Welcome to M.A., Ed.M. and Ed.D. programs in Adult Learning and Leadership and our accelerated program for mid-career executives, AEGIS (Adult Education Guided Intensive Study), which are located in the Department of Organization & Leadership, Teachers College, Columbia University.

**OUR MISSION**

The **MISSION of Teachers College** is:

> education in and out of the classroom and across the lifespan. Teachers College strives to be an excellent, thoroughly diverse and multicultural graduate and professional school. It makes urban and minority issues prominent features of the College program as a whole, of its research and training efforts, and of the recruitment and retention of both faculty and students. The mission assumes a significant voice for the College in education and social policy development, and it suggests a particular shape for the College's growing concerns about the impact of technological and economic changes upon our society and the professions we serve.

The **MISSION of the Department of Organization and Leadership** is:

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

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

The **MISSION of the Program** is:

> to empower graduates as facilitators of learning across the lifespan — in and outside of classrooms and virtual learning spaces. We emphasize: LEADERSHIP FOR REFLECTIVE PRACTICE AND TRANSFORMATIONAL LEARNING. Our students help individual adults learn . . . AND they help organizations, institutions, and communities learn from and with those adults . . . hence, our focus on *adult education and organizational learning* . . . that shapes, and is shaped by diverse views and cultures through *societal learning*.
Graduates from our programs lead, manage, design, deliver, or evaluate learning initiatives. They can be scholars, researchers, evaluators, executives, and learning & development professionals. They work in a wide range of settings: schools, second-chance adult basic education, health care organizations, not-for-profits, government agencies, learning communities, businesses, continuing professional education, and special programs for adults in postsecondary education.

**How Our Mission Fits with the Mission of the Department and College**

*Our mission fits with the mission of the department* because of our focus on leadership and change in organizations, institutions, and different kinds of learning communities.

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

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

*Our mission fits with the mission of the College* because we support learning across the lifespan with an eye to how adult learning shapes, and is shaped by, societal learning and change. We train students in the use of collaborative action technologies – action research, action learning, action science, and collaborative inquiry – to engage adults, organizations and institutions in co-inquiry and change in programs, organizations, institutions, and other learning communities.

Graduates thus help adults to participate more fully, democratically, and successfully in organizations, institutions, communities and society . . . and conversely, to help these social and organizational units to rethink issues of social equity and valuing of diversity that constrain learning and participation.

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**Adult Learning & Leadership Faculty**

**Seated:**
- Professor Marie Volpe
- Professor Victoria Marsick, Program Coordinator
- Professor Ruud van der Veen

**Standing:**
- Professor Jeanne Bitterman
- Professor Lyle Yorks, AEGIS Coordinator
Teachers College and New York City

New York City’s multicultural, urban environment informs almost everything that Teachers College does. The City is an extension of the classroom. We, like the City, are continuously changing and improving, and we support a global community to prepare you for the global economy. Your surroundings will foster your graduate study, research, and professional development. This vibrant City also provides unique venues for our students to network through cultural, intellectual, and athletic and recreational activities. For instance, our students frequently interact at theaters, museums, concerts, lectures, and discussion groups.

Moreover, Teachers College students can also take advantage of courses offered at one of the world's most prestigious universities by signing up for courses in other divisions of Columbia University. You can also take courses at other institutions in the area, including Union Theological Seminary and Jewish Theological Seminary. Future and current leaders from around the world are studying at these institutions, where you can take part and participate with these leaders of education, business, government, and community organizations.

The College is located in Morningside Heights, a section of Manhattan that has a long tradition of intellectual excellence and historical significance. The neighborhood is also one of the safest in New York City, and the streets are usually filled with residents and tourists, browsing through the bookstores and visiting historic and architectural wonders such as the Cathedral of St. John the Divine, Riverside Church, and Grant's Tomb.

TC Historical Overview

Teachers College was founded in 1887 by the philanthropist, Grace Hoadley Dodge, and philosopher, Nicholas Murray Butler.

Although the College was originally founded to provide a new kind of schooling for the teachers of at-risk children in New York, over time the College has expanded.

The College took on the challenge and instituted programs of study in areas of administration, economics, and politics. Other programs developed in such emerging fields as counseling, curriculum development, and school health care.

Currently, TC enrolls over 5,030 full- and part-time graduate students from the United States and over 80 other countries. With an annual operating budget of $69 million (1998-99) and an endowment of $148 million, Teachers College is able to award approximately $6 million annually in scholarships and fellowships with around 51 percent of the students receiving financial aid.
TC Historical Highlights

1886 654 East 11th Street is leased as Annex No. 9 University Place, occupied by the Industrial Education Association.

1887 The College is founded by Grace Hoadley Dodge as the New York School for the Training of Teachers. Dr. Nicholas Murray Butler is appointed as its first president and later assumes the presidency of Columbia University.

1892 Permanent charter is granted. Name is changed to Teachers College.

1894 College moves to West 120th Street.

1898 Teachers College becomes affiliated with Columbia University as a professional school for the training of teachers while retaining its legal and financial independence.

1899 First Ph.D. degree is conferred on a Teachers College student.

1900 Teachers College record is published.

1904 Bureau of Publications, later renamed Teachers College press, is created.

1935 First Ed.D. degree is conferred.

1954 The Afghanistan project, an educational assistance program, begins.

1961 "Teachers for East Africa" begins.

1964 Institute of International Studies is established.

1973 The Institute for Urban and Minority Education (IUME) is established.

1977 The Esther A. and Joseph Klingenstein Center for Independent School Education is established.

1981 The Institute of Research and Service in Nursing Education (IRSNE) is established.

1981 The Hollingsworth Center for the Study of the Gifted is established.

1985 The Peace Corps Fellows Program is created.

1986 The Institute for Education and Economy is established.
1986 The Institute for Learning Technologies is established.

1990 The National Center for Restructuring Education, Schools, and Teaching (NCREST) is established.

1992 With the aid of the national Peace Corps office in Washington, D.C., and several private philanthropic organizations, the Peace Corps Fellows Program is replicated in American colleges and universities from coast to coast.

1996 College departments are reorganized and the Department of Organizational Leadership forms.
SO YOU’RE A GRADUATE STUDENT!

