive. It should be noted that the point requirements indicated for each area of study given below are minimum requirements.

Courses and Requirements

MAJOR (45 Points)

Introductory Core Courses (Required 15 Points)

- HBSS 4100 Behavioral and Social Science Foundations of Health Education (3)
- HBSS 4102 Principles of Epidemiology in Health Promotion (3)
- HBSS 4118 Principles of Health-Related Behavioral and Social Change: Initiation to Maintenance (3)
- HBSS 4114 Competency with Multicultural Populations: Research & Practice (3)
- HBSS 4160 Introduction to Biostatistics for Community Health Educators (3)

Advanced Core Courses (Required 15 Points)

- HBSS 5110 Determinants of Health Behavior (3)
- HBSS 5111 Planning Health Education Programs (3)
- HBSS 5112 Social Marketing and Health Communications (3)
- HBSS 6100 Program Evaluation (3)
- HBSS 6145 Health Psychology (3)

Elective Courses (21 Points) to be selected from among:

Select seven courses from the List of Options, above, under the MA degree description. However, note, that for this degree HBSS 6100 and HBSS 6145 are required courses and not electives. There is variability with regard to the courses actually being offered within an academic year, so check the current semester's course offerings.

Broad and Basic Areas of Professional Scholarship and Practice (9 Points)

Nature of Education, Persons, and Learning Processes (Required 6 points) Students should take two courses approved by their advisor in learning theory, human development, or counseling pertaining to a population group of interest, such as the child, adolescent, adult, or older adult.

Recommended courses include, but are not limited to those offered by the Departments of:

- Organization & Leadership (e.g. Program in Adult Learning and Leadership)
- Counseling & Clinical Psychology (e.g. Program in Counseling Psychology)
- Human Development (e.g. Developmental Psychology Programs)

Communications, Computing and Instructional Technology and Media (Required 3 points) Students should take one course approved by their advisor in communications, computing or instructional technology and media.

Recommended courses include, but are not limited to those offered by the Department of:

- Mathematics, Science & Technology (e.g. Programs in: Communication, Computing, and Technology in Education; or Computing in Education; or Instructional Technology and Media)

Note on Options: Depending upon an individual student's needs, the student's advisor may approve a course selection from another Department.

Potential Departments include:

- Education Policy & Social Analysis
- International & Transcultural Studies

RESEARCH, SCHOLARSHIP AND INQUIRY: METHODS OF EVALUATION, STATISTICS, DISSERTATION PREPARATION (26 Points)

General Research Methods (Required 9 points)

Students should take courses selected in consultation with their advisor.

Recommended courses include, but are not limited to:

- HBSS 5040 Research Methods in Health and Behavior Studies I (3)
- HUD 4120 Methods of Empirical Research (3)
- ORLJ 4009 Understanding Behavioral Research (3)
- ORLJ 5040 Research Methods in Social Psychology I (3)
- ORLJ 5041 Research Methods in Social Psychology II (3)

Measurement and Evaluation (Required 6 points)

Students should take courses selected in consultation with their advisor.

Recommended courses include, but are not limited to:

- HUDM 4050 Introduction to Measurement (3)
- ORL 5522 Evaluation Methods I (3)
- ORL 5523 Evaluation Methods II--Seminar (3)
- ORL 5524 Instrument Design and Validation (3)

Statistics (Required 6 Points)

Students should take courses selected in consultation with their advisor.

Recommended courses include, but are not limited to:

- HUDM 4122 Probability and Statistical Inference (3)
- HUDM 5122 Applied Regression Analysis (3)

- HUDM 5123 Linear Models and Experimental Design (3)
- HUDM 6026 Statistical Treatment of Mass Data (3)

Research Seminar and Preparation of the Dissertation (5 Points)

- HBSS 6510 Research Seminar in Health Education (3)
- HBSS 7501 Dissertation Seminar in Health Education (2)
- HBSS 8900 Dissertation Advisement in Health Education (0)

Preparation for the Oral Defense of the Dissertation

- HBSS 6520 Advanced Seminar for Doctoral Dissertation Data Analysis in Health Education (3)

ELECTIVE COURSES, ADDITIONAL RESEARCH, OR INDEPENDENT STUDY (10 Points)

Elective courses or additional research and independent study enable the student to develop a specialization in an area of interest pertaining to a practice setting and the populations specific to that setting (e.g., schools and children, hospitals and chronically ill adults, or workplaces and well adults), or may be used to develop additional preparation in a related professional area or one of the behavioral or social sciences underlying the practice of health education. Course work or other learning experiences are selected by the student in consultation with the major academic advisor, and may be taken in other departments of Teachers College or in other divisions of Columbia University with permission of the academic advisor.

Recommended courses include, but are not limited to:

- HBSS 6901 Research and independent study in health education (1-4)

Note on Total Points/Credits for the Ed.D. Degree: Variability

There may be variability in the total number of points/credits accumulated in each of the requisite categories shown above: i.e., 1) Major; 2) Broad and Basic Areas of Professional Scholarship and Practice; 3) Research, Scholarship and Inquiry: Methods of Evaluation, Statistics, Dissertation Preparation; and 4) Elective Courses, Additional Research, or Independent Study. This variability in points/credits in each of the requisite categories usually becomes apparent when the student and their advisor review and approve the student's program plan, including approving any variability in the number of points/credits taken. The program plan is completed before the student takes the last 20 credits in the program and the Certification Examination. At the time of completion, the program plan will list all courses already taken at Teachers College, any credits transferred (up to 45 credits), and all courses to be taken (projecting into the future and up to the last semester of matriculation). Formerly, some students accumulated up to 120 credits, while 90 credits is the required minimum for the Ed.D. degree.

Also, while the present document has listed (above) 45 points for the Major, on the program plan this number may vary (e.g. 50 credits) for Major, as well as for the other areas; as just one example, a student might accumulate 18, 22, 26 or more points for the category Research, Scholarship and Inquiry: Methods of Evaluation, Statistics, Dissertation Preparation. Thus, please consider the points indicated on the prior pages as a guide, given this variability.

Additional Requirements

In addition to the above minimum program requirements, students enrolled in the Program in Health Education are expected to fulfill requirements and achieve goals that transcend the completion of the requisite course work and other formal requirements for a degree. Although these additional requirements are difficult to define

precisely, and the extent to which a student has fulfilled them equally difficult to evaluate, they are nevertheless recognized as being important in enabling the student to grow and develop both intellectually and professionally during the period of graduate study and afterward. These additional requirements include but are not limited to:

- Demonstrating a willingness to attend and become actively involved in the breadth of departmental, college, and university functions (e.g., conferences, colloquia, centers, etc...) which facilitate interaction with faculty and other students, and which have the potential to enrich the student's intellectual and professional growth
 - For example, students may participate in the Center for Health Equity and Urban Science Education (CHEUSE). CHEUSE is co-directed by Professor Barbara Wallace, Coordinator of the Program in Health Education and Dr. Christopher Emdin, Professor of Science Education. The CHEUSE is pioneering "HEALTH + HIP HOP"—as a new twenty-first century approach to school health, community health, and preparing youth for careers in the health sciences. CHEUSE advances multimedia education to foster health equity and academic achievement, including the dissemination of evidence-based curriculum content for purposes of disease prevention and health promotion, as well as to reduce/eliminate health disparities.
- Developing the capacity to undertake the complex and challenging tasks associated with graduate study and other related learning experiences in such a manner that demonstrates the student's intellectual discipline, including integrity, creativity, and innovativeness, as well as the student's abilities to conceptualize at a high level, think critically, communicate effectively both orally and in writing, and provide leadership;
- Demonstrating ability to appreciate, relate to, and communicate with ethnically, racially, and linguistically diverse individuals and groups of people who possess different personal, social, and cultural histories than one's own;
- Developing a strong sense of professional identity and commitment to professional affairs in or related to health education which are demonstrated through active membership in appropriate national, regional, or local professional organizations, and through participation in such activities as attending a professional meeting, presenting an abstract or a paper at professional meeting, or serving on a professional committee.

Faculty

Faculty

- John P **Allegrante** Professor of Health Education
- Charles E **Basch** Richard March Hoe Professor of Health and Education
- Sonali **Rajan** Associate Professor of Health Education
- Barbara C. **Wallace** Professor of Health Education

Lecturers

- Ray **Marks** Lecturer

Adjunct Faculty

- Carla Althea **Beckford-Ogunleye** Adjunct Assistant Professor
- Robert E **Fullilove** Adjunct Full Professor
- Katherine Jean **Roberts** Adjunct Full Professor

Courses

HBSS 4100 - Behavior & Social Science Foundations of Health Education

Determinants of health; relationship between health and human behavior; the role of health education as a strategy in health promotion and disease prevention; selected issues and problems.

HBSS 4102 - Princip Epidemiology Hlth Prom

Principles and methods of epidemiologic investigation; application of epidemiologic to prevention and control of disease, using health education.

HBSS 4110 - Children and Adolescent Health Issues

Basic topics in promoting child and adolescent health; relationships between school, family, and community in promoting the health status of school-age children.

HBSS 4111 - Addictions and dependencies

Social-Psychological, cultural, clinical, and pharmacological factors associated with the use of psychoactive drug s and other compulsive behaviors.

HBSS 4112 - Social policy and prevention

Analysis of current national health policy, its social, economic, and political determinants, and implications for health education.

HBSS 4113 - Human sexuality education

Explore human sexuality from a variety of perspectives; explore students' own attitudes about human sexuality and how they affect them personally and professionally; examine methods of teaching and designing sexuality education programs.

HBSS 4114 - Competence with Multicultural Populations: Research & Practice

Health status, needs, and problems of multicultural populations in urban environments and sensitivity to these issues in effective programs.

HBSS 4117 - HIV/AIDS epidemiology and education

The role of schools, parents, and communities in educating youth about AIDS and human sexuality; review of methods and resource materials for providing such education; consideration of controversial issues surrounding these topics.

HBSS 4118 - Principles of Health Related Behavioral and Social Change: Initiation to Maintenance

The course covers numerous principles to guide health related behavioral change, as well as social change--including on the individual, organizational, national and global levels. Introductory principles are covered that are rooted in theory and techniques for initiating and maintaining change for a variety of addictive and problem behaviors, including a focus on the stages of change, motivational interviewing, and relapse prevention. Additional principles are key to guiding social change, for designing leadership, resolving conflicts, and collaborating with partners on strategies for change.

HBSS 4121 - Death education

Designed to increase awareness/insight of the multidimensional aspects of death, dying, and bereavement. Gain skills as health care professionals in dealing with death, its causes, treatment of life-threatening illness, including AIDS, suicide, and violent death. Explore customs across cultures, afterlife beliefs, near-death experiences, and ethical issues.

HBSS 4122 - Women's health

Explore biologic and environmental influences on women's health risks and disease. Additionally, students will acquire knowledge to evaluate clinical studies in the literature and gain basic understanding of the process of planning and developing women's health promotion programs.

HBSS 4123 - Violence Prevention and "All Hazards" Preparedness

This course covers the nature and prevention of invisible and covert, as well as visible and overt violence, including intrapersonal, interpersonal, family, community, gang, school, societal, and international manifestations.

HBSS 4160 - Introduction to Biostatistics For Community Health Education

This course provides an introduction to the field of biostatistics and the application of statistics to health education and community health data. This course covers the collection, storage, retrieval, analysis, and interpretation of health data; design and analysis of health-related surveys and experiments; concepts essential to statistical data analysis; and the practice of statistical data analysis. Details on hypothesis testing, normality, and types of error are incorporated into several of the lessons. Research methodology (i.e., study design, data collection) and data management skills are also taught. Applications of these concepts to health education and community health data are used throughout the course. The overall goals of this course are to foster a comprehensive understanding of basic

data collection and analysis methods used in health education and community health research and to help students become more comfortable working with and managing data in SPSS.

HBSS 4901 - Research and independent study in health education

Permission required. Research and independent study under faculty direction. Proposals must have prior approval of a faculty member.

HBSS 5040 - Research methods in health and behavior studies I

Introduction to research, study designs, and data collection methods in research in health and behavior studies, including nursing, nutrition, and health education with emphasis on reading and understanding research literature.

HBSS 5110 - Determinants of health behavior

Theory-based analysis of the cultural, social-psychological, and social-structural determinants of health-related behaviors; implications for planned change at individual, small-group, and community levels.

HBSS 5111 - Planning health education programs

Process of developing social, epidemiological, behavioral, and educational diagnoses; principles of planning, implementing, and evaluating health education interventions.

HBSS 5112 - Social marketing and health communications

This course provides a detailed study of social marketing and health communication efforts and their role at facilitating behavior changes at both an individual and community-wide level. Students in this course will learn how to use peer-reviewed research and key social marketing principles to develop a comprehensive and effective social marketing campaign; learn how to target health communication efforts towards specific audiences and via varied channels of distribution; understand the role of social media and technology in facilitating/influencing behavior changes; study current examples of successful social marketing initiatives; use data analytic tools to inform changes to a campaign; discuss the ethics surrounding health communication and social marketing efforts. The course incorporates reviews of current research being conducted on social marketing and health communication efforts on a range of health issues and across different communities.

HBSS 5113 - Community health analysis and intervention

Survey and analysis of concepts, issues, strategies, and methods relevant to community health analysis and intervention.

HBSS 5408 - Practicum in individual health advisement

Individual and small group practice in the application of basic principles of counseling in the area of health problems.

HBSS 5410 - Practicum in health education

The course meets requirements of the Council on Education for Public Health (CEPH) by providing an opportunity for students to gain practical skills via field work or internships. This practicum course provides students with a culminating experience that is central to our mission. More specifically, the mission of the M.S. Degree Program in Community Health Education is to address the health of the public through the preparation of specialists in health education who focus on the community as the setting for analysis, assessment, program planning, intervention, evaluation, and research. Varied structures, institutions, organizations, and agencies in the community setting--including schools, hospitals, clinics, worksites, and non-profits--are engaged in collaborative relationships for the purposes of fulfilling the mission. Thus, the practicum course specifically ensures that students have a supervised experience in a community setting where they are engaged in a collaborative relationship with a supervisor, staff, and selected consumers within that setting. The intention is to ensure that M.S. degree students have received well rounded preparation for professional careers as health education specialists through a supervised experience across 180 hours within a setting of their choice; this may be a setting aligned with their goals for professional development and future employment. Of note, M.A. degree students are also welcome to participate in optional fieldwork vis this course.

HBSS 5710 - Supervised teaching in health education

Permission required. Advance registration required in the semester prior to taking the course. Supervised health teaching in a school. Essay required at end of teaching experience.

HBSS 6100 - Program Evaluation

Theory, methods, and problems of measurement and evaluation; standards for evaluation of health, education, and related social programs; skills in critical evaluation of research and evaluation reports.

HBSS 6145 - Health psychology

Topics include social learning theory, attribution, and attitudes as they apply to health promotion, disease prevention, reactions to illness, and adherence to treatment regimens.

HBSS 6510 - Research seminar in health education

Permission required. Review of research literature, methods, and problems in health education.