Being a graduate student involves more than completing coursework and other academic requirements. Becoming a graduate student means you:

- **Need to be self-directed – pillar of adult learning**
  Congratulations! In order to be successful as a graduate student it is fundamental that one embrace one of the tenets or hallmarks of adult education – that is that one be or become increasingly self-directed. In the role of graduate student developing self-direction is not simply a goal or outcome. Rather, self-directedness must be an accepted or welcomed predisposition – where the student can function and take primary responsibility or ownership for their own learning and development. As a graduate student you will find that some of your most valued and significant learning will be achieved through self-defined projects, peer networking and ensuring that your time, energies and resources are well channeled.

- **Develop professional identity (what the profession is)**
  While the definition and practice of adult education is characterized by diversity the ALL and AEGIS programs seek to foster a shared professional identity of adult educator. The commonality is our central concern with the learning of adults in social, organizational and global contexts and our systematic and purposeful efforts at fostering this process. Through the development of leadership in adult education, through scholar practitioner self-examination and through the critique of theory and personal experience, it is hoped that participants will enhance their thinking and professional skills. Through acquisition of familiarity with techniques for seeking alternative perspectives for interpreting reality professionals- our students - develop flexibility, cognitive reflexivity and a more critical approach to their own practice. This augmented shared identity includes taking a more critical stance on the power relations that impact learning in our society and issues of social justice, equity and social change. The goal is to both individually and collectively develop and further the kinds of expertise and collaborative learning that are needed to address contemporary society’s most pressing challenges both in and out of the workplace.

Our students come with a diversity of experience in: program development, administration of continuing ed, staff development, human resource development and management, adult learning and training. They may practice in such settings as: universities and colleges, business and industry, health care institutions, public schools, community organizations, unions, libraries and museums, the armed forces, government agencies, vocational ed and staff training programs, consulting and international agencies, proprietary schools, social change and advocacy organizations and in the educational and electronic media. Whatever the setting the shared concern is optimizing learning for adults with conscious and conscientious recognition of the implications and repercussions for constituents and their organization or the learning communities to which they belong. Whether your interests are primarily on individual development or are on challenging the existing social order our cardinal focus is the facilitation of contextual awareness, critical reflection and collaborative learning.
• **Develop a support system of peers (learning community, network)**
While the program attempts to help students develop their peer network (through some structured courses, such as 4800, 7500 and 7900, and through online Affinity groups) fundamentally the process is left to the students. Successful students frequently report back that it is through self-organized peer study groups that they are kept on track with studying for certification, keeping motivated, sustaining their efforts through the course work, and most vitally persisting in the many tasks of the masters and dissertation research process. Post coursework this community and network is critical for professional development, networking for future employment opportunities and continued lifelong learning. Through graduate study students are afforded an opportunity to participate and create a learning community that can sustain their ongoing personal and professional development.

• **Taking ownership and responsibility for your program**
Consistent with the work of Wenger, in *Communities of Practice*, (Cambridge Press, 1998) the program sees graduate study and student development as a process of: engaging, belonging, identifying, and practicing. Taking ownership for one’s learning is a matter of engaging with the material and with others. Once accepted as a graduate student you belong to a program and a discipline. The vitality or meaning of this depends on your investment. The extent to which you can identity with the discipline and its practices also affords you the ability to help shape future practice. Finally through sharing your expertise and experiences and through participation and volunteerism in the instructional setting you will also gain leadership and reflective skills through your practice of the many techniques advocated.

**ACADEMIC INTEGRITY**

AEGIS and ALL are part of the academic community of Teachers College and the larger community of scholar practitioners in our field. As such it requires students and faculty members to hold to the standards of academic integrity subscribed to by the larger community. A Teachers College student is expected to refrain from any conduct, including cheating, plagiarizing, or purchasing documents submitted for academic evaluation that calls into his or her academic and professional probity. Students who violate academic and professional ethics can expect strong sanctions including dismissal from Teachers College.

The sanctions imposed for a violation of academic integrity are a function of the spectrum of intentionality and substantiality of the alleged infraction with strong penalties to students who both intentionally and substantially violate academic ethics. If a student is unsure whether his or her actions constitute a violation of academic integrity he or she has the responsibility to consult with the course instructor about any ambiguities. In the case of a master’s project or thesis, the qualifying paper that is part of the doctoral certification process, or dissertation work the students should confer with a member of the program faculty, most typically his or her sponsor. Violations of academic integrity include:

- Cheating-using or attempting to use unauthorized assistance, material, or study aids in examinations or other academic work;
- Plagiarism: using the ideas, data, or language of another without specific or proper acknowledgement. This includes quotes presented without quotation marks, paraphrased passages from another writer’s work, or ideas and facts organized and reported by someone else through oral presentation.
• Fabrication: Submitting contrived or altered information in any academic exercise, such as making up data, citing nonexistent articles, contriving events and sources of information;
• Multiple submissions: submitting, without prior permission, any work submitted to fulfill another assignment;
• Misrepresentation of academic records, or attempting to tamper with transcripts or any portion of a student’s academic record;
• Facilitating academic dishonesty by knowing help another student to violate academic integrity;
• Unfair advantage through attempting to gain unauthorized access to examination materials, or obstructing another student’s efforts, writing even when time is up during an examination.

Decisions regarding academic evaluation in all aspects of student’s work at the College, including course work, certification examinations, clinical or field experiences, and preparation of dissertations, are within the sole jurisdiction of the faculty concerned, including as appropriate, the department or program staff members. Disciplinary action involving separation or dismissal is imposed by the Associate Dean or the Committee on Student Conduct. In cases where a faculty member or instructor (hereafter called the instructors), in the discharge of either individual or collective evaluative responsibilities, suspects a student of cheating, plagiarism or other forms of academic misconduct, the following procedures shall obtain:
• The instructors shall apprise the student of this suspicion and refer the student to the “Guide to Student rights and Responsibilities,” contained in the Student Handbook.
• The instructor shall give such student the opportunity to meet with them to discuss the validity of the charges and the possible institutional responses to the charges
• If in discussion with the student the instructors decide that the violation was minor and due to unintentional sloppy scholarship the instructors can impose sanctions of redoing the assignment, failing the assignment, or failing the course.
• If after discussion with the student, the instructors still consider that the charges should be brought against the student, and that sanctions beyond those which they may apply are warranted, the instructors shall send complete details of the charges to the Associate Dean. In that event, the due process procedures described in the Student Conduct Code shall apply.