HBSS 6901 - Research and independent study in health education

Permission required. Open to matriculated doctoral students. Research and independent study under faculty direction. Proposals must have prior approval of a faculty member.

HBSS 7501 - Dissertation seminar in health education

Permission required. Open to certified doctoral candidates only. Development and presentation of doctoral dissertation proposals.

HBSS 8900 - Dissertation advisement in health education

Permission required. Doctoral candidates only. Individual advisement on doctoral dissertations.

INTELLECTUAL DISABILITY/AUTISM

Department of Health & Behavior Studies

Program Description

The Programs in Intellectual Disability / Autism at Teachers College prepare students to work with individuals with disabilities across a range of contexts. Our teacher certification programs lead to Students with Disabilities (special education) Certification at the early childhood, childhood, and adolescence level. These certification programs prepare graduates to teach students with and without disabilities in a variety of public and private classroom settings—inclusive classrooms, integrated co-teaching (ICT) classrooms, self-contained classrooms, and special schools. The Severe or Multiple Disabilities Annotation program is designed for students who already have initial certification for teaching students with disabilities, and our Developmental Disabilities programs are designed for students who do not seek teacher certification and who are interested in pursuing interdisciplinary graduate preparation that bridges the field of special education with other disciplines.

Degrees

Master of Arts

Developmental Disabilities

Master of Arts

Points/Credits: 32 **Entry Terms:** Fall Only

Degree Requirements

The M.A. in Developmental Disabilities on campus program does not lead to New York State teacher certification and is available to interested students with a broad range of career goals. This program is designed to provide multidisciplinary training in the study of individuals with developmental disabilities. Students will engage in multidisciplinary coursework in special education and across other disciplines (e.g., psychology, health, and/or

leadership), gain specialized preparation for working with individuals with developmental disabilities (such as Autism Spectrum Disorder and/or Intellectual Disabilities), and gain expertise in designing effective programming for individuals with the full range of learning and behavior characteristics.

Required Department Courses:

- HBSE 4000 Introduction to special education
- HBSE 4002 Instruction and curriculum for students with and without disabilities
- HBSE 4006 Working with families of children with disabilities
- HBSE 4010 Nature and needs of persons with intellectual disability /autism
- HBSE 4011 Education of persons with intellectual disability /autism
- HBSE 4082 Assessment and evaluation of infants, children, and youth with exceptionalities
- HBSE 4300 Practicum in assessment and evaluation of exceptional learners
- HBSE 4880 Opportunities and outcomes for people with disabilities

Breadth Requirements:

In addition to required courses, students will select a sub-specialization area in which they will take interdisciplinary coursework outside of special education (e.g., psychology, health, policy, and/or leadership). The sub-specialization area will be selected from a rich array of offerings at Teachers College in light of the student's background and career goals.

Developmental Disabilities - Online

Master of Arts

Points/Credits: 32 **Entry Terms:** Summer/Fall

Degree Requirements

The M.A. in Developmental Disabilities online program does not lead to New York State teacher certification and is available to interested students with a broad range of career goals. This program is designed to provide multidisciplinary training in the study of individuals with developmental disabilities. Students will engage in multidisciplinary coursework in special education and across other disciplines (e.g., psychology, health, and/or leadership), gain specialized preparation for working with individuals with developmental disabilities (such as Autism Spectrum Disorder and/or Intellectual Disabilities), and gain expertise in designing effective programming for individuals with the full range of learning and behavior characteristics.

Required Department Courses:

- HBSE 4000 Introduction to special education
- HBSE 4002 Instruction and curriculum for students with and without disabilities
- HBSE 4006 Working with families of children with disabilities
- HBSE 4010 Nature and needs of persons with intellectual disability /autism
- HBSE 4011 Education of persons with intellectual disability /autism
- HBSE 4082 Assessment and evaluation of infants, children, and youth with exceptionalities
- HBSE 4300 Practicum in assessment and evaluation of exceptional learners
- HBSE 4880 Opportunities and outcomes for people with disabilities

Breadth Requirements:

In addition to required courses, students will select a sub-specialization area in which they will take interdisciplinary coursework outside of special education (e.g., psychology, health, policy, and/or leadership). The sub-specialization area will be selected from a rich array of offerings at Teachers College in light of the student's background and career goals.

Intellectual Disability/Autism

Master of Arts | Dual Cert: Students w/ Disabilities (1-6) and Childhood Education

Points/Credits: 43 **Entry Terms:** Fall Only **Certification:**

Dual Certification: NY State Initial: Students with Disabilities 1-6 / NY State Initial: Childhood 1-6

Degree Requirements

These programs are designed for individuals who do not already hold New York State (NYS) initial or professional certification as a teacher of students with disabilities. All programs prepare pre-service teachers to work with students with disabilities in inclusive and specialized settings. Through coursework and practicum experiences, the programs foster the acquisition of the broad-based knowledge and skills needed to provide effective educational programs for students with the full range of learning and behavior characteristics. In addition, the programs provide specialized preparation in working with children with Intellectual Disability and/or Autism Spectrum Disorder at specific age levels. This is accomplished through required coursework in general education content areas and psychology as well as a special education core including coursework and a variety of fieldwork experiences. In addition, specialized coursework and practicum experiences are provided that focus on students with Intellectual Disability and Autism Spectrum Disorder. The programs are fully aligned with the NYS Learning Standards.

- **Master of Arts (MA) Degree Program in Intellectual Disability/Autism: Childhood (grades 1-6) (ITDS-DUAL):** For individuals who seek NYS dual certification in Childhood and Students with Disabilities (grades 1-6). This 43-point full-time program typically requires one and a half years to complete.

Specialization Requirements, Intellectual Disability/Autism:

- HBSE 4000 Introduction to special education
- HBSE 4002 Instruction and curriculum for students with and without disabilities
- HBSE 4006 Working with families of children with disabilities
- HBSE 4010 Nature and needs of persons with intellectual disability/autism
- HBSE 4011 Education of persons with intellectual disability/autism
- HBSE 4015 Applied behavior analysis I
- HBSE 4079 Language development and habilitation (or A&HL 4001 or HBSE 4071)
- HBSE 4082 Assessment and evaluation of infants, children, and youth with exceptionalities
- HBSE 4300 Practicum in assessment and evaluation of individuals with exceptionalities
- HBSE 4700 Field observation in special education: Pre-student teaching
- HBSE 4701 Observation and student teaching in special education: Intellectual disability/autism (two terms)
- HBSE 4880 Opportunities and outcomes for people with disabilities

Intellectual Disability/Autism

Master of Arts | Initial Cert: Students w/ Disabilities (7-12)

Points/Credits: 38 **Entry Terms:** Fall Only **Certification:** NY State Initial: Students with Disabilities 7-12

Degree Requirements

These programs are designed for individuals who do not already hold New York State (NYS) initial or professional certification as a teacher of students with disabilities. All programs prepare pre-service teachers to work with students with disabilities in inclusive and specialized settings. Through coursework and practicum experiences, the programs foster the acquisition of the broad-based knowledge and skills needed to provide effective educational programs for students with the full range of learning and behavior characteristics. In addition, the programs provide specialized preparation in working with children with Intellectual Disability and/or Autism Spectrum Disorder at specific age levels. This is accomplished through required coursework in general education content areas and psychology as well as a special education core including coursework and a variety of fieldwork experiences. In addition, specialized coursework and practicum experiences are provided that focus on students with Intellectual Disability and Autism Spectrum Disorder. The programs are fully aligned with the NYS Learning Standards.

- **Master of Arts (MA) Degree in Teaching Students with Intellectual Disability/Autism: Adolescent Generalist (grades 7-12) (ITDA-INIT):** For individuals who seek NYS initial certification in Students with Disabilities - generalist (grades 7-12). This 38-point full-time program typically requires one and a half years to complete.

Specialization Requirements, Intellectual Disability/Autism:

- HBSE 4000 Introduction to special education
- HBSE 4002 Instruction and curriculum for students with and without disabilities
- HBSE 4006 Working with families of children with disabilities
- HBSE 4010 Nature and needs of persons with intellectual disability/autism
- HBSE 4011 Education of persons with intellectual disability/autism
- HBSE 4015 Applied behavior analysis I
- HBSE 4082 Assessment and evaluation of infants, children, and youth with exceptionalities
- HBSE 4300 Practicum in assessment and evaluation of individuals with exceptionalities
- HBSE 4700 Field observation in special education: Pre-student teaching
- HBSE 4701 Observation and student teaching in special education: Intellectual disability/autism (two terms)
- HBSE 4880 Opportunities and outcomes for people with disabilities

Intellectual Disability/Autism (Peace Corps Fellows)

Master of Arts | Transitional B: Students w/ Disabilities (1-6) and Childhood Education

Points/Credits: 36 **Entry Terms:** Spring/Summer **Certification:**

Peace Corps Fellows Cohort: NY State Transitional B: Students with Disabilities 1-6 NY State Transitional B: Childhood Education 1-6

Degree Requirements

These programs are designed for individuals who do not already hold New York State (NYS) initial or professional certification as a teacher of students with disabilities. All programs prepare pre-service teachers to work with students with disabilities in inclusive and specialized settings. Through coursework and practicum experiences, the programs foster the acquisition of the broad-based knowledge and skills needed to provide effective educational

programs for students with the full range of learning and behavior characteristics. In addition, the programs provide specialized preparation in working with children with Intellectual Disability and/or Autism Spectrum Disorder at specific age levels. This is accomplished through required coursework in general education content areas and psychology as well as a special education core including coursework and a variety of fieldwork experiences. In addition, specialized coursework and practicum experiences are provided that focus on students with Intellectual Disability and Autism Spectrum Disorder. The programs are fully aligned with the NYS Learning Standards.

- **Master of Arts (MA) in Intellectual Disability/Autism (grades 1-6) (ITDC- TRAN - Peace Corps Fellow Program):** This MA program is restricted to students who have been admitted to the Peace Corps Fellows Program and requires participation in the pre-service summer component and other activities associated with that program. The program leads to NYS transitional-B certification at the childhood (grades 1-6) level. This 36-point program typically requires two years to complete.

Specialization Requirements, Intellectual Disability/Autism:

- HBSE 4000 Introduction to special education
- HBSE 4002 Instruction and curriculum for students with and without disabilities
- HBSE 4006 Working with families of children with disabilities
- HBSE 4010 Nature and needs of persons with intellectual disability/autism
- HBSE 4011 Education of persons with intellectual disability/autism
- HBSE 4015 Applied behavior analysis I
- HBSE 4079 Language development and habilitation (or A&HL 4001)
- HBSE 4082 Assessment and evaluation of infants, children, and youth with exceptionalities
- HBSE 4300 Practicum in assessment and evaluation of individuals with exceptionalities
- HBSE 4700 Field observation in special education: Pre-student teaching
- HBSE 4701 Observation and student teaching in special education: Intellectual disability/autism (two terms)
- HBSE 4880 Opportunities and outcomes for people with disabilities

Intellectual Disability/Autism (Teaching Residents)

Master of Arts | Initial Cert: Students w/ Disabilities (7-12) (TR@TC)

Points/Credits: 38 **Entry Terms:** Spring/Summer **Certification:** NY State Initial: Students with Disabilities 7-12

Degree Requirements

These programs are designed for individuals who do not already hold New York State (NYS) initial or professional certification as a teacher of students with disabilities. All programs prepare pre-service teachers to work with students with disabilities in inclusive and specialized settings. Through coursework and practicum experiences, the programs foster the acquisition of the broad-based knowledge and skills needed to provide effective educational programs for students with the full range of learning and behavior characteristics. In addition, the programs provide specialized preparation in working with children with Intellectual Disability and/or Autism Spectrum Disorder at specific age levels. This is accomplished through required coursework in general education content areas and psychology as well as a special education core including coursework and a variety of fieldwork

experiences. In addition, specialized coursework and practicum experiences are provided that focus on students with Intellectual Disability and Autism Spectrum Disorder. The programs are fully aligned with the NYS Learning Standards.

- **Master of Arts (MA) Degree in Teaching Students with Intellectual Disability/Autism: Adolescent Generalist (grades 7-12) (ITDA-INIT):** For individuals who seek NYS initial certification in Students with Disabilities - generalist (grades 7-12). This 38-point full-time program typically requires one and a half years to complete.

The TR@TC Program combines specialization in Intellectual Disabilities/Autism with several subject areas in secondary teaching. The specialization requirements in Intellectual Disability/Autism include:

- HBSE 4000 Introduction to special education
- HBSE 4002 Instruction and curriculum for students with and without disabilities
- HBSE 4011 Education of persons with intellectual disability/autism
- HBSE 4082 Assessment and evaluation of infants, children, and youth with exceptionalities
- HBSE 4701 Observation and student teaching in special education: Intellectual disability/autism (two terms)

Severe or Multiple Disabilities

Master of Arts | NYS Annotation: Severe and Multiple Disabilities

Points/Credits: 32 **Entry Terms:** Fall Only **Certification:** NY State Annotation: Severe and Multiple Disabilities

Degree Requirements

The MA Degree Program in Teaching Students with Multiple or Severe Disabilities approved teacher preparation program is designed for individuals who already hold (or are eligible to acquire through reciprocity) a valid New York State (NYS) base certificate in any of the following titles: Students with Disabilities, Deaf and Hard of Hearing, Speech and Language Disabilities, and Blind and Visually Impaired. Graduates who meet all requirements of the program and complete all state requirements will be recommended to NYS for an Annotation in the Teaching of Students with Multiple/Severe Disabilities in recognition of additional pedagogical knowledge, skills, and experiences in the teaching of students with severe/multiple disabilities. The Severe or Multiple Annotation certificate type will depend on the aforementioned valid NYS-base certificate title and certificate type that the candidate holds at the time of the institutional recommendation for certification, as the Annotation is an extension to the existing certificate.

This program prepares teachers to work with students with severe or multiple disabilities in inclusive and specialized settings. Through coursework and practicum experiences, the program fosters the acquisition of the specialized knowledge, skills, and dispositions needed to provide effective educational programs for students with severe and multiple disabilities. This 32-point program typically takes one year to complete (Fall through Summer).

Required Department Courses:

- HBSE 4006 Working with families of children with disabilities
- HBSE 4010 Nature and needs of persons with intellectual disability/autism
- HBSE 4011 Education of persons with intellectual disability/autism
- HBSE 4015 Applied behavior analysis I
- HBSE 4071 Language and Literacy for Deaf/Hard of Hearing

- HBSE 4082 Assessment and evaluation of infants, children, and youth with exceptionalities
- HBSE 4701 Observation and student teaching in special education: Intellectual disability/autism
- HBSE 4880 Opportunities and outcomes for people with disabilities

Master of Education

Intellectual Disability/Autism

Master of Education | Dual Cert: Students w/ Disabilities (Birth-2) and Early Childhood Education

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

Dual Certification w/ Early Childhood: NY State Initial: Students with Disabilities Birth-2 /
NY State Initial: Early Childhood Birth-2

Degree Requirements

These programs are designed for individuals who do not already hold New York State (NYS) initial or professional certification as a teacher of students with disabilities. All programs prepare pre-service teachers to work with students with disabilities in inclusive and specialized settings. Through coursework and practicum experiences, the programs foster the acquisition of the broad-based knowledge and skills needed to provide effective educational programs for students with the full range of learning and behavior characteristics. In addition, the programs provide specialized preparation in working with children with Intellectual Disability and/or Autism Spectrum Disorder at specific age levels. This is accomplished through required coursework in general education content areas and psychology as well as a special education core including coursework and a variety of fieldwork experiences. In addition, specialized coursework and practicum experiences are provided that focus on students with Intellectual Disability and Autism Spectrum Disorder. The programs are fully aligned with the NYS Learning Standards.

- **Master of Education (M.Ed.) Degree Program in Intellectual Disability/ Autism: Early Childhood (ITDE-DUAL):** For individuals who seek NYS dual certification in Early Childhood and Students with Disabilities (birth through grade 2). This 60-point full-time program typically requires two years to complete.

Specialization Requirements, Intellectual Disability/Autism:

- HBSE 4000 Introduction to special education
- HBSE 4002 Instruction and curriculum for students with and without disabilities
- HBSE 4005 Computer applications in special education
- HBSE 4006 Working with families of children with disabilities
- HBSE 4010 Nature and needs of persons with intellectual disability/autism
- HBSE 4011 Education of persons with intellectual disability/autism
- HBSE 4015 Applied behavior analysis I
- HBSE 4079 Language development and habilitation
- HBSE 4082 Assessment and evaluation of infants, children, and youth with exceptionalities
- HBSE 4300 Practicum in assessment and evaluation of individuals with exceptionalities
- HBSE 4700 Field observation in special education: Pre-student teaching
- HBSE 4701 Observation and student teaching in special education: Intellectual disability/autism (two terms)
- HBSE 4880 Opportunities and outcomes for people with disabilities

Doctor of Education

Intellectual Disability/Autism

Doctor of Education

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

Degree Requirements

Students who submit for the Ed.D. will be considered for the Ph.D. program. Please review Ph.D. program requirements for more information.

Doctor of Philosophy

Intellectual Disability/Autism

Doctor of Philosophy

Points/Credits: 84 Entry Terms: Fall Only

Degree Requirements

Research and Evaluation Emphasis:

Students with excellent potential as researchers and theoreticians who are interested in scholarly careers in special education, education, and related social sciences may apply for the Ph.D. degree program, which represents the highest level of achievement in the Arts and Sciences. This degree program is administered jointly by Teachers College and the graduate faculty of Columbia University. Prospective students may obtain information on program offerings by contacting the program office.

Ph.D. Program in Intellectual Disability/Autism

Intellectual Disability / Autism is one of the exceptionality focus areas that may be selected by applicants to the Ph.D. Programs in Special Education. Individuals who are interested in careers as researchers and scholars in the field of developmental disabilities or special education, inclusive education, and related social sciences may apply for the Ph.D. degree program (84 credits), which represents the highest level of achievement in the Arts and Sciences.

The doctoral program in Intellectual Disability / Autism is a research-intensive program designed to prepare graduates for a variety of academic and professional roles in the field of developmental disabilities. Given our program's strong research emphasis, all doctoral students will take rigorous statistics and research methods coursework. In addition, we practice a research-apprenticeship model of student mentorship and training, thus all students will engage in research activities with faculty members. Doctoral students may orient their preparation towards careers as college and university professors, researchers, program directors, or curriculum and instructional evaluators.

Successful doctoral candidates will pass a doctoral certification examination in general special education and will complete a doctoral certification project in their area of specialization. Upon achieving official status as a doctoral candidate, students will be eligible to select a faculty committee and begin work on their doctoral dissertation research.

Procedures for admission to the Ph.D. program in Special Education in the Department of Health and Behavior Studies at Teachers College are administered jointly by the Office of Admission and the Department. Applicants are evaluated according to the following criteria:

1. Strong academic record and potential,
2. GRE scores,
3. Two to three years of successful teaching experience in special education and/or evidence of strong applied or basic research experience in a related field (e.g., empirical Master's thesis, conference presentations, and/or peer-reviewed publications),
4. Scholarly and professional promise,
5. Appropriate fit with faculty research,
6. Appropriate career objectives,

7. English proficiency (TOEFL score of at least 600), if applicable,
8. Non-academic attributes that demonstrate ability to meet the challenges of working with people with developmental disabilities and conducting research with this population,
9. Academic or professional writing sample.

Course requirements in each of the following categories must be satisfied in order to complete the 84-credit Ph.D. program:

Master's-level courses in Intellectual Disability / Autism (30 credits total):

Core Coursework in the Applied Sciences of Learning and Special Education (24)

- HBSE 5010 Study of the philosophic foundations of special education (3)
- HBSE 6010 Advanced study of problems and issues in special education (3)
- HBSE 5901 Problems in special education – Intellectual Disability / Autism (3)
- HBSE 6501-I Advanced seminar in Intellectual Disability / Autism (3)
- HBSE 6501-II Advanced seminar in Intellectual Disability / Autism or seminar in Deaf / Hard of Hearing or Seminar in School Psychology (3)
- HBSE 6001 Research in special education: Group Design (3)
- HBSE 6005 Research in special education: Single Case Design (3)
- HBSE 7500 Dissertation seminar (3)

Coursework in Statistics and Research Methodology (15)

- HUDM 4122 Probability & statistical inference (3)
- HUDM 5122 Applied regression analysis (3)
- HUDM 5123 Linear models and experimental design (3)
- Advanced statistics, research methods, evaluation, or measurement course (3)
- Advanced statistics, research methods, evaluation, or measurement course (3)

Specialization Electives (15)

- Elective coursework (15)

Areas of specialization include:

Health, Neuroscience, Movement, or Communication Sciences Developmental, Counseling, or School Psychology, Educational Policy or Organization & Leadership, Diversity & Multicultural Studies Research Methodology

Faculty

Faculty

- Laudan B. **Jahromi** Professor of Psychology and Education
- Matthew Carl **Zajic** Assistant Professor of Intellectual Disability / Autism

Lecturers

- Amanda Levin **Mazin** Lecturer

Adjunct Faculty

- Lauren Elizabeth **Andersen** Adjunct Assistant Professor
- Jocelyn Ann **Hinman** Adjunct Assistant Professor
- MaryEllen **Rooney** Adjunct Associate Professor
- Christine Ann **Sullivan** Adjunct Assistant Professor
- Helene Laurie **Yankowitz** Adjunct Assistant Professor

Courses

HBSE 4000 - Intro to Special Education

Emphasis is placed on the identification of characteristics of individuals with disabilities and the impact of the characteristics on the learner and family members of the learner. The course is a study of the nature, psychosocial, and educational needs of individuals across the lifespan with physical, mental, emotional, or sensory impairments. Particular attention is placed on the way these special education programs fit, or should fit, into ongoing work in schools.

HBSE 4005 - Computer Applications in Special Education

This course is intended to provide preservice and in-service special education teachers with basic information on assistive and instructional technology appropriate for use with infants, children, and youths who require special education and related services.

HBSE 4006 - Working with families of children with disabilities

Current and historical perspectives on parent involvement in the special education and empowerment of infants, children, and youth with exceptionalities and their families. Emphasis on strategies and materials to facilitate a continuum of parent and family participation to strengthen the relationships between home, school, and the community.

HBSE 4010 - Nature and needs of persons with intellectual disability/autism

Characteristics of persons manifesting different degrees of intellectual disability, Autism Spectrum Disorders, and other developmental disabilities from early childhood through adolescence. The course emphasizes human developmental processes and variations including the impact of socio-contextual factors in the home, school, and community on students' readiness to learn.

HBSE 4011 - Education of persons with intellectual disability/autism

Curriculum development and research-validated methods of instructing students with intellectual disability /autism and other developmental disabilities from early childhood through adolescence across ability levels.

HBSE 4015 - ABA I: Concepts and Principles in Pedagogy, Curriculum, and Management

Basic applications for learners without reading or writing repertoires. Strategic applications of the science of behavior to instruction, management, curriculum-based assessment, isolation of locus of learning/behavior problems, and measurably effective instructional practices.

HBSE 4079 - Language development and habilitation: Auditory verbal therapy (AVT)

This course provides instruction in strategies and techniques to facilitate communication skills through listening for deaf and hard of hearing children who use hearing aids and cochlear implants.

HBSE 4082 - Assessment and evaluation of infants, children, and youth with exceptionalities

An in-depth study of theoretical principles of measurement, assessment, and evaluation necessary for appropriate identification of needs as related to implementation of educational plans for infants, children, and youth with disabilities. Applications of assessment data in instructional programs for children with disabilities.

HBSE 4300 - Prc Assmt Eval Excptnl Learner

Deaf and Hard of Hearing: This class provides a comprehensive overview of assessment and evaluation of children with hearing loss, including those who have additional learning needs and those who are linguistically and culturally diverse. Developmental, academic, social-emotional, and language assessments will be covered, with opportunities for hands-on, applied learning. ID/Autism: Students will gain practical knowledge of interdisciplinary, psychoeducational assessments of students with disabilities. Analysis of observational and test data; formulation of educational programs for students with disabilities.

HBSE 4700 - Observation and student teaching in special education: Pre-student teaching

Permission required. Course requires 3-5 days a week for participation in community, school, and agency programs and a weekly seminar on campus.

HBSE 4701 - Observation and student teaching in special education: Intellectual disability/autism

Permission required. Course requires 3-5 days a week for participation in community, school, and agency programs and a weekly seminar on campus.

HBSE 4880 - Opportunities and outcomes for people with disabilities

Transition planning and opportunities after K-12 school. The course covers the planning, instruction, and organization of community-based opportunities for individuals with intellectual and developmental disabilities and

autism. The full range of opportunities including college, employment, and increased independence to provide the supports for best outcomes for individuals with disabilities are covered in the course.

NURSING EDUCATION

Department of Health & Behavior Studies

Program Description

Teachers College was the first academic setting to educate nurses. Nursing Education began at Teachers College in 1899. The Nursing Education Program has a long and distinguished tradition of commitment to the education of nurses who have diverse roles in academic and community settings in the United States and abroad. The newly revised curriculum for the Ed.D. in nursing education was designed by a group of nursing education experts and is being delivered entirely online.

The Program in Nursing Education at Teachers College Columbia University is committed to the development of nurse educators into researchers who will then become scholars, leaders, and visionaries in the education of nurses across the spectrum of nursing education programs.

In addition to the EdD Program, the Nursing Education program offers an Advanced Certificate in Nursing Education. The purpose of the Certificate in Advanced Nursing Education is to offer doctorally prepared students, currently working in or interested in nursing education, an opportunity to gain academic preparation in the role of nurse educators.

Degrees

Doctor of Education

Nursing Education (Online)

Doctor of Education

Points/Credits: 90 Entry Terms: Fall Only

Degree Requirements

The Doctor of Education in Nursing Education is designed for nurses with master's degrees who want to become nurse educators in either academic or staff development settings. Although all courses are online, the program fosters deep collaboration among students and faculty to maximize preparation for educator roles and to facilitate efficient progress through the program. The program encourages a unique collaborative approach to dissertation design and development.

Outcomes of Program

1. Integrate knowledge from nursing and higher education that supports the development of innovative teaching strategies that address diverse learning needs.
2. Apply theories from nursing, higher education, and related disciplines as a foundation for enacting the nurse educator role in academic and health care settings.
3. Demonstrate expertise as an advanced nurse educator that models the pursuit of lifelong learning and that reflects trends in nursing and higher education, inter-professional education, health care, and nursing practice.
4. Pursue intellectual inquiry and scholarly endeavors individually and collaboratively to advance knowledge in nursing education.
5. Serve as a scholar, leader, and advocate in nursing, nursing education, and higher education.

Degree Requirements

Nursing education courses have been designed to merge knowledge of the role of nursing faculty with the role nursing programs play in higher education. Courses have a theoretical foundation, along with a research underpinning so that best practices in didactic and clinical practice areas are taught, used, and tested. Ed.D. students learn how to actively engage their students in the learning process and how to be facilitators of learning, not just givers of knowledge. The program requires that students take a specific complement of courses in Nursing Education,

Research Methods and Statistics, and Broad and Basic Courses and meet other requirements as outlined below.

Course Requirements

Nursing Education: All courses count for 3 credits; 24 credits are required.

- HBSN 6000 Nursing Knowledge in Nursing Education
- HBSN 6030 Curriculum Development in Nursing Education
- HBSN 6040 Teaching and Learning Strategies in Nursing Education HBSN 6043 Innovations in Nursing Education
- HBSN 6044 Assessment and Evaluation in Nursing Education
- HBSN 6045 Simulation in Nursing Education
- HBSN 6310 Practicum I: The Nurse Educator Role
- HBSN 6320 Practicum II: Leadership in Nursing Education

Research Methods: 12 credits are required.

- HBSS 5040 Research Methods in Health and Behavior Studies
- HBSN 5044 Advanced Research Methods: Literature Review and Critique
- HBSN 6540 Dissertation Design and Development
- HBSN 7500 Dissertation Seminar

Statistics: 6 credits are required

- HUDM 4120 Basic Concepts in Statistics OR

- HUDM 4122 Probability and Statistical Inference
- HUDM 5122 Applied Regression Analysis

Broad and Basic Courses 9 credits required

9 credits in electives taken at Teachers College that are outside Nursing Education Adult Learning and Higher Education

- Cognitive studies
- Communication, Media, and Learning Technologies Design Health education
- Diabetes education

Total: 51 Credits

It is expected that students will transfer between 33 and 45 credits from their master's programs if those credits are determined to be acceptable by the Teachers College registrar and program faculty.

Other Requirements

The Ed.D. requires the completion of 90 credits of graduate study (including transfer credits), certification as a doctoral candidate, which involves taking a certification examination in person at the College, a dissertation proposal approved as a result of a proposal hearing, successful oral defense, and acceptance of a research-based doctoral dissertation.

Enrolled students begin their doctoral student experience with a five-day in- person orientation to the program that occurs in the August prior to the beginning of the Fall semester. All admitted students are required to attend this orientation. During the orientation, students will be guided to plan their entire program of study. They plan the types of experiences they want to include in their courses and practica. They are apprised of the courses where they will be required to find a suitable nursing education setting in which to complete some of the course objectives (e.g., Simulation in Nursing Education), and they are instructed on the need to identify preceptors for Practicum I and Practicum II early in the program so that the credentials of the preceptors can be vetted, the preceptors can receive information about what will be required, and appropriate agreements can be executed.

Advanced Certificate

Nursing Education

Advanced Certificate

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

Degree Requirements

The purpose of the Academic Certificate in Nursing Education is to improve Nursing Education and to improve the teaching skills of those nurses who already have doctoral degrees. The goal of the program is to offer doctorally prepared nurses, who are currently working in or interested in nursing education, an opportunity to gain academic preparation as nurse educators. There are currently 1,200 nursing faculty vacancies across the U.S., and this number is expected to climb sharply over the next few years as current faculty begin to retire. An Academic Certificate in Nursing Education prepares those seeking to extend or advance their teaching skills to improve nursing education generally.