Students who intentionally submit work either not their own or without clear attribution to the original source, fabricate data or other information, engage in cheating, or misrepresentation of academic records will ordinarily be dismissed from Teachers College for violation of the principles of academic and professional integrity fundamental to the purpose of the college. Depending on the circumstances the dismissal may involve temporary separation from the college for a specified period of time, after which the student can be reinstated, possibly under probation, or permanent separation from the College. Remember it is your responsibility to take the initiative in soliciting faculty advice in ambiguous cases.
ADULT LEARNING & LEADERSHIP
ADVISEMENT GUIDE

ACADEMIC PLANNING, PROCEDURES, AND POLICIES

GETTING STARTED!

The first thing to do, as you begin your graduate study with us, is to plan your program! Although the road ahead may seem long, completing your degree can go by quickly, even if you are studying part time. Just divide the total number of required course points (minus points for courses transferred into the program) by the average 3 points earned in most courses, and you will see the wisdom of developing a strategy from the very beginning for developing a plan that best meet your needs.

Academic planning involves the following steps — details of which are provided later in this booklet in sections on planning for your specific program:

1. If possible, participate in program orientation sessions usually held twice a year: the first day of registration for classes in the Fall semester and some time in mid-May.
2. Meet with your temporary advisor, who will be assigned to you in the first semester of your program, in order to talk through your goals and begin to plan your program. (You can change advisors after the first semester by consulting with both your temporary and prospective advisors.)
3. Prepare your program plan, in consultation with your advisor, which includes:
   a. Courses that you transfer into your program from Teachers College or other institutions (if transfer is feasible and courses “fit” into your program plan)
   b. Required courses you will take in core, research, and contextual concentration
   c. Elective courses
   d. Culminating project (MA), research study (Ed.M.) or dissertation (Ed.D.)
   e. Other requirements specific to each degree, such as certification and filing of program plans (Ed.D. only)
4. File your departmental program plan with the Program Manager¹. Students should have filed program plans within the first year of their coursework.

ADJUSTING YOUR PLAN / CHOOSING AND REGISTERING FOR COURSES

Meetings with Advisors

Plans are just that: blueprints that will change over time as your own goals and needs change. You should make it a point to meet with your advisor every semester to talk over where you are and any adjustments to your plans. Your advisor can also help you better understand and select courses offered by the program, department, and other departments that meet your needs.

¹Ed.D. students should also refer to a discussion in the section on Planning for your program of the College-required Program Plan that you must file prior to taking the certification examination.
Using the Web

The web serves as your portal to many aspects of graduate student life. In addition, Class Web is a computer site that facilitates increased communication between faculty and students. It allows faculty members to put their syllabus online, email an entire class, and manage web-based discussions.

“My TC Portal” is a personalized view of TC incorporating discussions, announcements, calendars, news and events on a single page. It also offers an online option for managing courses. It can be accessed by selecting “My TC” from the bar across the top of the Teachers College Main web page.

Except for your first semester (when students must register for courses in person), students can register online or by telephone using their personal pin number. The Program staff will give you your pin number (in some instances, the Department staff).

The web serves many other administrative and academic purposes. It is a repository for up-to-date information and forms needed at different stages of your program (for example, academic calendar, schedule of classes, personal exemptions and waiver forms, college-used program forms, Institutional Review Board requirements and process). See Section 10 for a list of commonly needed forms, and information, and where to find it on the web.

Students can access the library through the web. This enables students to search TC and Columbia University libraries from home as well as to access online documents through various online services.

The web will play an important part in assisting you while you are a student. For more comprehensive information see Section 10: Getting around Teachers College.

BUILDING A COMMUNITY

Graduate work is enriched to the extent to which students can interact with one another and faculty around issues, topics, research, and shared interests. Several of the mechanisms that are in place to do so include the following:

- ORLD 4800 (Fall semester). This seminar is required for new students in the program (at MA, Ed.M. And Ed.D. levels). New students include students who may have begun in the prior Spring or Summer semesters. This seminar builds professional community and introduces students to one another, faculty, visiting scholars and professors, and issues of interest to the field.
• ORLD 4800 (Spring semester). This seminar is required for new Ed.M. and Ed.D.

students. This seminar builds research community and is designed to help new students
begin to frame research questions and designs for their culminating research project.

• Program-hosted speakers and activities, including an annual holiday gathering, are
offered periodically to provide opportunities to talk, interact, and learn from one another,
faculty, and visiting scholars and professors.

• Doctoral Salon is a student-initiated series of opportunities to talk with one another and,
at times, guest discussants about issues and interests. Ask the Program Office how to get
in touch with students who are actively involved in organizing the Doctoral Salon.

POLICIES AND PROCEDURES — THE COLLEGE

The program follows standard College policies as specified in the Teachers College catalogue.
THE COLLEGE SOMETIMES MODIFIES ITS POLICIES, OR MORE OFTEN ITS
PROCEDURES. SO WHENEVER YOU HAVE A QUESTION ABOUT POLICY, YOU
SHOULD CONSULT THE RELEVANT COLLEGE OFFICE OR THE WEBSITE.

"The College will make reasonable accommodations for persons with documented disabilities.
Students are encouraged to contact the Office of Access and Services for Individuals with
Disabilities for information about registration (166 Thorndike Hall). Services are available only
to students who are registered and submit appropriate documentation. Your instructor will be
happy to discuss specific needs with you as well."

Faculty and staff in the program / department can often help you but they do not always have
information that is complete or accurate. So, please do not feel that faculty or staff do not want to
be helpful if they send you to the website, ODS, or other College offices for answers to your
questions. Some helpful website URL’s can be found in the “Getting Around Teachers College”
section.

POLICIES AND PROCEDURES — THE PROGRAM

The program, additionally, has developed policies where College policies leave discretion in
program hands. These policies include the following:

<table>
<thead>
<tr>
<th>Issue</th>
<th>Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous Registration</td>
<td>Students do not need to enroll every semester when earning the MA or</td>
</tr>
<tr>
<td></td>
<td>Ed.M. or when earning the Ed.D. but prior to certification. However, if</td>
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<td></td>
<td>students expect to “stop out” for more than one semester, they must notify</td>
</tr>
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<td></td>
<td>their advisor in writing of their plans. Notification should be kept in the</td>
</tr>
<tr>
<td></td>
<td>student’s file. College policy is that doctoral candidates, once certified,</td>
</tr>
<tr>
<td></td>
<td>must be enrolled in ORLD 8900 or the equivalent of 3 points in Fall and</td>
</tr>
<tr>
<td></td>
<td>Spring of every semester unless they have obtained a personal exemption</td>
</tr>
<tr>
<td></td>
<td>(maximum of 2 semesters allowed) or a waiver for which they must petition</td>
</tr>
<tr>
<td></td>
<td>[see <a href="http://www.tc.columbia.edu/ADMINISTRATION/doctoral/ctas3i.htm">http://www.tc.columbia.edu/ADMINISTRATION/doctoral/ctas3i.htm</a>]</td>
</tr>
</tbody>
</table>
**Course Waiver**

Students can obtain a waiver from required courses after consultation with their advisor and with the faculty member who teaches the required course. The student should make an appointment with that faculty member, bring a syllabus from the course that is being considered as a substitute, and meet any requirements of that faculty member for making such decision. (For example, in some research courses, the student might be asked to pass an examination.) An email or letter from the faculty member should be obtained and kept in the student’s file.

**Ed.D. Requirements**

Ed.D. students must complete 90 credits of coursework, file a Program Plan, pass a certification examination and get certified, and complete the dissertation within the period of certification (including preparing and filing a dissertation proposal, getting approval from the Institutional Review Board to conduct the study, collecting and analyzing data, writing and defending the dissertation, and completing changes to the document after the defense. For more information, see Ed.D. Section of this guide and consult this url:

http://www.tc.columbia.edu/ADMINISTRATION/doctoral/eddmain.htm

**Ed.M. Requirements**

Ed.M. students must complete 90 credits of coursework and conduct an integrative research study. For more information, see Ed. M. Section of this guide.

**GPA**

Students in Adult Learning and Leadership must maintain a GPA of B+ or better to remain in the program.

**Grade or Pass/Fail Option**

Students can take courses that are not core courses or required research courses for Pass / Fail if they request that option and obtain the instructor’s approval no later than the third class meeting. Students should consult their advisors if they have any question about Pass/Fail credit, but in general, MA students should have no more than 6 credits of Pass/Fail; and Ed.M or Ed.D. students no more than 9 credits of Pass/Fail. [See http://www.tc.columbia.edu/registrar/grades.htm for grade policies]

**Incompletes**

Many faculty do not permit Incompletes, but if one has been granted, the instructor must notify the Registrar and all coursework must be completed within one calendar year from the date of the close of the term in which the Incomplete was received. To be certified, after taking the examination, doctoral candidates must hold no Incompletes in courses in their Program Plan. [See http://www.tc.columbia.edu/registrar/grades.htm]

**MA Requirements**

MA students must complete 45 credits of coursework and conduct an integrative project. For more information, see MA Section of this guide.

Generally, classroom policy is set by the instructor and is embodied in the course outline. If you have questions about grades, assignments, or any other aspect of a course, you should approach the instructor and ask for a clarification.

**Teachers College Grading Policy**

The instructor for a course has the responsibility for setting the requirements for a course and making an evaluation of students' work. No officer of the College can supersede the exercise of this responsibility. Once a grade has been given, the instructor is not free to change the grade
unless the instructor indicates to the Registrar that an error was made in the original grade transmitted. If a student believes that an error has been made, he/she must take the initiative in bringing about the necessary correction prior to the conclusion of the semester immediately following the semester in which the course was taken.

The normal procedure for effecting a correction would be through direct discussion between the student and the instructor. If redress cannot be attained through such discussions, the student may next appeal to the department chairperson of the department offering the course and, if resolution cannot be attained through appeal, the student may next appeal to the Dean. In situations where the student feels that such an appeal process might not be in the student's interest, counsel and assistance can be sought from the Ombudsperson and the Associate Dean.
### APPENDIX A: MULTIPLE DEGREE REQUIREMENTS

(http://www.tc.columbia.edu/ADMINISTRATION/doctoral/eddph6.htm)

<table>
<thead>
<tr>
<th>One Degree at Teachers College</th>
<th>Min Pt. Requirement</th>
<th>Min TC Credit</th>
<th>Max Transfer Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.A. or M.S.</td>
<td>30*</td>
<td>30*</td>
<td>0</td>
</tr>
<tr>
<td>Ed.M.</td>
<td>60</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>75</td>
<td>45 or 30#</td>
<td>30 or 45#</td>
</tr>
<tr>
<td>Ed.D.</td>
<td>90</td>
<td>45</td>
<td>45</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Two Degrees at Teachers College</th>
<th>Min Pt. Requirement</th>
<th>Min TC Credit</th>
<th>Max Transfer Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.A. (M.S.) and M.A. (M.S.)</td>
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<td>60*</td>
<td>0</td>
</tr>
<tr>
<td>M.A. (M.S.) and Ed.M.</td>
<td>60</td>
<td>45</td>
<td>15</td>
</tr>
<tr>
<td>M.A. (M.S.) and Professional Diploma</td>
<td>60</td>
<td>45</td>
<td>15</td>
</tr>
<tr>
<td>Ed.M. and Professional Diploma</td>
<td>90</td>
<td>60</td>
<td>30</td>
</tr>
<tr>
<td>M.A. (M.S.) and Ph.D.</td>
<td>75</td>
<td>45</td>
<td>30</td>
</tr>
<tr>
<td>M.A. (M.S.) and Ed.D.</td>
<td>90</td>
<td>45</td>
<td>45</td>
</tr>
<tr>
<td>Ed.M. and Ph.D.</td>
<td>75</td>
<td>45</td>
<td>30</td>
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<tr>
<td>Ed.M. and Ed.D.</td>
<td>90</td>
<td>45</td>
<td>45</td>
</tr>
<tr>
<td>Professional Diploma and Ph.D.</td>
<td>75</td>
<td>45</td>
<td>30</td>
</tr>
<tr>
<td>Professional Diploma and Ed.D.</td>
<td>90</td>
<td>45</td>
<td>45</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Three Degrees at Teachers College</th>
<th>Min Pt. Requirement</th>
<th>Min TC Credit</th>
<th>Max Transfer Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.A. (M.S.), M.A. (M.S.), and Professional Diploma</td>
<td>90</td>
<td>75</td>
<td>15</td>
</tr>
<tr>
<td>M.A. (M.S.), Professional Diploma and Ed.M.</td>
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<td>90</td>
<td>0</td>
</tr>
<tr>
<td>M.A. (M.S.), M.A. (M.S.) and Ed.D.</td>
<td>90</td>
<td>75</td>
<td>15</td>
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<tr>
<td>M.A. (M.S.), M.A. (M.S.) and Ph.D.</td>
<td>75</td>
<td>75</td>
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<tr>
<td>M.A. (M.S.), Ed.M. and Ph.D.</td>
<td>75</td>
<td>60</td>
<td>15</td>
</tr>
<tr>
<td>M.A. (M.S.), Ed.M. and Ed.D.</td>
<td>90</td>
<td>60</td>
<td>30</td>
</tr>
<tr>
<td>M.A. (M.S.), Professional Diploma and Ph.D.</td>
<td>75</td>
<td>60</td>
<td>15</td>
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<tr>
<td>M.A. (M.S.), Professional Diploma and Ed.D.</td>
<td>90</td>
<td>60</td>
<td>30</td>
</tr>
<tr>
<td>Ed.M., Professional Diploma and Ed.D.</td>
<td>90</td>
<td>90</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Four Degrees at Teachers College</th>
<th>Min Pt. Requirement</th>
<th>Min TC Credit</th>
<th>Max Transfer Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.A. (M.S.), M.A. (M.S.), Ed.M or Professional Diploma and Ed.D. (or Ph.D.)</td>
<td>120</td>
<td>120</td>
<td>0</td>
</tr>
<tr>
<td>M.A. (M.S.), Ed.M., Professional Diploma and Ed.D. (or Ph.D.)</td>
<td>120</td>
<td>120</td>
<td>0</td>
</tr>
</tbody>
</table>