Outcomes of Program

1. Integrate knowledge from nursing and higher education that supports the development of innovative teaching strategies that address diverse learning needs.
2. Apply theories from nursing, higher education, and related disciplines as a foundation for enacting the nurse educator role in academic and health care settings.
3. Demonstrate expertise as an advanced nurse educator that models the pursuit of lifelong learning and that reflects trends in nursing and higher education, inter-professional education, health care, and nursing practice.

Courses

The program consists of five core courses designed to help nurses with doctorates to deploy their advanced clinical or research expertise to enhance the education of new nurses and advanced practitioners.

- HBSN 6030 Curriculum Development in Nursing Education - 3 credits
- HBSN 6040 Teaching and Learning in Nursing Education - 3 credits
- HBSN 6043 Innovations in Nursing Education - 3 credits
- HBSN 6044 Assessment and Evaluation in Nursing Education - 3 credits
- HBSN 6045 Simulation in Nursing Education - 3 credits

The program can be completed in two years if students take one course per semester for five consecutive semesters. Classes are taken with current doctoral students in the Nursing Education Ed.D. program, assuring a high-quality program.

Faculty

Faculty

- Kathleen **O'Connell** Isabel Maitland Stewart Professor of Nursing Education

Lecturers

- Jane K **Dickinson** Senior Lecturer
- Tresa **Kaur** Lecturer

Adjunct Faculty

- Colleen **Manzetti** Adjunct Assistant Professor

Courses

HBSN 5044 - Advanced Research Methods: Literature Review and Critique

This course builds on introductory research methods courses to enhance the students' abilities to design research, to interpret research findings, to critique research reports, and to write the review of literature for their dissertation proposals. Issues affecting the design of research and interpretation of research findings in Nursing Education studies are the specific focus of the course. The literature review will be done in consultation with students' dissertation advisors.

HBSN 6000 - Nursing Knowledge in Nursing Education

This course introduces students to major theoretical perspectives on nursing education/practice/research and how nursing theory can be used to guide nursing education that promotes nursing disciplinary knowledge. Students are introduced to definitions, philosophies, and patterns of knowing in nursing. Discussions focus on what makes nursing actions nursing, and how that can be taught effectively at the various levels of nursing education. Students also learn how to identify problems, research questions, and theories to guide their dissertation research.

HBSN 6030 - Curriculum Development in Nursing Education

This course explores the essential structures, components, and factors of curriculum development pertaining to nursing education. Concentration will be on the curriculum development process.

HBSN 6040 - Teaching and Learning Strategies in Nursing Education

This course explores associations of key aspects of learning development to educational interventions in higher education.

HBSN 6043 - Innovations in Nursing Education

This course examines innovations in education that support and promote a culture of active teaching and learning. Use of technologies in nursing education will be a focus. Evidence-based teaching strategies will be identified for use in the classroom and clinical settings.

HBSN 6044 - Assessment and Evaluation in Nursing Education

This course examines evaluation methods in nursing within the classroom, laboratory, and clinical setting. Current issues, trends, and research related to educational testing instruments, alternatives to standardized evaluation methods, and outcome measurement in nursing education will be discussed. Students will develop reliable and valid evaluation measures for use in nursing education.

HBSN 6045 - Simulation in Nursing Education

This course explores the teaching strategy of role play, focusing specifically on simulation and its application for both classroom and clinical practice within nursing education. Evidence-based simulation strategies will be explored using active teaching strategies.

HBSN 6053 - Clinical Teaching in Nursing Education

This course investigates best practices in nursing education for planning and developing student-centered clinical activities. A preferred specialty area of nursing practice will be the focus for planning and developing these activities.

HBSN 6310 - Practicum I: The Nurse Educator Role

In this course students will examine and implement the role of the nurse educator in higher education and/or health care organizations

HBSN 6320 - Practicum II: Leadership in Nursing Education

In this course students will examine the role of the nurse educator in relation to broader perspectives of selected higher education and/or health care agencies. Further, students will implement aspects of the nurse educator role in selected academic units, institutions, and in the profession of nursing.

HBSN 6540 - Seminar on dissertation design development

Permission required. Required of all doctoral candidates. Group critique of dissertation proposals; focus on beginning- to intermediate- level aspects of analysis of theory and research design. This course may be repeated as often as necessary until the student is ready for the departmental examination. Once HBSN 6540 is taken, continuous fall/spring enrollment in the course is required until the semester during which the departmental examination is held.

HBSN 6541 - Advanced seminar on dissertation design development

Focus on advanced aspects of research design and method.

HBSN 6930 - Independent study in nursing education

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

HBSN 6940 - Independent study in nursing research

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

HBSN 7500 - Dissertation Seminar

Permission required. The departmental examination, involving presentation of dissertation proposal for faculty approval. This course is required of all certified doctoral candidates and may be taken only once.

HBSN 8900 - Dissertation advisement in nursing

Individual advisement on doctoral dissertation following completion of all course-work. Fee to equal 3 points at current tuition rate for each term. See catalog on continuous registration requirements for Ed.D. degree.

HBSS 5040 - Research methods in health and behavior studies I

Introduction to research, study designs, and data collection methods in research in health and behavior studies, including nursing, nutrition, and health education with emphasis on reading and understanding research literature.

HUDM 4122 - Probability and statistical inference

An introduction to statistical theory, including elementary probability theory; random variables and probability distributions; sampling distributions; estimation theory and hypothesis testing using binomial, normal, T, chi square, and F distributions. Calculus not required.

HUDM 5122 - Applied regression analysis

Least squares estimation theory. Traditional simple and multiple regression models and polynomial regression models, including use of categorical predictors. Logistic regression for dichotomous outcome variables is also covered. Class time includes lab time devoted to applications with IBM SPSS. Prerequisite: HUDM 4120 or HUDM 4122. Students who have taken statistics at the graduate level may contact Amina Abdelaziz (aa3915@tc.columbia.edu) to request a prerequisite override.

NUTRITION

Department of Health & Behavior Studies

Program Description

The Program in Nutrition is a vibrant forward-looking program that builds on its rich past. Since its founding in 1909, the Program in Nutrition at Teachers College has been a leader in developing strategies for promoting health through encouraging dietary change.

Building on its rich history, the Teachers College Program aims to prepare graduates to take positions of leadership and service in nutrition counseling and education in health promotion and disease prevention. Our graduates work in a variety of settings that include health agencies, hospitals, private practice, media organizations, food advocacy organizations, nutrition education organizations and governments at the local, state, national and international level. Our graduates work as dietitians in clinical and community capacities and serve as teachers, faculty, or resource specialists in schools and universities. They conduct individual counseling, provide group education, and promote policy and systems change. Many of our graduates are researchers, working in a variety of areas related to behavioral aspects of diet, nutrition education, nutritional epidemiology, public health nutrition, nutrition and exercise, and sustainability of the food system.

The Program in Nutrition:

- Educates the next generation of nutrition and dietetics professionals to fulfill a variety of entry-level and leadership roles;
- Generates new knowledge, policy, and models for nutrition practice through research, scholarship and demonstration projects;
- Contributes to the enrichment of the community and the profession by service to the field.

The Program offers master's degrees in Nutrition Education (NE), Nutrition and Public Health (NPH), and Nutrition and Exercise Physiology (NEP). These M.S. degrees include the supervised experiential learning previously completed through a Dietetic Internship Program. Therefore, upon completion of one of the M.S. degrees, students are eligible to sit for the exam to become a registered dietitian-nutritionist (RDN). The Program also offers an advanced Ed.M. degree in Community Nutrition Education, an Ed.D. degree in Nutrition Education and in Nutrition and Public Health, and a Ph.D. in Behavioral Nutrition.

Through these degree programs, students gain a thorough grounding in nutrition science, medical nutrition therapy, nutrition education, and counseling, community nutrition, as well as in food systems and food justice. Students in the NEP program also gain a grounding in exercise science.

In addition, the Program in Nutrition emphasizes the development of competencies in:

- Integrating knowledge from the fields of nutrition science, (exercise science for NEP students), foods, behavioral sciences, community nutrition, sustainable food systems and food justice to design and implement interventions for diverse individuals, groups and communities locally, nationally and around the world.
- Critically evaluating the scientific, policy and lay literature about food, food systems and nutrition-related issues.
- Facilitating healthful, just, and sustainable food choices, dietary practices, and active lives.
- Designing and implementing public health nutrition assessments and programs.
- Applying sports nutrition principles to recreational and competitive athletes (for NEP students);
- Thinking critically and independently;
- Acting collaboratively and effectively with others in organizations and communities on important issues related to food, nutrition, and sustainability of the food system;
- Conducting food and nutrition-related research.

Because of the breadth of its aims, the program has long admitted academically qualified students with undergraduate degrees in fields other than nutrition or the related sciences (as long as they can meet the science prerequisites), since such students often bring valuable skills and attitudes to the graduate study of nutrition.

The Program puts a heavy emphasis on providing students with practical experiences in addition to traditional classroom lectures and discussions. Among the course-related educational experiences available to students are field experiences in community nutrition, planning and teaching of nutrition sessions to selected audiences in the community, food education and gardening projects in schools, dietary analyses, and online computer activities. Supervised practicum is included in the Nutrition and Exercise Physiology degree. The faculty of the Program in Nutrition are actively engaged in cutting-edge and transformative research, evaluation, policy, and other scholarly activities. They write articles for peer-reviewed journals, books, and reports. Students are an integral part of these activities. Students are welcome to participate in research and demonstration projects within the Program in Nutrition. Faculty research focuses on the promotion of childhood obesity prevention, fruit and vegetable consumption in urban communities, healthy scratch-cooked school lunches, diet adherence and quality of life for those with celiac disease, parenting practices to improve their child's diet and oral health, nutrition education policy, and more. Because of Teachers College's location in New York City, there are also virtually unlimited opportunities for students to become involved in a variety of food/nutrition-related activities. The faculty and staff can arrange for students who have credit hours available to receive credit for such activities where appropriate.

Students may enroll for all degree programs on a full-time or part-time basis. For the M.S. degrees, students can complete the degree, and eligibility for taking the RDN exam in two, three, or four years.

All three of our M.S. degrees are STEM degrees.

Degrees

Master of Science

Nutrition Education

Master of Science

Points/Credits: 50 Entry Terms: Fall Only

Degree Requirements

Points/Credits: 50

Course Requirements

Integrated Master of Science: General Requirements

The major program emphases are in the fields of Nutrition Education, Nutrition and Public Health, and Nutrition and Exercise Physiology. All three integrated MS-RDN degrees require the following core didactic courses and practicum courses:

- HBSV 4010 Food, Nutrition, and Behavior (3 credits)
- HBSV 4013 Nutritional Ecology (3 credits)
- HBSV 4014 Community Nutrition (3 credits)
- HBSV 5010 Advanced Nutrition I (3 credits)
- HBSV 5011 Advanced Nutrition II (3 credits)
- HBSV 5013 Strategies for Nutrition Education and Health Behavior Change (3 credits)
- HBSV 5014 Analysis of Current Literature and Research in Nutrition (3 credits)
- HBSV 5015 Nutritional Epidemiology and Assessment (3 credits)
- HBSV 5016 Food Service Operations and Management (3 credits)
- HBSV 5018 Nutrition and Human Development (3 credits)
- HBSV 5033 Nutrition Care Process and Medical Nutrition Therapy I (3 credits)
- HBSV 5034 Nutrition Care Process and Medical Nutrition Therapy II (3 credits)
- HBSV 5036 Nutrition Counseling (2 credits)
- HBSV 5350 Ethnic Foods Practicum (1 credit)
- HBSV 5351 Community Nutrition Education Practicum (1 credit)
- HBSV 5352 Medical Nutrition Therapy Practicum 1 (1 credit)
- HBSV 5353 Medical Nutrition Therapy Practicum 2 (1 credit)
- HBSV 5354 Medical Nutrition Therapy Practicum 3 (1 credit)
- HBSV 5355 Foods, Community, and Management Practicum (1 credit)

All three Master of Science degrees require a substantial integrative departmental project or thesis.

Master of Science: Nutrition Education

Students working toward the 50-credit integrated MS-RDN degree in Nutrition Education will also complete a course titled Eating Disorders: Awareness, Prevention, and Treatment (3 credits) along with a 3-credit elective course

focusing on individual and group nutrition education in communities, schools, work sites, health care, and/or mass media settings.

The integrated MS-RDN degree in Nutrition Education conforms to the guidelines for the Nutrition Education Competencies for Promoting Healthy Individuals, Communities, and Food Systems set forth by the Society for Nutrition Education and Behavior.

Tuition & Fees for integrated MS-RDN degree in Nutrition Education

The full-time integrated MS-RDN degree in Nutrition Education consists of 50 credits distributed over two 12-month years as follows:

Year #1:

Fall semester (16 credits)*

January session (1 credit)

Spring semester (12 credits)

Summer session #1 (7 credits)**

Summer session #2 (4 credits)* **

Year #2:

Fall semester (13 credits)

Spring semester (4 credits)**

Summer session #1 (1 credit)**

*Two 4-credit graduate courses will be completed at Lehman College of the City University of New York. These courses are Ethnic and Therapeutic Meal Patterns and Food Science. These 8 credits are in addition to the 50 credits completed at Teachers College.

**For students who need full-time status, a certificate of equivalency will be issued. Despite a low credit total for a few of the semesters, the associated supervised experiential learning hours as part of the practicum courses at various work sites equate to full-time status.

Visit the TC Academic Calendar

In addition to the cost of the Teachers College courses**, students should budget for the following:

- College fee per semester**
- Course fees (\$35 per course)
- Two 4-credit courses at Lehman College (about \$650 per credit)
- Comprehensive physical examination (may include drug testing)**
- Background check (about \$20)
- Lab coat (about \$25)
- Books and supplies**
- Academy of Nutrition and Dietetics student membership (about \$63)

- Liability insurance (about \$35 per year, issued by Mercer Consumers, Proliability at <https://www.proliability.com/>)
- Travel/transportation to work sites, especially during the spring and summer of year #2 (Metro Card, Metro North Railroad, PATH train, Uber/Lyft)**
- Food and personal expenses**
- Living expenses (room and board)**

**Information regarding tuition and fees (updated annually) can be found at: <https://www.tc.columbia.edu/admissions/tuition-and-fees>

Information about financial aid, scholarships, stipends can be found at: <https://www.tc.columbia.edu/admission/financial-aid/>

Nutrition and Exercise Physiology

Master of Science

Points/Credits: 57 Entry Terms: Fall Only

Degree Requirements

Points/Credits: 57

Course Requirements

Integrated Master of Science: General Requirements

The major program emphases are in the fields of Nutrition Education, Nutrition and Public Health, and Nutrition and Exercise Physiology. All three integrated MS-RDN degrees require the following core didactic courses and practicum courses:

- HBSV 4010 Food, Nutrition, and Behavior (3 credits)
- HBSV 4013 Nutritional Ecology (3 credits)
- HBSV 4014 Community Nutrition (3 credits)
- HBSV 5010 Advanced Nutrition I (3 credits)
- HBSV 5011 Advanced Nutrition II (3 credits)
- HBSV 5013 Strategies for Nutrition Education and Health Behavior Change (3 credits)
- HBSV 5014 Analysis of Current Literature and Research in Nutrition (3 credits)
- HBSV 5015 Nutritional Epidemiology and Assessment (3 credits)
- HBSV 5016 Food Service Operations and Management (3 credits)
- HBSV 5018 Nutrition and Human Development (3 credits)
- HBSV 5033 Nutrition Care Process and Medical Nutrition Therapy I (3 credits)
- HBSV 5034 Nutrition Care Process and Medical Nutrition Therapy II (3 credits)
- HBSV 5036 Nutrition Counseling (2 credits)
- HBSV 5350 Ethnic Foods Practicum (1 credit)
- HBSV 5351 Community Nutrition Education Practicum (1 credit)
- HBSV 5352 Medical Nutrition Therapy Practicum 1 (1 credit)
- HBSV 5353 Medical Nutrition Therapy Practicum 2 (1 credit)
- HBSV 5354 Medical Nutrition Therapy Practicum 3 (1 credit)
- HBSV 5355 Foods, Community, and Management Practicum (1 credit)

All three Master of Science degrees require a substantial integrative departmental project or thesis.