* Plus an essay or 32 points without an essay. (See Teachers College Catalog for details.)
# Courses from other recognized graduate schools to a maximum of 30 points (or to a maximum of 45 points completed in another Faculty of Columbia University).
### APPENDIX B: COURSE DESCRIPTIONS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4050 ORLD</td>
<td>Introduction to adult and continuing education</td>
<td>An introduction to the professional field of adult and continuing education: fields of practice (higher education, workplace, management training, social action, literacy and the like, and their evolution, and new challenges; schools of thought [pragmatism, radicalism and humanism]); their transformation and their relevance; clarification of concepts; and discussion of emerging issues and challenges.</td>
</tr>
<tr>
<td>4051 ORLD</td>
<td>How adults learn</td>
<td>Role and perspective changes in adulthood, concepts of maturity, learning theories, personality development, cognitive learning and thinking, creativity, interests and attitudes, motivation, self-concept, and achieving styles. Implications for the education of adults in a wide variety of workplace, community, and educational settings.</td>
</tr>
<tr>
<td>4052 ORLD</td>
<td>Program development: Assessing learning needs and evaluating outcomes</td>
<td>In-depth consideration of issues, strategies and tools for ensuring that the right needs are identified within organizations, that resulting learning programs address learning needs, and that program development provides adequately for evaluation of learning on multiple levels. Course addresses both theory and practical examples of implementation.</td>
</tr>
<tr>
<td>4053 ORLD</td>
<td>Facilitating adult learning</td>
<td>In-depth consideration of issues, strategies and methods for facilitating adult learning. Theory is considered in relationship to practice. Methods are identified that are suited to adult learning in different settings, and to the role played by groups in individual to team learning. No prerequisites required, but learning is enhanced when taken following ORLD 4051.</td>
</tr>
<tr>
<td>4054 ORLD</td>
<td>Adult literacy: Critiquing theory and practice</td>
<td>Explores the complex issues surrounding adult literacy from the educator’s perspective. Through a critical reading of representative literature and an in-field project, insight into contextual approaches to literacy and the myths surrounding illiteracy may be gleaned.</td>
</tr>
<tr>
<td>4500 ORLD</td>
<td>Special topics in higher and adult education</td>
<td>Periodic explorations of special topics and issues in fields of higher education administration, student personnel administration, adult and workplace education, and college teaching and academic leadership.</td>
</tr>
<tr>
<td>4800 ORLD</td>
<td>Workshop in higher and adult education</td>
<td>Special topics or events related to the administration of programs of higher or adult education. Topics change each semester. Open to degree and non-degree students for credit or Noncredit.</td>
</tr>
<tr>
<td>4815 ORLD</td>
<td>Developing critical thinkers</td>
<td>This workshop will explore answers to questions concerning facilitating adult learning. Presentations from the workshop leader will be interspersed with small group exercises focusing on different approaches to helping adults learn. Participants will be encouraged to explore their</td>
</tr>
</tbody>
</table>
own experiences as learners and facilitators and to consider how these experiences might help them to re-frame their practice.

4827 ORLD Fostering transformative learning
In this course, we will explore how adult learners transform their habits of mind through critical self-reflection and discourse. We will also examine the relationships between individuation, authenticity, and transformation. We will focus on practical and innovative strategies for fostering Transformative learning in adult education settings. This is a distance learning course.

4828 ORLJ Imagination, authenticity and individuation in transformative learning
Participants in this course will engage in an in-depth exploration of transformative learning with an emphasis on the role of affect and imagination in the learning process. The rational, cognitive approach will be reviewed for those participants unfamiliar with the traditional theory. We will investigate how the journey of becoming authentic is a transformative process. Jung’s concept of individuation—differentiating one’s Self from the collective—will be used as yet another lens through with we can view transformation.

4844 ORLD Helping adults learn
In this course, participants will explore the ways in which adults learn critical thinking and they will experience different techniques to teach critical thinking. Exercises to be reviewed will include: Scenario Analysis, Heroes and Villains, Crisis Decision Simulation and Critical Incidents. The course will mix presentations by the leader with small group exercises.

4900 ORLD Research and independent study in higher and adult education
Students must have an instructor-approved Learning Contract prior to enrolling in any of the following courses.

5053 ORLD Developing and managing adult learning programs
Organization studied in relation to community structure and social forces. Finance and facilities, personnel, program, and community relations. Major emphasis on case analysis.