Master of Science: Nutrition and Exercise Physiology

Students working toward the 57-credit Master of Science degree in Nutrition and Exercise Physiology will also complete five additional courses:

- BBSR 5593 Nutrition in Exercise and Sport (3 credits)
- BBSR 4095 Applied Physiology I (3 credits)
- BBSR 5594 Applied Physiology II (3 credits)
- BBSR 5096 Advanced Exercise Prescription (3 credits)
- HBSV 5096 Practicum in Sports Nutrition (1 credit)

Tuition & Fees for integrated MS-RDN degree in Nutrition and Exercise Physiology

The full-time integrated MS-RDN degree in Nutrition and Exercise Physiology consists of 57 credits distributed over two 12-month years as follows:

Year #1:

Fall semester (16 credits)*

January session (1 credit)

Spring semester (12 credits)

Summer session #1 (4 credits)**

Summer session #2 (4 credits)* **

Year #2:

Fall semester (13 credits)

January session (3 credits)

Spring semester (8 credits)**

Summer session #1 (4 credit)**

*Two 4-credit graduate courses will be completed at Lehman College of the City University of New York. These courses are Ethnic and Therapeutic Meal Patterns and Food Science. These 8 credits are in addition to the 57 credits completed at Teachers College.

**For students who need full-time status, a certificate of equivalency will be issued. Despite a low credit total for a few of the semesters, the associated supervised experiential learning hours at various work sites equate to full-time status.

Visit the TC Academic Calendar

In addition to the cost of the Teachers College courses**, students should budget for the following:

- College fee per semester**
- Course fees (\$35 per course)
- Two 4-credit courses at Lehman College (about \$650 per credit)
- Comprehensive physical examination (may include drug testing)**
- Background check (about \$20)
- Lab coat (about \$25)

- Books and supplies**
- Academy of Nutrition and Dietetics student membership (about \$63)
- Liability insurance (about \$35 per year, issued by Mercer Consumers, Proliability at <https://www.proliability.com/>)
- Travel/transportation to work sites, especially during the spring and summer of year #2 (Metro Card, Metro North Railroad, PATH train, Uber/Lyft)**
- Food and personal expenses**
- Living expenses (room and board)**

**Information regarding tuition and fees (updated annually) can be found at: <https://www.tc.columbia.edu/admissions/tuition-and-fees>

Information about financial aid, scholarships, stipends can be found at: <https://www.tc.columbia.edu/admission/financial-aid/>

Nutrition and Public Health

Master of Science

Points/Credits: 50 Entry Terms: Fall Only

Degree Requirements

Points/Credits: 50

Course Requirements

Integrated Master of Science: General Requirements

The major program emphases are in the fields of Nutrition Education, Nutrition and Public Health, and Nutrition and Exercise Physiology. All three integrated MS-RDN degrees require the following core didactic courses and practicum courses:

- HBSV 4010 Food, Nutrition, and Behavior (3 credits)
- HBSV 4013 Nutritional Ecology (3 credits)
- HBSV 4014 Community Nutrition (3 credits)
- HBSV 5010 Advanced Nutrition I (3 credits)
- HBSV 5011 Advanced Nutrition II (3 credits)
- HBSV 5013 Strategies for Nutrition Education and Health Behavior Change (3 credits)
- HBSV 5014 Analysis of Current Literature and Research in Nutrition (3 credits)
- HBSV 5015 Nutritional Epidemiology and Assessment (3 credits)
- HBSV 5016 Food Service Operations and Management (3 credits)
- HBSV 5018 Nutrition and Human Development (3 credits)
- HBSV 5033 Nutrition Care Process and Medical Nutrition Therapy I (3 credits)
- HBSV 5034 Nutrition Care Process and Medical Nutrition Therapy II (3 credits)
- HBSV 5036 Nutrition Counseling (2 credits)
- HBSV 5350 Ethnic Foods Practicum (1 credit)
- HBSV 5351 Community Nutrition Education Practicum (1 credit)
- HBSV 5352 Medical Nutrition Therapy Practicum 1 (1 credit)
- HBSV 5353 Medical Nutrition Therapy Practicum 2 (1 credit)
- HBSV 5354 Medical Nutrition Therapy Practicum 3 (1 credit)

- HBSV 5355 Foods, Community, and Management Practicum (1 credit)

All three Master of Science degrees require a substantial integrative departmental project or thesis.

Master of Science: Nutrition and Public Health

Students working toward the 50-credit MS-RDN degree in Nutrition and Public Health will also complete two additional courses: Principles of Epidemiology in Health Promotion (3 credits) and Social Policy and Prevention (3 credits).

The M.S. in Nutrition and Public Health is an approved program of the Association of Faculties of Graduate Programs in Public Health Nutrition. Coursework for the integrated 50-credit MS-RDN degree conforms to the recommendations of that association, so that the degree is equivalent to one offered by a school of public health.

The MS in Nutrition and Public Health prepares graduates to take leadership roles in government, community, and public health agencies, carrying out a variety of planning, instructional, and administrative tasks related to health promotion and disease prevention. These include community and individual nutritional assessment and evaluation, program planning and management, coalition building, and participation in multidisciplinary teams to provide programs to meet public health needs or improve the sustainability of food systems.

Tuition & Fees for integrated MS-RDN degree in Nutrition and Public Health

The full-time integrated MS-RDN degree in Nutrition and Public Health consists of 50 credits distributed over two 12-month years as follows:

Year #1:

Fall semester (16 credits)*

January session (1 credit)

Spring semester (12 credits)

Summer session #1 (7 credits)**

Summer session #2 (4 credits)* **

Year #2:

Fall semester (13 credits)

Spring semester (4 credits)**

Summer session #1 (1 credit)**

*Two 4-credit graduate courses will be completed at Lehman College of the City University of New York. These courses are Ethnic and Therapeutic Meal Patterns and Food Science. These 8 credits are in addition to the 50 credits completed at Teachers College.

**For students who need full-time status, a certificate of equivalency will be issued. Despite a low credit total for a few of the semesters, the associated supervised experiential learning hours at various work sites equate to full-time status.

Visit the TC Academic Calendar

In addition to the cost of the Teachers College courses**, students should budget for the following:

- College fee per semester**
- Course fees (\$35 per course)
- Two 4-credit courses at Lehman College (about \$650 per credit)
- Comprehensive physical examination (may include drug testing)**
- Background check (about \$20)
- Lab coat (about \$25)
- Books and supplies**
- Academy of Nutrition and Dietetics student membership (about \$63)
- Liability insurance (about \$35 per year, issued by Mercer Consumers, Proliability at <https://www.proliability.com/>)
- Travel/transportation to work sites, especially during the spring and summer of year #2 (Metro Card, Metro North Railroad, PATH train, Uber/Lyft)**
- Food and personal expenses**
- Living expenses (room and board)**

**Information regarding tuition and fees (updated annually) can be found at: <https://www.tc.columbia.edu/admissions/tuition-and-fees>

Information about financial aid, scholarships, stipends can be found at: <https://www.tc.columbia.edu/admission/financial-aid/>

Master of Education

Community Nutrition Education

Master of Education

Points/Credits: 60 **Entry Terms:** Spring/Summer/Fall

Degree Requirements

Master of Education: Community Nutrition Education

The program of study is for the 60-point Master of Education degree in Community Nutrition Education includes additional coursework in advanced nutrition and permits stronger emphases in the behavioral sciences, community assessment and planning, and education. A community-based, research, or other integrative project is required.

In consultation with an academic advisor, students entering the Ed.M. program should consult the various curricula suggested for the MS-RDN track in Nutrition and Public Health, Nutrition Education, or Nutrition and Exercise Physiology for guidance in planning the majority of Ed.M. credits.

In addition to the M.S. General Requirements below, students in the Master of Education in Community Nutrition Education program are also required to take:

- HBSV 6550 and 6551 Research Seminar in Nutrition
- A Qualitative Research Methods course

- Additional electives specific to their integrative project

Master of Science: General Core Requirements

The major program emphases are in the fields of Nutrition Education, Nutrition and Public Health, and Nutrition and Exercise Physiology. All three M.S. Nutrition degrees require the following core didactic courses and practicum courses:

- HBSV 4010 Food, Nutrition, and Behavior
- HBSV 4013 Nutritional Ecology
- HBSV 4014 Community Nutrition
- HBSV 5010 Advanced Nutrition I
- HBSV 5011 Advanced Nutrition II
- HBSV 5013 Strategies for Nutrition Education and Health Behavior Change
- HBSV 5014 Analysis of Current Literature and Research in Nutrition
- HBSV 5015 Nutritional Epidemiology and Assessment
- HBSV 5016 Food Service Operations and Management
- HBSV 5018 Nutrition and Human Development
- HBSV 5033 Nutrition Care Process and Medical Nutrition Therapy I
- HBSV 5034 Nutrition Care Process and Medical Nutrition Therapy II
- HBSV 5036 Nutrition Counseling
- HBSV 5350 Ethnic Foods Practicum
- HBSV 5351 Community Nutrition Education Practicum
- HBSV 5352 Medical Nutrition Therapy Practicum 1
- HBSV 5353 Medical Nutrition Therapy Practicum 2
- HBSV 5354 Medical Nutrition Therapy Practicum 3
- HBSV 5355 Foods, Community, and Management Practicum

A substantial integrative departmental project or thesis is also required.

Doctor of Education

Nutrition Education

Doctor of Education

Points/Credits: 90 **Entry Terms:** Spring/Summer/Fall

Degree Requirements

Doctor of Education (Ed.D.)

Note: The Program in Nutrition is no longer admitting students into the Ed.D. degree unless with special permission. Students may want to consider the Ph.D.

The Doctor of Education is offered in two areas of specialization: Nutrition Education and Nutrition and Public Health

With the increasing appreciation of the importance of nutrition for health promotion and disease prevention and the widespread interest in the safety and sustainability of the food system, there is a need for highly qualified nutrition professionals who are able to develop appropriate policies and programs. The two doctoral specializations prepare graduates for a variety of leadership positions in policy-making, education, and administration in schools and colleges/universities, in media organizations, hospitals, the workplace, and in government, community and public health, and other service agencies as well as to serve as faculty members in colleges and universities. The program's goal is to turn out graduates capable of

1. initiating needed action and responding positively and creatively to the clearly inevitable changes of the coming decades in the physical, intellectual, and political environments in which the food, health, and educational systems operate and
2. conducting research and evaluation studies using appropriate designs and data collection and analysis methods.

The Nutrition Education specialization focuses on leadership roles in many settings, such as colleges and universities, health promotion and disease prevention programs, voluntary health agencies, government and international agencies, businesses, hospitals, and food advocacy organizations, where they work with individuals, groups and communities, and serve as faculty members, program developers, and evaluation and research specialists.

The Nutrition and Public Health specialization focuses on leadership roles in colleges and universities and in government, community, health care, and public health agencies, carrying out a variety of tasks related to health promotion and disease prevention. These include community and individual nutritional assessment and evaluation; program planning and management; coalition building; participation in multidisciplinary health teams to provide programs to meet public needs; and conducting research and evaluation studies.

Program of Study

The general requirements for the Doctor of Education include a minimum of 90 graduate credits, of which at least 45 must be taken under Teachers College registration. Overall, students will be expected to develop competence in nutrition science, behavioral science, methods of empirical research and data analysis, critical thinking and analysis, and broad areas of scholarship, in addition to developing special skills and knowledge appropriate to their chosen degree in nutrition education or public health nutrition. Students will also be expected to pass a certification examination, usually after the completion of 60 points and Research Seminar in Nutrition (HBSV 6550-6551), and to conduct original research that culminates in the production of a dissertation.

Students will be expected to take courses in the following categories:

1. Major field and specialization: 50-60 points
2. Research and evaluation: 12-18 points
3. Broad and basic areas of professional scholarship: 15-24 points

The specific courses selected will depend on the student's particular background, interests, and goals. In consultation with a faculty advisor, students should develop a program plan early in their course of study to provide a rational basis for their course selection. (Visit the website for the Program in Nutrition for more detailed descriptions of the doctoral degree requirements.)

Nutrition and Public Health

Doctor of Education

Points/Credits: 90 **Entry Terms:** Spring/Summer/Fall

Degree Requirements

Doctor of Education (Ed.D.)

Note: The Program in Nutrition is no longer admitting students into the Ed.D. degree unless with special permission. Students may want to consider the Ph.D.

The Doctor of Education is offered in two areas of specialization: Nutrition Education and Nutrition and Public Health

With the increasing appreciation of the importance of nutrition for health promotion and disease prevention and the widespread interest in the safety and sustainability of the food system, there is a need for highly qualified nutrition professionals who are able to develop appropriate policies and programs. The two doctoral specializations prepare graduates for a variety of leadership positions in policy-making, education, and administration in schools and colleges/universities, in media organizations, hospitals, the workplace, and in government, community and public health, and other service agencies as well as to serve as faculty members in colleges and universities. The program's goal is to turn out graduates capable of

1. initiating needed action and responding positively and creatively to the clearly inevitable changes of the coming decades in the physical, intellectual, and political environments in which the food, health, and educational systems operate and
2. conducting research and evaluation studies using appropriate designs and data collection and analysis methods.

The Nutrition Education specialization focuses on leadership roles in many settings, such as colleges and universities, health promotion and disease prevention programs, voluntary health agencies, government and international agencies, businesses, hospitals, and food advocacy organizations, where they work with individuals, groups and communities, and serve as faculty members, program developers, and evaluation and research specialists.

The Nutrition and Public Health specialization focuses on leadership roles in colleges and universities and in government, community, health care, and public health agencies, carrying out a variety of tasks related to health promotion and disease prevention. These include community and individual nutritional assessment and evaluation; program planning and management; coalition building; participation in multidisciplinary health teams to provide programs to meet public needs; and conducting research and evaluation studies.