5054 ORLD Strategy development as a learning process in organizations
This course provides a comprehensive view of organizational strategy from a learning perspective. Students examine various models for facilitating the development of strategic initiatives through learning interventions.

5055 ORLD Staff development and training
Introductory course covering the organization, management, and instructional process involved in staff training and development programs in business, industry, unions, healthcare institutions, government, and other non-collegiate settings. Current developments, innovative practices, and issues. This course is also offered in a distance learning format.

5056 ORLD Adult education social action
An historical, sociocultural and psychopolitical approach to adult learning and education. Contexts of adult education for social change in the North (social movements, community development) and the South (NGOs, community education); concepts of conscientiation, social
action, praxis, and empowerment are covered as well as new challenges to social change education (globalization, liberation, post-modernism).

5057 ORLD Adult learning and education: theory and practice
Prerequisite: ORLD4050, or ORLD4051, or ORLD4053. Advanced seminar in theory development through a synthesis of the writings of selected philosophers, social scientists, and educators. History and transformation of adult education philosophy and theory; cultural, social and political contexts of theory-building; critical analysis of the main schools of thought; discussion of new challenges to adult learning and education theory (social learning, organizational learning).

5061 ORLD The learning organization
This course describes theory and practice in creating learning organizations. In depth attention is given to action science as a framework for organizational learning. Readings and case studies provide insight into learning at individual, group, and organizational levels. ORLD 5055 or its equivalent is a prerequisite. Education Leadership Ed.D. students are exempt from the prerequisite.

5062 ORLD Human resource development in organizations
A comprehensive view of the field of human resource development. The emphasis is on how HRD relates to a changing workplace and how emerging theories of strategic and performance management relate to the learning and development needs of people and organizations. Prerequisite: ORLD5055 or ORLJ5003 (Organizational Psychology students), or Instructor permission.

5065 ORLD The Learning Society
This course introduces students to ways in which people learn through daily participation in society. Students examine how society and social institutions learn in a “learning society,” and how educational support for this needs to change. Prerequisite: ORLD 4050.

5550 ORLD Research on organizational learning
Students will read and discuss theory and research on organizational learning for knowledge/expertise creation and sharing; and review, design or conduct research in schools, businesses, or not-for-profit organizations.

5819 ORLD Workplace learning institute: Towards a learning organization: The social dimensions of large-scale change
The Workplace Learning Institute brings together public and private sector training and human resource practitioners, managers, program directors, faculty and students interested in exploring current issues that define the scope and nature of workplace learning. Themes vary each time it is offered.

5900 ORLD Research in higher and adult education
Permission required. Conduct research studies (not a part of a doctoral dissertation) under guidance. Focus on a particular institution or type of institution, e.g., college of liberal arts,
professional school, community college. Students must have an instructor-approved Learning Contract prior to enrolling in any of the following courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6550 ORLD</td>
<td>Advanced seminar in higher education</td>
<td>Intensive study of a selected topic. Topic varies from term to term and is typically related to an ongoing program or research project. Students may begin either term.</td>
</tr>
<tr>
<td>6557 ORLD</td>
<td>Research practices in higher and adult education</td>
<td>Research practices in higher and adult education</td>
</tr>
<tr>
<td>6558 ORLD</td>
<td>Research practices in higher and adult education</td>
<td>Research practices in higher and adult education</td>
</tr>
<tr>
<td>6900 ORLD</td>
<td>Research and independent study in higher and adult education</td>
<td>Permission required.</td>
</tr>
<tr>
<td>6914 ORLD</td>
<td>Learning Communities I</td>
<td>Drawing on the literature, presents students with the central challenges of establishing learning communities as an adult education method of practice. Special attention is given to the use of the web as a way of establishing virtual learning communities. Students gain experience through the use of the web to facilitate dialogue linked to their course work.</td>
</tr>
<tr>
<td>6915 ORLD</td>
<td>Learning Communities II</td>
<td>Extends the learning from Learning Communities I, with an emphasis on using web technology to facilitate learning communities as part of action learning methods. Special emphasis is placed on developing reflective practice in such communities.</td>
</tr>
<tr>
<td>6916 ORLD</td>
<td>Learning Communities III</td>
<td>This seminar focuses on the use of learning communities to facilitate research and inquiry. Students use their own research topics as a focus for the course.</td>
</tr>
<tr>
<td>7500 ORLD</td>
<td>Dissertation seminar in higher and adult education</td>
<td>Students register for the course the semester a proposal hearing is to be scheduled.</td>
</tr>
<tr>
<td>7900 ORLD</td>
<td>Directed dissertation research</td>
<td>Permission required. All doctoral students eligible for this course must register each semester until a proposal hearing has occurred and a proposal has been approved.</td>
</tr>
<tr>
<td>8900 ORLD</td>
<td>Dissertation advisement in higher and adult education</td>
<td>Individual advisement on doctoral dissertations. Fee: to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration for Ed.D./Ph.D. degrees.</td>
</tr>
</tbody>
</table>
OVERVIEW — PROGRAM DESCRIPTIONS

ALL (Adult Learning & Leadership)

Lifelong learning for adults is an increasingly important educational specialization in the 21st century. The massive economic, political, social and psychological changes that are transforming the nature and structure of virtually all institutions in society have rendered obsolete the notion that people can be adequately educated, once and for all, in their youth. In addition, the challenges faced by adults today call for changes in our social, economic, and political systems. The Adult Learning and Leadership Program prepares decision-makers to recognize the limitations of programming solely within institutions, and to help create bridges to strengthen organizational and national capacity.

The Adult Learning and Leadership Program offers two concentrations: Adult Education and Organizational Learning, or Healthcare Human Resources. The intellectual framework of the two concentrations examines the relationship of adult learning to organizational, management, and leadership issues. The framework prepares individuals as leaders, managers, and facilitators of learning in relation to lifelong learning, continuing education, and learning from experience at work. The curriculum is designed around levels of learning, development, and change for individuals, groups, and organizations as a whole. Also a focus are the ways in which individual learning can be supported, nurtured, shared, and utilized by larger social units in today’s knowledge society.

The concentration in Adult Education and Organizational Learning appeals to professionals who design, develop, and evaluate programs that meet the learning needs of adults in both face-to-face and on-line formats. They include educators of adults who learn in the following settings:

- organizations in the profit, and not-for-profit, or public sectors
- religious and community-based organizations
- basic education classes (literacy, General Education Diploma)
- returning adult students with specialized needs in postsecondary education
- continuing professional education

The concentration in Healthcare Human Resources appeals to professionals in nursing, social work, nutrition, extended nursing care, law, and medicine, who are seeking leadership and learning positions. The healthcare human resource educator or manager is a teacher, leader, facilitator, collaborator, creator, and reform artist who must fit professional responsibilities with societal changes, governmental regulations, consumer needs, and healthcare delivery. Healthcare delivery must be qualitatively and economically sound.
The purpose of the concentration in Healthcare Human Resources is premised on the notion that professionals in the areas of healthcare delivery must also be educated in the areas of Adult Learning and Leadership and the field of human resources in healthcare organizations. This leader must be astute across professional domains; the leader must (a) understand organizational dynamics, (b) be an effective change agent, (c) be a leader and educator, and (d) be a manager of organizational change. These responsibilities require a person to be knowledgeable in their professional domain in healthcare as well as their practice domain with human resources.

The M.A., M.Ed., and Ed.D. programs in Adult Learning & Leadership (ALL) are structured around: core courses, a core research sequence, concentration courses, and electives.

- **Core courses** are designed to develop professional capabilities for students in Adult Learning and Leadership in either of the two contextual specializations (Adult and Organizational Learning or Healthcare Human Resource Development).
- The **required concentration** is then tailored to the contextual needs of students in either of the two specializations.
- **Research courses** are at the heart of becoming a scholar or scholar-practitioner.
- **Electives** enable students to tailor programs to specialized interests and goals.

The following matrix shows the area for each degree.

<table>
<thead>
<tr>
<th></th>
<th>M.A.</th>
<th>M.Ed.</th>
<th>Ed.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Core Courses</td>
<td>21</td>
<td>27</td>
<td>30</td>
</tr>
<tr>
<td>Required Core Research</td>
<td>3</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>Sequence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required Contextual</td>
<td>15</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>Concentration Courses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective Courses</td>
<td>6</td>
<td>9</td>
<td>24</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>45</strong></td>
<td><strong>60</strong></td>
<td><strong>90</strong></td>
</tr>
</tbody>
</table>

Required **core courses** focus on courses in the areas of:

- Leadership
- Strategy and management
- Adult learning
- Human resource development
- Group dynamics
- Organizational behavior
- Technology for learning or management

The **core research sequence** prepares students for the following capabilities:

- Understanding research at the MA level
- Additionally acquiring foundational understanding of statistics and acquiring basic research skills for completion of focused, applied research at the Ed.M. level
- Additionally building capabilities to successfully design, implement, and defend a dissertation at the Ed.D. level.
Contextual courses vary by concentration as follows:

<table>
<thead>
<tr>
<th>Adult Education &amp; Organizational Learning</th>
<th>Healthcare Human Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult development theory and applications</td>
<td>Healthcare policy</td>
</tr>
<tr>
<td>Adult learning theory and applications</td>
<td>Healthcare law</td>
</tr>
<tr>
<td>Systems learning theory and applications</td>
<td>Ethics and social responsibility</td>
</tr>
<tr>
<td>Program development and management</td>
<td>Management and marketing</td>
</tr>
<tr>
<td>Conflict resolution and management</td>
<td>Clinical teaching and evaluation</td>
</tr>
</tbody>
</table>

Electives include, but may not be limited to, courses in conflict resolution, policy and evaluation and technology for learning and management/information systems. Students in our program will have the opportunity to take a specialization in conflict resolution if they take the required 4 courses (12 credits.) These electives are tailored to the student’s career goals, and can be take in the Department or elsewhere in Teachers College or Columbia University. Electives can include transfer courses.

Students are required to take at least three courses, 2-3 credits each, in any degree program outside of our immediate program area to satisfy the breadth requirement of Teachers College, Columbia University.

Students in the M.A. and M.Ed. programs are required to complete either an integrative project, or pass a comprehensive examination (State of New York requirements). Students in the Ed.D. program are required to pass a certification examination and to write and successfully defend a dissertation.

The program follows standard College policies as specified in the Teachers college Catalogue for points to be earned at Teachers College, as well as transfer of credits from other institutions as long as transfer courses meet program requirements and standards.
A. 32 credits for MA students matriculating in their programs prior to Fall 2002. All 32 credits must be taken at Teachers College.

Summary: Course Requirements

<table>
<thead>
<tr>
<th>Adult Learning &amp; Leadership MA Program</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required ORLD Core Courses</td>
<td>15</td>
</tr>
<tr>
<td>ORLD 4050 Introduction to Adult Education</td>
<td>3</td>
</tr>
<tr>
<td>ORLD 4052 Assessing Learning Needs &amp; Evaluating Outcomes</td>
<td>3</td>
</tr>
<tr>
<td>ORLD 4053 Facilitating Adult Learning</td>
<td>3</td>
</tr>
<tr>
<td>ORLD 5055 Staff Development &amp; Training</td>
<td>3</td>
</tr>
<tr>
<td>ORLD 5061 The Learning Organization</td>
<td>3</td>
</tr>
<tr>
<td>Required Research Course (understanding / using research)</td>
<td>3</td>
</tr>
<tr>
<td>ORLJ 4009 Understanding Behavioral Research or ORLD 5521 Introduction to Research Methods in Education</td>
<td>3</td>
</tr>
<tr>
<td>Breadth Requirement: 3 non-ORLD courses @ at least 2 points each</td>
<td>6 - 9</td>
</tr>
<tr>
<td>Required</td>
<td>2-3</td>
</tr>
<tr>
<td>One course in technology related to learning, e.g. MSTU 4022 Telecommunications &amp; Distance Learning or MSTU 4083 Instructional Design of Educational Technology</td>
<td>2-3</td>
</tr>
<tr>
<td>One course in Organizational Psychology, e.g. ORLJ 4005 Organizational Psychology (often a prerequisite for other Organizational Psychology course)</td>
<td>2-3</td>
</tr>
<tr>
<td>One additional course of your choice</td>
<td>2-3</td>
</tr>
<tr>
<td>Electives</td>
<td>5 – 8</td>
</tr>
<tr>
<td>ORLD or non-ORLD decided upon in consultation with advisor</td>
<td>5</td>
</tr>
<tr>
<td>Integrative Project</td>
<td>0</td>
</tr>
</tbody>
</table>