Program of Study

The general requirements for the Doctor of Education include a minimum of 90 graduate credits, of which at least 45 must be taken under Teachers College registration. Overall, students will be expected to develop competence in nutrition science, behavioral science, methods of empirical research and data analysis, critical thinking and analysis, and broad areas of scholarship, in addition to developing special skills and knowledge appropriate to their chosen degree in nutrition education or public health nutrition. Students will also be expected to pass a certification examination, usually after the completion of 60 points and Research Seminar in Nutrition (HBSV 6550-6551), and to conduct original research that culminates in the production of a dissertation.

Students will be expected to take courses in the following categories:

1. Major field and specialization: 50-60 points
2. Research and evaluation: 12-18 points
3. Broad and basic areas of professional scholarship: 15-24 points

The specific courses selected will depend on the student's particular background, interests, and goals. In consultation with a faculty advisor, students should develop a program plan early in their course of study to provide a rational basis for their course selection. (Visit the website for the Program in Nutrition for more detailed descriptions of the doctoral degree requirements.)

Doctor of Philosophy

Behavioral Nutrition

Doctor of Philosophy

Points/Credits: 75 **Entry Terms:** Spring/Summer/Fall

Degree Requirements

Doctor of Philosophy (Ph.D.)

With the increasing appreciation of the importance of nutrition for health promotion and disease prevention and the widespread interest in the sustainability and social equity of food systems, there is a need for highly qualified nutrition professionals who understand the complex interaction of biology, environment, and personal behavior, and are skilled in conducting research and in the development and evaluation of interventions, programs, and policies in a variety of settings.

The program prepares scholars to conduct research on the critical issues related to:

- determinants of health behaviors (biological, personal, social, and environmental) related to nutrition and to physical activity;
- relationships among food- and nutrition-related behaviors and health outcomes using techniques of behavioral epidemiology;
- design, implementation, and evaluation of theory-based behavioral nutrition and physical activity interventions
- methodological considerations in the design and evaluation of interventions. There are three specializations:
 1. Behavioral Nutrition
 2. Nutritional Epidemiology
 3. Nutrition and Physical Activity

The graduates from this program become leaders who assume professorial and research roles in universities and colleges within departments of nutrition epidemiology, foods and nutrition, and physical activity, as well as assume research roles in centers for research on behavioral aspects of obesity, chronic disease prevention, and health promotion. Thus, the program aims to prepare researchers with basic and applied behavioral skills within an educational context.

Admission Requirements

Admission to the Ph.D. program involves completing the application form available online and submitting all regular admission materials, such as transcripts from all institutions attended, three letters of recommendation, and writing sample, which can be a thesis, substantial paper, or published article.

The student should have a master's degree in nutrition or a closely related discipline from an accredited institution, along with the necessary prerequisite undergraduate courses in general chemistry, organic chemistry, biochemistry, microbiology, human physiology, nutrition, and statistics.. Admissions will be based on grades, GRE scores, letters of recommendation, personal statement, and an appropriate match between the applicant's interests, the research work of the Ph.D. faculty, and funding availability. The student will generally be expected to be full-time and to work on ongoing research projects of the faculty.

Program of Study

The general requirements for the Doctor of Philosophy include a minimum of 75 graduate credits, of which at least 45 must be taken under Teachers College registration.

For the Ph.D., the total classroom course requirement is 45-51 credits, including prior master's degree work. In addition there is 21-27 credits in advanced topical seminars, research seminar and dissertation advisement specifically devoted to research-related courses and activities. Students will also be expected to pass a certification examination. Students will also conduct original research as part of their dissertation and will need to pass a proposal hearing, an advanced seminar (specifically on their data) and dissertation oral defense on their full dissertation.

Students will be expected to take courses in the following categories:

1. Core courses: 29 points
2. Courses to develop depth within each specialization: 19-29 points
3. Research preparation: 21-27 points

The specific courses selected will depend on the student's particular background, interests and goals. In consultation with a faculty advisor, students should develop a program plan early in their course of study to provide a rational basis for their course selection.

Research Training and Apprenticeship

The primary modality for training for Ph.D. students is working with their sponsor on some ongoing research project. Students will work closely with one faculty member on an ongoing research project to gain practical experience in the development of study instruments, intervention protocols, data collection, data management and analysis, manuscript preparation and submission, and presentation of results at relevant scientific meetings. During their first year after completing basic core coursework, students will also participate in two semester-long part-time internships with other research labs, at Columbia or other academic institutions, to gain additional research perspectives. Visit the website for the Program in Nutrition for more detailed descriptions of the Ph.D. requirements.

Faculty

Faculty

- Pamela Ann **Koch** Mary Swartz Rose Associate Professor of Nutrition Education
- Randi L. **Wolf** Associate Professor of Human Nutrition on the Ella McCollum Vahlteich Endowment

Emeriti

- Joan Dye **Gussow** Mary Swartz Rose Professor Emerita of Nutrition and Education

Lecturers

- Lora Ann **Sporny** Senior Lecturer

Adjunct Faculty

- Isobel Ruth **Contento** Adjunct Full Professor
- Karen Reznik **Dolins** Adjunct Assistant Professor
- Melissa **Murphy** Adjunct Assistant Professor
- John **Pinto** Adjunct Full Professor
- Janet **Schebendach** Adjunct Associate Professor

Instructors

- Jennifer **Giles**
- Jennifer Catherine **Hildner** Dietetic Internship Program Director & Integrated MS-RDN Program Director
- Shelley **Mesznik** Instructor
- Sari **Schlüssel-Leeds** Instructor

Courses

HBSV 4000 - Introduction to nutrition

(Course is offered to non-majors and to those desiring admission to the Program in Nutrition.) The course provides an overview of the science of nutrition and its relationship to health promotion and disease prevention. The primary focus is on the essential macronutrients and micronutrients - -- their chemical structures, food sources, digestion and absorption, metabolism, storage, and excretion. Students analyze the nutritional quality of their own food intake and

develop the knowledge and skills to estimate their daily caloric requirements and nutrient needs using tools such as Dietary Reference Intakes, My Plate, and Dietary Guidelines for Americans.

HBSV 4010 - Food, nutrition and behavior

For nonmajors and majors. A study of physiological, psychological, and socio-cultural factors that affect eating behaviors and the development of individual and cultural food patterns. Topics include the chemical senses and why we like sweet, salt, and fat; self-regulation of what and how much we eat; effect of early experiences with food; food, mind, and behavior; interaction of food and culture through history; cooking and time use trends; meat meanings; psychosocial and cultural factors, and the impact of today's food environment on food choices.

HBSV 4013 - Nutritional ecology

A course for non-majors and majors. Nutrition and food as viewed from a global, ecological perspective. Topics include food/population problems and food aid, food product development and promotion here and abroad, energy and food relationships, food safety and the changing American diet, organic agriculture and natural food, biotechnology, and other topics as appropriate.

HBSV 4014 - Community nutrition

This course examines and evaluates food assistance and safety net programs in the United States and explores the policies, history, and context that lead to unequal access to healthy food. The course includes broad thought-provoking readings as well as working "on the ground": assessing supermarkets and opportunities for safe walking and biking; volunteering at a food pantry; and visiting an urban agriculture site. Students outside the Program in Nutrition are welcome, with permission from the instructor.

HBSV 4150 - Sports nutrition

For nonmajors only. A practical course designed to assist health professionals give the most accurate and up-to-date information to active people to help them improve health and performance. Integration of principles of nutrition and exercise physiology and application to exercising individuals. Topics for discussion include energy expenditure, fuel substrate metabolism, specific nutrient needs, hydration, and weight issues for exercising individuals and athletes.

HBSV 4902 - Research and independent study in nutrition education

Permission required. Master's degree students undertake research and independent study under the direction of a faculty member.

HBSV 5010 - Advanced nutrition I

In-depth review of current knowledge and research on biochemical and physiological aspects of energy metabolism, carbohydrates, lipids and lipid metabolism, and proteins; regulation of intake and impact on health and disease.

HBSV 5011 - Advanced nutrition II

In-depth review of current knowledge and research on the biochemical and physiological aspects of vitamins, minerals, and phytonutrients; applications to diet.

HBSV 5013 - Strategies for nutrition education and health behavior change

Understanding and application of theoretical frameworks from the behavioral sciences and education to design and deliver food and nutrition education and physical activity promotion to various groups and to facilitate the adoption of healthful behaviors. Includes both didactic and field practice components.

HBSV 5014 - Analysis of current literature and research in nutrition

Critical examination and evaluation of current controversies and issues in nutrition and food. Topics are reviewed and discussed in depth. Students learn how to analyze the medical and layperson literature concerning such topics as dietary fat and disease, calcium and osteoporosis, fruit/vegetables and cancer, weight loss regimens, supplements and alternative therapies.

HBSV 5015 - Nutritional epidemiology and assessment

Study of methods for assessing food and nutrient intake, energy expenditure, and body composition and for evaluating nutritional status of individuals and communities from clinical assessments, dietary intakes, and behavioral evaluation.

HBSV 5016 - Food Service Operations and Management

Nutrition professionals play an important role in food systems, food service, and management in a wide variety of settings, such as hospitals, post-acute care facilities, universities, and nongovernmental organizations. In the areas of both food service and clinical nutrition, dietitians are responsible for planning, organizing, leading, staffing, and controlling. Through Food Service Operations and Management students will gain knowledge and skills required to effectively manage food, equipment, facilities, and human resources in order to provide high quality products and services to customers. Through assignments and role playing, students will also develop important leadership and managerial skills.

HBSV 5018 - Nutrition and human development

This course examines the physiologic changes and nutritional needs during pregnancy, fetal development, infancy, childhood, and adolescence. Special attention is paid to promoting positive pregnancy outcomes for both mother and baby, fetal metabolic programming, breast feeding versus formula feeding, introduction of solid foods to infants, preventing and managing food allergies, coping with picky eating, maintaining a healthy feeding relationship between caregiver and child, promoting nutritional health in children and adolescents, and preventing health and dietary problems (including eating disorders) in children and adolescents.

HBSV 5033 - Nutrition care process and medical nutrition therapy I

Through this 2-course sequence, students gain the knowledge, professional attitudes and skills required to effectively assess and manage the nutritional needs of acutely, critically, and chronically ill individuals. Pathophysiology of disease and nutritional implications are examined through a variety of case studies. The Nutrition Care Process,

which includes nutrition screening, assessment, diagnosis, intervention, monitoring, and evaluation, is the tool through which students learn evidence-based adaptation of diets and lifestyles in the therapeutic management of disease. All the while, the course provides a medical vocabulary that enables students to communicate with members of a healthcare team.

HBSV 5034 - Nutrition Care Process and Medical Nutrition Therapy II

Through this 2-course sequence, students gain the knowledge, professional attitudes and skills required to effectively assess and manage the nutritional needs of acutely, critically, and chronically ill individuals. Pathophysiology of disease and resultant nutritional implications are examined through a variety of case studies. The Nutrition Care Process, which includes nutrition screening, assessment, diagnosis, intervention, monitoring and evaluation, is the tool through which students learn evidence-based adaptation of diets and lifestyles in the therapeutic management of disease. All the while, the course provides a medical vocabulary that enables students to communicate with members of a healthcare team.

HBSV 5036 - Nutrition counseling

This course focuses on providing students with an understanding of client-centered counseling models and practicing a variety of essential skills: nonverbal, active listening, goal assessment, motivational interviewing, and group counseling.

HBSV 5231 - Extended Fieldwork in Nutrition and Public Health

A block of supervised field experience required of those pursuing an MS in nutrition and public health. Fieldwork is taken near completion of coursework.

HBSV 5241 - Dietetic Internship - Module I

Internship in service settings in metropolitan New York, Rockland and Westchester counties, and Southern Connecticut. It includes experiences in clinical nutrition, community nutrition, food service management, and research in dietetics. Cumulative experience totals 1200 hours. Malpractice/personal liability insurance, health insurance, lab coat, and physical exam required. Special fee: \$150

HBSV 5242 - Dietetic internship in nutrition: Module II

Internship in service settings in metropolitan New York, Rockland and Westchester counties, and Southern Connecticut. It includes experiences in clinical nutrition, community nutrition, food service management, and research in dietetics. Cumulative experience totals 1200 hours. Malpractice/personal liability insurance, health insurance, lab coat, and physical exam required. Special fee: \$150

HBSV 5243 - Dietetic Internship in nutrition: Research and Independent Practice

Internship in service settings in metropolitan New York, Rockland and Westchester counties, and Southern Connecticut. It includes experiences in research in dietetics, clinical nutrition, community nutrition, and food service management. Cumulative experience totals 1200 hours. Malpractice/personal liability insurance, health insurance, lab coat, and physical exam required.

HBSV 5244 - Dietetic Internship in nutrition: Internship in food service

Internship in service settings in metropolitan New York, Rockland and Westchester counties, and Southern Connecticut. It includes experiences in food service management. Cumulative experience totals 200 hours. Malpractice/personal liability insurance, health insurance, lab coat, and physical exam required.

HBSV 5314 - Practicum in sports nutrition

This course will provide a practical venue for students to apply the knowledge gained through their academic coursework to the real-life situation of individuals and teams in various sports.

HBSV 5333 - Practicum Community Service

Practical experiences in community, food, and nutrition programs.

HBSV 5350 - Ethnic Foods Practicum

In Ethnic Foods Practicum students will examine the values, practices, and beliefs of different ethnicities/cultures with regard to food. They will also explore the ways in which dietitians can better understand the cultures and food preferences/habits of their patients. Through experiences in and outside of class, students will gain skills to effectively work with patients from different backgrounds.

HBSV 5351 - Community Nutrition Education Practicum

In Community Nutrition Education Practicum students examine the different roles food and nutrition professionals play on the community level including their efforts to reduce food insecurity, increase food access, enhance knowledge of how to create healthy meals, and provide nutrition education. Students will discuss inequities with regard to access to healthy foods and evaluate resources created to help reduce such disparities. Students will explore how to strengthen communities and bring about change on local, national, and international levels through their coursework and experiences within different communities.

HBSV 5352 - Medical Nutrition Therapy Practicum I

In MNT Practicum I students gain the knowledge and skills required to effectively engage in each step of the Nutrition Care Process, which includes nutrition screening, assessment, diagnosis, intervention, monitoring and evaluation. Through role playing and coursework, students also develop and strengthen practical skills necessary to effectively work in clinical settings, such as skills related to counseling patients, writing consult notes for medical records, presenting patient case studies during rounds and at clinical conferences, and creating patient education materials.

HBSV 5353 - Medical Nutrition Therapy Practicum II

In Medical Nutrition Therapy Practicum 2 students gain the knowledge and skills required to effectively utilize the Nutrition Care Process and provide nutrition counseling to acutely, critically, and chronically ill individuals. Students will also develop and strengthen their skills with regard to writing medical notes and presenting case studies.

HBSV 5354 - Medical Nutrition Therapy Practicum III

In Medical Nutrition Therapy Practicum 3 students will have the opportunity to utilize and build upon the knowledge and skills they gained in Nutrition Care Process & Medical Nutrition Therapy I and 2, and the related practicums, through experiential learning activities at a variety of worksites. Students will strengthen their ability to effectively apply the Nutrition Care Process while working with patients/clients of different ages and backgrounds and with a wide range of medical conditions. Furthermore, students will hone their research skills. They will critically examine current research and evidence-informed practices to determine the appropriate medical nutrition therapy for complex medical conditions and they will engage in quality improvement projects to help inform best practices at their worksites. All the while, students will have multiple opportunities to hone their presentation skills.

HBSV 5355 - Foods, Community, and Management Practicum

In Foods, Community, and Management Practicum, students will have the opportunity to utilize and build upon the knowledge and skills they gained in prior courses through experiential learning activities at a variety of community nutrition and food service worksites. Students will also learn how to provide high quality products, services, and programs through effective management. In addition, students will learn important skills related to preparing for a job interview so that after graduation, when starting out and looking for employment or when doing the hiring themselves, they know how to be and identify a strong job candidate.

HBSV 5513 - Seminar in nutrition education: Theory and applications

An in-depth examination of the use of current theories and research in the design, implementation, and evaluation of nutrition education interventions. Course is designed to supplement topics covered in HBSV 5013. Students may register for more than one semester.

HBSV 5593 - Nutrition in exercise and sport

Discussions of interactions between exercise and nutrition as applied to health and fitness. Controversial topics emphasized. Majors in nutrition are eligible to enroll during their second year of study.

HBSV 5902 - Guided study in nutrition

Permission required. Opportunity for advanced students to investigate areas of special interest in nutrition.

HBSV 6550 - Research seminar in nutrition

Required of all Ed.M. and Ed.D. candidates. Discussion of current research issues and student projects. Students may register for more than one semester. This course requires at least 18 hours per week of out-of-classroom work.

HBSV 6551 - Research seminar in nutrition

Required of all Ed.M. and Ed.D. candidates. Discussion of current research issues and student projects. Students may register for more than one semester.

HBSV 6902 - Research and independent study in nutrition

Permission required. Open to matriculated doctoral students. Research and independent study under faculty direction.

HBSV 7502 - Dissertation seminar in nutrition

Development of doctoral dissertations and presentation of plans for approval.

HBSV 8900 - Dissertation advisement in nutrition

Advisement on doctoral dissertations. Fee to equal 3 points at current tuition rate for each term. For requirements, see catalog on continuous registration for Ed.D. degree.

READING SPECIALIST

Department of Health & Behavior Studies

Program Description

The Reading Specialist M.A. program provides students with a broad foundation in applied educational psychology as it relates to literacy acquisition and concentrated preparation in assessment and intervention in reading and writing difficulties. The program provides experience in working with child, adolescent, and adult learners.

Key program characteristics include the following:

- Accredited by the International Dyslexia Association
- Preparation for two New York State certifications: Teacher of Literacy, Birth-6 and Teacher of Literacy, 5-12.
- Individualized and small group focus: Students are prepared to teach reading and writing to struggling readers both individually and in small groups. This prepares them to provide literacy instruction in pull-out programs, inclusion classrooms, and regular classrooms.
- Balanced literacy focus: Integration of rigorous, evidence-based word study training with authentic literacy, encompassing phonemic awareness, decoding, word recognition, reading comprehension, fluency, vocabulary development, spelling, and expressive writing.
- Assessment and intervention focus: Students learn to administer a battery of classroom-based and standardized assessment measures to identify strengths and weaknesses of individual students and groups and then to develop an intervention plan based on the assessment findings.
- Preparation to diagnose dyslexia: Students analyze a battery of standardized tests and formulate a diagnosis.
- Psychology focus: Understanding of typically developing and delayed literacy development from the vantage point of cognitive processes and their relation to race, ethnicity, language proficiency, and socio-economic status.

- Research focus: Emphasis on evidence-based (scientifically sound) intervention strategies for struggling readers.
- Lifespan perspective: Students learn to deliver assessment and intervention to individuals from preschool emergent literacy through adolescence and adulthood. Adults include adult literacy students and college dyslexics.
- Clinical experience: Students take practica in a clinic at Teachers College where they deliver services to struggling readers of all ages who come from low-income households.
- School experience: The advanced practicum may be taken at the student's own school or another selected school.
- Professional development focus: Preparation for professional development in advanced seminar.
- Full-time students (four courses in each academic semester and summer courses) can be in residence for one calendar year and complete the final, advanced practicum via distance learning option where feasible.

Faculty

Emeriti

- Dolores **Perin** Professor Emerita of Psychology and Education

Lecturers

- Susan Garni **Masullo** Senior Lecturer

Courses

HBSE 4001 - Teaching students with disabilities in the general education classroom

This course addresses problems of educational assessment, curriculum and teaching, organization, and guidance of students with physical, cognitive, affective, and sensory disabilities.

HBSK 4072 - Theory and Techniques of Assessment and Intervention in Reading

Provides an overview of theories and research pertaining to reading acquisition and assessment and intervention techniques for reading across the lifespan. Content is organized according to four major themes: the psychology of reading development, language structures, assessment, and intervention. Materials fee: \$35.

HBSK 4074 - Development of Reading Comprehension

Reading and study skills: Practical procedures based on research findings appropriate for teachers, counselors, and others. Discussion focuses on students in the middle elementary grades through young adulthood.

HBSK 5077 - Adult Literacy and Developmental/Remedial Education

Online. This course provides an examination of the learning of reading and writing by adults who have not achieved full literacy. Populations discussed include students in programs including adult basic education, vocational / career & technical education, continuing education, and developmental / remedial education; adults with dyslexia and other learning disabilities; immigrants and others who have limited English language proficiency; students in correctional settings; and participants in adult literacy programs outside of the U.S.

HBSK 5098 - Diagnosis of Reading and Writing Disabilities

Prerequisite: HBSK 4072. Presents theory and research pertaining to reading and writing disabilities. Students obtain experience in administering, scoring, and interpreting a battery of measures and learn to formulate a diagnosis based on standardized, norm-referenced tests. The course takes a lifespan perspective in its examination of reading and writing disabilities. Materials fee: \$50.

HBSK 5099 - Writing interventions theory and practice

This is a literacy course that applies research on cognitive, linguistic, affective, social, and cultural processes underlying writing performance to the development of writing interventions. Writing is discussed within the context of language and literacy development. Students learn to evaluate evidence-based writing interventions for both typically developing and special-needs populations of differing ages and in various educational settings.

HBSK 5373 - Practicum in literacy assessment and intervention I

Prerequisite or corequisite: HBSK 4072, grade of B or better. This course is the first of three practica that prepare students to assess, analyze, and remediate literacy difficulties using research and theory. In class sessions, students learn to understand assessment and instruction across a broad spectrum of skill areas reflecting the most common areas of difficulty for struggling readers and writers. Students apply those skills in their work in the Dean-Hope Center for Educational and Psychological Services (CEPS) with an individual who has literacy difficulties. Each practicum counts for 50 clock hours weekly of field experience. Materials fee: \$100.

HBSK 5376 - Practicum in literacy assessment and intervention II

Prerequisites: HBSK 4072, HBSK 5373 with grade of B+ or better. This course is the second of three practica that prepare students to assess and remediate literacy difficulties. HBSK 5376 utilizes a more advanced learning model in which a student works to assess and tutor a client at the Dean-Hope Center for Educational and Psychological Services (CEPS). In class sessions, students continue to learn techniques, skills, and materials for assessment and

intervention for use with those who struggle with reading and writing. Students are expected to apply class content in clinical sessions with an individual with literacy difficulties. Each practicum counts for 50 clock hours weekly of field experience. Attendance at supervision sessions is also mandatory.

HBSK 5377 - Practicum in literacy assessment and intervention III

Prerequisites: HBSK 4072, HBSK 5376 with grade of B+ or better. This course is the third of three practica that prepare students to assess and remediate literacy difficulties. HBSK 5377 utilizes an independent learning model in which the student works to assess and tutor a small group of individuals in a school setting. The focus in this practicum is on differentiating instruction for students who are reading and writing below grade-level expectations. Students work collaboratively with classroom teachers and other school personnel while continuing to adhere to professional and ethical guidelines and standards in their assessment, teaching and preparation of documentation and reports. Materials fee: \$100.

HBSK 5580 - Seminar in consultation and evaluation in reading

The purpose of this seminar is to consider the implications of recent research in literacy assessment and intervention for the consultation, evaluation and professional development roles of Reading and Learning Specialists and Coaches. Materials Fee: \$50.

SCHOOL PSYCHOLOGY

Department of Health & Behavior Studies

Program Description

The College has two programs in school psychology: (a) the Ph.D. program, which is accredited by the American Psychological Association (APA) and the National Association of School Psychologists (NASP), and (b) the Ed.M. program, which is approved by NASP. The theoretical model of our programs involves the application of psychological science to the promotion of learning and mental health in schools and other educational and mental health contexts.

The goal of the doctoral program is to train beginning-level doctoral school psychologists to work in schools, universities, research centers, testing companies and clinics that serve children, youth, and their families. Our scientist–practitioner training model consists of formal instruction and apprenticeship. Course work provides students with a strong foundation in psychological theory and research as well as its application to (a) the instruction and learning of school-related subjects, and (b) the understanding, promotion, and treatment of mental health problems. Practicum and internship experiences provide students with the opportunity to apply this knowledge directly to their work with clients. Clients are seen in a variety of contexts, including the Dean Hope Center (our college clinic) in the first year, collaborating schools in the second year (we provide school psychological services to children and youth in schools that serve children from ethnically and linguistically diverse low- and middle-income environments), organized externships in public schools, hospitals, and clinics in the New York City area in the third and fourth years, and a formal internship in the 5th year. Under close supervision by faculty, doctoral students apprentice in teaching (labs, modules for assessment courses) and clinical supervision of first-year students with practicum clients in the Dean Hope Center.

Students also take on leadership roles in research labs, admissions, faculty searches, and in mentoring younger Ph.D. students. Faculty research, all of which is cognitively, behaviorally, and/or developmentally oriented, provides yet another vehicle for students to develop and apply their knowledge.

In addition to the Ph.D. program, the program in school psychology also has a New York State Department of Education registered Ed.D option. However, this degree is not accredited by APA, and the program has not accepted applications or admitted students to it in many years.

The goal of the Ed.M. program is to train beginning-level certified school psychologists to work in public schools. Course work provides students with a strong foundation in psychological theory and research as well as its application to (a) instruction and learning of school-related subjects, particularly reading, and (b) the understanding, promotion, and treatment of mental health in school settings. Practica and internship experiences provide students with the opportunity to apply this knowledge directly to their work with clients who are seen in the Dean Hope Center in the first year, our collaborating schools in the second year, and internships in schools in the New York City area or other parts of the country in the third year.

Specifically, we prepare school psychologists who:

- Goal 1: Demonstrate a sound theoretical foundation in psychological science and use this knowledge as scientist/practitioners to plan, conduct, and evaluate psychological and educational research
- Goal 2: Demonstrate knowledge and skills concerning fundamentals of measurement and assessment and the use of psychological and educational assessment measures in a non-biased, reliable and valid manner. Demonstrate knowledge and skills concerning the theories and tactics used to guide the design, implementation, and evaluation of effective interventions for children and adolescents and their families.
- Goal 3: Demonstrate the ability to apply theoretical knowledge and skills when consulting with teachers, parents, and other professionals.
- Goal 4: Demonstrate the ability to apply knowledge of individual cultural differences (e.g., race/ethnicity, gender, language, socioeconomic status, religion, sexual orientation, etc.) to effective professional practice in multicultural social contexts.
- Goal 5: Demonstrate (a) active involvement in the profession, (b) commitment to professional ethics and standards, and (c) commitment to lifelong learning.

Degrees

Master of Education

School Psychology: Applied Developmental and Learning Psychology

Master of Education | NY State Provisional: School Psychology

Points/Credits: 69 **Entry Terms:** Fall Only **Certification:** NY State Provisional: School Psychology

Degree Requirements

Master of Education (Ed.M., 69 points)

Master of Education-Regular Track (Ed.M., 69 points)

Our National Association of School Psychologists (NASP)-accredited Master of Education program requires 69 points of coursework. The course of study stresses a firm grounding in the core areas of psychology, especially cognitive psychology, as well as in the tools traditionally used by school psychologists to apply their knowledge and skills to school settings. Completion of the Ed.M. program in School Psychology can lead to certification as a school psychologist in New York State.

Ed.M. students should plan on three years of full-time attendance, including summers. Although part-time attendance is possible, full-time attendance leads to a richer educational experience. Ed.M. students must be available to spend a minimum of one full day per week for practica in their first year and two full days per week for fieldwork in their second year. Internships are full-time.

(The fieldwork sequence conforms to the calendar of our cooperating schools, NOT to the Teachers College academic calendar.)

Suggested sequence of courses by year and semester:

First Year

Fall (15 credits)

- HBSK 4025 3 Professional and Ethical Functions of School Psychologists
- HBSK 5320 3 Individual Psychological Testing I
- HBSK 4074 3 Development of Reading Comprehension
- HBSK 5378 3 Psychoeducational Assessment of School Subject Differences
- HBSK 4073 3 Childhood Disorders

Spring (15 credits)

- HBSK 5321 3 Individual Psychological Testing II
- HBSK 6380 3 Psychoeducational Assessment of Culturally Diverse Students
- HBSK 5096 3 Psychology of Memory: Cognitive and Affective Bases
- HBSK 5050 3 Cognitive and Behavioral Interventions
- BBS 5068(9) 3 Brain and Behavior I

Summer (6 credits)

Session A

- HBSS 6100 3 Measurement and Program Evaluation

Session B

- ORL 5362 3 Group Dynamics: A Systems Perspective

Second Year

Fall (13 credits)

- HBSK 5280 4 Fieldwork
- HBSK 6382 3 Psychoeducational Interventions in the Schools
- HBSK 6584 3 Seminar: School Psychology Consultation
- HBSK 5031 3 Families as a Context for Child Development
- HBSE 4015 3 Applied Behavior Analysis I

Spring (13 credits)

- HBSK 5280 4 Fieldwork
- HBSK 6362 3 Group Practicum
- HBSK 4030 3 Multicultural Issues in School Psychology
- HUDM 4122 3 Probability and Statistical Inference

Third Year

Fall & Spring (4 credits)

- HBSK 5480 2 Internship Supervision (2 credits per semester)

Master of Education-ABA Track (82 points)

In addition to our regular track, the Applied Behavior Analysis (ABA) track offers students the opportunity to obtain certification as a school psychologist and a license as a Behavior Analyst (LBA) in New York State, and meet the requirements for certification as a Board Certified Behavior Analyst (BCBA) by earning a Certificate in Applied Behavior Analysis.

Suggested sequence of courses by year and semester:

First Year

Fall (16 credits)

- HBSK 4025 3 Professional and Ethical Functions of School Psychologists
- HBSK 5320 3 Individual Psychological Testing I
- HBSE 4015 3 Applied Behavior Analysis I
- HBSE 4034 1 Practicum in ABA (1 credit)
- HBSK 4073 3 Childhood Disorders
- HBSK 5378 3 Psychoeducational Assessment of School Subject Differences

Spring (12 credits)

- HBSK 5321 3 Individual Psychological Testing II
- HBSK 6380 3 Psychoeducational Assessment of Culturally Diverse Students
- HBSK 5050 3 Cognitive and Behavioral Interventions
- HBSE 4034 0 Practicum in ABA (0 credits)
- HBSE 4044 3 Methods I: Research Methods in Pedagogy, Curriculum, and management

Summer (12 credits)

Session A (6 credits)

- HBSE 4049 3 Professional and Ethical Issues in ABA
- HBSS 6100 3 Measurement and Program Evaluation

Session B (8 credits)

- ORL 5362 3 Group Dynamics: A Systems Perspective (one week)
- HBSE 4048 3 Working with Families with Autism
- BBS 5068 2 Brain & Behavior I

Second Year

Fall (17 credits)

- BBS 5069 1 Brain and Behavior II
- HBSK 5280 4 Fieldwork
- HBSK 6382 3 Psychoeducational Interventions in the Schools
- HBSK 6584 3 Seminar: School Psychology Consultation
- HBSK 5031 3 Families as a Context for Child Development
- HBSE 4045 3 Methods 2: Curr/Ped Operations for Teaching

Spring (16 credits)

- HBSK 5280 4 Fieldwork
- HBSK 6362 3 Group Practicum
- HBSE 4016 3 ABA II
- HBSK 4030 3 Multicultural Issues in School Psychology
- HBSK 5096 3 Psychology of Memory: Cognitive and Affective Bases

Summer (5 credits)

Session A

- HUDM 4122 3 Probability and Statistical Inference

Session B

- HBSE 4047 2 Record Keeping in ABA (online)

Third Year

Fall and Spring (2 credits)

- HBSK 5480 2 Internship Supervision (1 credit per semester)

Doctor of Philosophy

School Psychology

Doctor of Philosophy | NY State Provisional: School Psychology

Points/Credits: 90 **Entry Terms:** Fall Only **Certification:** NY State Provisional: School Psychology

Degree Requirements

Doctor of Philosophy (Ph.D., 90 points)

Our American Psychological Association (APA)- and National Association of School Psychologists (NASP)-accredited doctoral program (Ph.D.) requires a minimum of 90 points. Students may have to complete courses in addition to those included in the curriculum if their advisor deems it necessary (e.g., an extra statistics course). Attainment of the doctoral degree prepares students for certification as a school psychologist and licensure as a

psychologist. On average, doctoral students should plan on five years of full-time attendance, including summers. This includes three years of coursework, a two-semester externship in the third year, a full-year internship during the fifth year, and a dissertation.

Suggested Sequence of Courses by Year and Semester

(Semesters in parentheses represent other times courses are offered)

First Year

Fall (12 credits)

- HBSK5320(3) Individual Psychological Testing I*
- HBSK4025(3) Professional and Ethical Functions of School Psychologists
- HBSK4073(3) Childhood Disorders*
- HUDM4122(3) Probability and Statistical Inference (most semesters)
- HBSK657_(0) Research Practicum

Spring (15 credits)

- HBSK5321(3) Individual Psychological Testing II*
- HBSK5378(3) Practicum in Psychoeducational Assessment of School Subject Difficulties*
- HBSK5050(3) Cognitive and Behavioral Interventions for Youth
- HBSK6380(3) Practicum in Psychoeducational Assessment with Culturally Diverse Students
- HBSE 4015(3) Applied Behavior Analysis I
- HBSK657_(0) Research Practicum

Summer (6 credits)

- HUDM5122(3) Applied Regression Analysis (most semesters)
- ORL5362(3) Group Dynamics: A Systems Perspective (most semesters)

Second Year

Fall (13 credits)

- ORLJ5040(3) Research Methods in Social Psychology
- HBSK5280(4) Fieldwork in School Psychological Services
- HBSK6584(3) Seminar: School Psychology Consultation
- HBSK6382(3) Advanced Practicum in Psychoeducational Interventions in Schools
- HBSK657_(0) Research Practicum

Spring (18 credits)

- HBSK5031(3) Family as the Context for Child Development
- HBSK657_(0) Research Practicum
- HBSK5280(4) Fieldwork in School Psychological Services
- HBSK 6362(3) Group Work with Children & Adolescents
- HBSK 4030 (3) Multicultural Issues in School Psychology
- BBS 5069 (2) Brain and behavior I

Summer (8 credits)

- HUDM5059(3) Psychological Measurement
- HUDM5123(3) Linear Models and Experimental Design
- BBS 5069 (1) Brain and behavior II

Third Year

Fall (5 credits)

- HBSK5271(2) Supervised Externship in Psychoeducational Practice (Section 1)
- HBSK657_(0) Research Practicum
- HUDK6520(3) Seminar in Lifespan Developmental Psychology (offered every other year)
- HBSK4074(3) Development of Reading Comprehension

Spring (6 credits)

- HBSK5096(3) Psychology of Memory: Cognitive and Affective Bases
- HBSK5271(2) Supervised Externship in Psychoeducational Practice (Section 1)
- HBSK5273(1) Supervised Experience in Supervision
- HBSK 6383 (3) Neuropsychological Assessment of Children and Adults
- HBSK657_(0) Research Practicum

Summer (3 credits)

- CCPX6020(3) History and Systems of Psychology

Fourth Year

Fall (4 credits)

- ORLJ5540 (3) Pro-seminar in Social Psychology
- HBSK7503(1) Dissertation Seminar**
- HBSK5271(0) Supervised Externship in Psychoeducational Practice (Section 2)

Spring (0 credits)

- HBSK5271(0) Supervised Externship in Psychoeducational Practice (Section 2)
- HBSK8902(0) Dissertation Advisement

Fifth Year

- HBSK6480(0) School Psychology Internship

PLEASE NOTE

The following courses, which are included in a fall or spring semester in the suggested sequence can be taken in the summer. However, before deciding to take any of the following in the summer, please consult with your advisor

1. HUDM4122, Probability and Statistical Inference (most semesters)
2. HBSK4074, Development of Reading Comprehension

Faculty

Faculty

- Prerna **Arora** Assistant Professor of School Psychology
- Benjamin **Lovett** Associate Professor of Psychology and Education
- Stephen T **Peverly** Professor of Psychology and Education

Lecturers

- Roseanne Christine **Gotterbarn** Lecturer
- Helen **Stevens** Lecturer

Adjunct Faculty

- Kristene Anne **Doyle** Adjunct Full Professor
- Katherine L **Durham** Adjunct Assistant Professor
- Jennifer **Hope** Adjunct Assistant Professor
- Kamauru **Johnson** Adjunct Assistant Professor
- Michael Jerome **Koski** Instructional Staff
- Gardith **Marcelin** Adjunct Assistant Professor
- Leah Anne **McGuire** Adjunct Assistant Professor
- Erica M. **Miller** Adjunct Assistant Professor
- Kelly Lynn **Mule** Adjunct Assistant Professor

Instructors

- Noelle Regina **Leonard**
- James Francis **Sumowski**

Courses

HBSK 4025 - Professional and ethical functions of school psychologists

Permission required. Overview of issues associated with the school psychologist's roles within educational settings including assessment, intervention, and consultation. Education and disability law and ethics are stressed.

HBSK 4072 - Theory and Techniques of Assessment and Intervention in Reading

Provides an overview of theories and research pertaining to reading acquisition and assessment and intervention techniques for reading across the lifespan. Content is organized according to four major themes: the psychology of reading development, language structures, assessment, and intervention. Materials fee: \$35.

HBSK 4073 - Childhood Disorders

Information involving the symptoms, life-course, prevalence, and etiology of a number of psychiatric disorders that are manifested in childhood and adolescence is presented. Information involving assessment and treatment is also considered. This course considers psycho-educational assessment, diagnosis, and treatment of child and adolescent disorders. A testing lab is included.

HBSK 4074 - Development of Reading Comprehension

Reading and study skills: Practical procedures based on research findings appropriate for teachers, counselors, and others. Discussion focuses on students in the middle elementary grades through young adulthood.

HBSK 5031 - Family as a context for child development

Prerequisite: Any introductory developmental psychology course. Examines theories of family functioning and empirical evidence of family processes that mediate child and adolescent development outcomes. Emphasis on family factors associated with children's cognitive, emotional, and academic development, including home-school collaboration and social functioning within cultural contexts. Materials fee: \$10.

HBSK 5050 - Cognitive and Behavioral Interventions for Youth

This course is intended to provide graduate students in psychology with an introduction to the application of cognitive behavioral interventions for the treatment of childhood disorders. The theoretical foundations of major cognitive-behavioral therapies for the treatment of psychological disorders will be studied. Treatment skills, including clinical interviewing and basic therapeutic skills, will be presented. Further, empirically supported therapeutic interventions for some of the most common psychological disorders experienced by school age children will be discussed. An introduction to cognitive behavioral case formulation and individual treatment planning will be integrated throughout the class. Empirical data pertaining to the use and efficacy of cognitive behavioral interventions with diverse populations will be reviewed. Ethical considerations will be presented and highlighted.

HBSK 5051 - Child-adolescent PTSD and related disorders

Permission required. This course presents information about the history, epidemiology, etiology, assessment, prevention, and cognitive-behavioral treatment of child-adolescent post-traumatic stress disorder (PTSD) and related internalizing disorders. Analogue diagnostic and treatment training is provided.

HBSK 5085 - Observing and assessing preschool children

Overview of assessment procedures used with preschool and kindergarten-age children including review of related tests, the development of observation procedures, and the development of screening programs. Materials fee: \$75.

HBSK 5096 - The psychology of memory: Cognitive and affective bases

The course focuses on several themes related to cognition and affect: historical and philosophical foundations, the effects of context. An analysis of perspectives on human memory with particular attention to knowledge, attention, strategic processes, meta-cognition, transfer, and context. The application of this information to practice is stressed.

HBSK 5271 - Supervised Externship Psychoed Prac

Supervised experience in a school, hospital, or community clinic focusing on psychoeducational assessment, counseling, remediation, and consultation. Prerequisite: HBSK 5280. Students can register for this course up to six times.

HBSK 5273 - Supervised fieldwork in remedial reading and school difficulties: Supervised experience in supervision

Advanced doctoral students are supervised in their supervision of the comprehensive psychoeducational assessments with clients in the Center for Educational and Psychological Services performed by first-year school psychology students enrolled in HBSK 6380.

HBSK 5280 - Fieldwork in school psychological services

Permission required. Limited to second-year students in School Psychology. Must be taken concurrently with HBSK 6382-HBSK 6383. Supervised school-based experience in psychoeducational practice (two days per week for the entire academic year). Includes university-based supervision. Supervisory fee: \$100.

HBSK 5320 - Individual Psychological Testing I

Permission required. This is a year-long course open to Ed.M. and doctoral students in School Psychology. Background, administration, and interpretation of major psychological tests from both nomothetic and ideographic perspectives. Both courses cover the administration of major cognitive and personality measures and the interpretation and integration of data into case reports. Lecture plus lab/supervisory section. Supervisory fee: \$100; materials fee: \$50 per term.

HBSK 5321 - Individual Psychological Testing II

Permission required. This is a year-long course open to Ed.M. and doctoral students in School Psychology. Background, administration, and interpretation of major psychological tests from both nomothetic and ideographic perspectives. Both courses cover the administration of major cognitive and personality measures and the interpretation and integration of data into case reports. Lecture plus lab/supervisory section. Supervisory fee: \$100; materials fee: \$100 per term.

HBSK 5378 - Practicum in psycho-educational assessment of school subject difficulties

Covers the assessment of academic skills, especially reading and cognitive functioning. The administration, scoring, and meaningful interpretation of test performance are addressed. Students work in pairs with client.

HBSK 5480 - School Psych Internship - EdM

Permission required. Limited to Ed.M. or doctoral students in school psychology. Supervised experience in the delivery of psychological services in approved and appropriate agencies, institutions, and schools.

HBSK 6362 - Group Work Children & Adolescents

The course, through lectures, experiential activities and in-class supervision, prepares school psychologists in training to plan for and lead counseling and psychoeducation groups for children and adolescents in schools.

HBSK 6380 - Practicum in psycho-educational assessment with culturally diverse students

Permission required. Supervised experience in psychoeducational assessment, including observation, interviewing, and testing of children and youth from culturally diverse backgrounds; integration and interpretation of data. Consideration of intervention procedures. Students work with clients in the Dean Hope Center. Additional supervisory session required. Supervisory fee: \$100. Materials fee: \$50.

HBSK 6382 - Advanced practicum in psycho-educational interventions in schools

Permission required. Concurrent registration in HBSK 5280 required for all School Psychology students. Cognitive-behavioral interventions with children, adolescents, and their families. Special fee: \$75.

HBSK 6383 - Neuropsych Assess Chdrn Adults

Permission required. Prerequisites: HBSK 5320 and either BBSN 5033 or BBSN 5070. Analysis, administration, and interpretation of special procedures used to assess brain damage/dysfunction in adults and children. Special fee: \$35.

HBSK 6480 - School psychologist internship

Permission required. Limited to Ed.M. or doctoral students in school psychology. Supervised experience in the delivery of psychological services in approved and appropriate agencies, institutions, and schools.

HBSK 6570 - Research in applied educational psychology: Neurosciences and Education

Permission required. Prerequisite: familiarity with statistical procedures and research design. Students participate in ongoing research or other special projects under the direction of a faculty member.

HBSK 6571 - Research in applied educational psychology: Cognitive processes and strategies in young children

Permission required. Prerequisite: familiarity with statistical procedures and research design. Students participate in ongoing research or other special projects under the direction of a faculty member.

HBSK 6572 - Research in applied educational psychology: Underserved Youth and School Mental Health

Permission required. Prerequisite: familiarity with statistical procedures and research design. Students participate in ongoing research or other special projects under the direction of a faculty member.

HBSK 6574 - Research in applied educational psychology: Cognitive processes related to studying

Permission required. Prerequisite: familiarity with statistical procedures and research design. Students participate in ongoing research or other special projects under the direction of a faculty member.

HBSK 6576 - Research in applied educational psychology: Acquisition of reading and writing ability

Permission required. Prerequisite: familiarity with statistical procedures and research design. Students participate in ongoing research or other special projects under the direction of a faculty member.

HBSK 6577 - Research in applied educational psychology: Psychoeducational aspects of deafness

Permission required. Prerequisite: familiarity with statistical procedures and research design. Students participate in ongoing research or other special projects under the direction of a faculty member.

HBSK 6578 - Research in applied educational psychology: Family and school violence

Permission required. Prerequisite: familiarity with statistical procedures and research design. Students participate in ongoing research or other special projects under the direction of a faculty member.

HBSK 6584 - Seminar: school psychology consultation

In this course, students develop and practice basic skills in school consultation and counseling. Through readings, discussions, presentations, and role plays, students demonstrate an understanding of counseling theories and approaches, approaches to consultation, as well as practices consistent with professional ethics and legal standards. Students reflect on their own cultural background and acquire knowledge relevant to cross-cultural consultations.

HBSK 7503 - Dissertations Seminar: Psychoeducational Assessment

Permission required.

HBSK 8902 - Dissertation Advisement: Psychoeducational Assessment

Permission required. Individual advisement on doctoral dissertations. Fee to equal 3 points at current tuition rate for each term. For more information please see section on continuous registration for Ed.D. degree.