TOTAL 32
B. 45 credits for MA students matriculating in their programs beginning Fall 2002. *All 45 credits must be taken at Teachers College, but 16 credits can be transferred from elsewhere within Teachers College.*

<table>
<thead>
<tr>
<th>COURSES*</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required courses are underlined and italic</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Recommended courses are underlined only</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Non-underlined courses are suggestions. Students can propose alternatives or substitute transfer credits from relevant courses</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Core Courses</strong></td>
<td>21</td>
</tr>
<tr>
<td><em>Leadership</em></td>
<td></td>
</tr>
<tr>
<td>ORL 4054 Leadership &amp; Management in Health Care Organizations</td>
<td>3</td>
</tr>
<tr>
<td>ORLD 4825 Leadership from the Inside Out</td>
<td>3</td>
</tr>
<tr>
<td>ORLJ 5005 Leadership &amp; Supervision</td>
<td>3</td>
</tr>
<tr>
<td><em>Strategy &amp; Management</em></td>
<td></td>
</tr>
<tr>
<td>ORL 5054 Strategy Development as a Learning Process</td>
<td>3</td>
</tr>
<tr>
<td>ORLJ 4002 Functions of Organizations</td>
<td>3</td>
</tr>
<tr>
<td>ORLJ 5016 Advanced Functions of Organizations</td>
<td>2-3</td>
</tr>
<tr>
<td><em>Adult Learning</em></td>
<td></td>
</tr>
<tr>
<td>ORLD 4800 Workshop: Introductory Seminar (1st semester)</td>
<td>1</td>
</tr>
<tr>
<td>ORLD 4053 Facilitating Adult Learning</td>
<td>3</td>
</tr>
<tr>
<td><em>Human Resource Development</em></td>
<td></td>
</tr>
<tr>
<td>ORLD 5055 Staff Development &amp; Training</td>
<td>3</td>
</tr>
<tr>
<td>ORLD 5062 Human Resource Development</td>
<td>3</td>
</tr>
<tr>
<td>ORLJ 5003 Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td><em>Group Dynamics</em></td>
<td></td>
</tr>
<tr>
<td>ORLJ 5362 Group Dynamics: A Systems Perspective**</td>
<td>3</td>
</tr>
<tr>
<td>ORLJ 5017 Small Group Intervention (ORLJ 5362 is prerequisite)</td>
<td>3</td>
</tr>
<tr>
<td><em>Organizational Behavior</em></td>
<td></td>
</tr>
<tr>
<td>ORLJ 4005 Organizational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ORLJ 5014 Organizational Dynamics &amp; Theory</td>
<td>3</td>
</tr>
<tr>
<td><em>Technology</em></td>
<td></td>
</tr>
<tr>
<td>MSTU 4022 Telecommunications &amp; Distance Learning</td>
<td>3</td>
</tr>
<tr>
<td>MSTU 5083 Instructional Design of Educational Technology</td>
<td>3</td>
</tr>
</tbody>
</table>
**Required Contextual Concentration Courses:**  
**Adulthood and Organizational Learning***

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Development Theory &amp; Applications</td>
<td>3</td>
</tr>
<tr>
<td>ORLD 5061 How Adults Learn</td>
<td>2-3</td>
</tr>
<tr>
<td>HUDK 4024 Developmental Psychology: Adulthood and the Life Span</td>
<td></td>
</tr>
<tr>
<td>Adult Learning Theory &amp; Applications</td>
<td>3</td>
</tr>
<tr>
<td>ORLD 4050 Introduction to Adult Education</td>
<td>1</td>
</tr>
<tr>
<td>ORLD 4815 Developing Critical Thinkers</td>
<td>1</td>
</tr>
<tr>
<td>ORLD 4827 Fostering Transformative Learning</td>
<td>1</td>
</tr>
<tr>
<td>ORLD 4828 Imagination, Authenticity in Transformative Learning</td>
<td>1</td>
</tr>
<tr>
<td>ORLD 4844 Helping Adults Learn</td>
<td></td>
</tr>
<tr>
<td>Systems Learning Theory &amp; Applications</td>
<td>3</td>
</tr>
<tr>
<td>ORLD 5061 The Learning Organization</td>
<td>3</td>
</tr>
<tr>
<td>ORLD 5065 The Learning Society</td>
<td>3</td>
</tr>
<tr>
<td>ORLD 5819 Workplace Learning Institute</td>
<td>1-3</td>
</tr>
<tr>
<td>Program Development and Management</td>
<td>3</td>
</tr>
<tr>
<td>ORLD 4052 Assessing Learning Needs &amp; Evaluating Outcomes</td>
<td>3</td>
</tr>
<tr>
<td>Conflict Resolution</td>
<td>3</td>
</tr>
<tr>
<td>ORLJ 5340 Practicum in Conflict Resolution</td>
<td>3</td>
</tr>
<tr>
<td>ORLJ 6040 Fundamentals of Cooperation</td>
<td>3</td>
</tr>
<tr>
<td>Required Research Course</td>
<td>3</td>
</tr>
<tr>
<td>One course required in understanding research</td>
<td></td>
</tr>
<tr>
<td>ORLJ 4009 Understanding Behavioral Research</td>
<td>3</td>
</tr>
<tr>
<td>ORLD 5521 Introduction to Research Methods in Education</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
</tr>
<tr>
<td>ORLD or non-ORLD decided upon in consultation with advisor</td>
<td></td>
</tr>
<tr>
<td>Integrative Project</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>45</strong></td>
</tr>
</tbody>
</table>

* Note 1: See policy below for breadth requirements.
** Note 2: Applications must be submitted to participate in ORLD 5362. ORLJ 4005, a prerequisite for Org Psych students, is NOT required for ALL students prior to taking this course
***Note 3: The following alternative requirements are Contextual Concentration Courses for Healthcare Human Resources
### COURSES

<table>
<thead>
<tr>
<th>COURSES</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORL 4014 Legal Issues in Healthcare Organizations</td>
<td>3</td>
</tr>
<tr>
<td>ORLN 6014 Managing the Socially Responsible Organization</td>
<td>3</td>
</tr>
<tr>
<td>ORLN 6522 Policy Formation and Governance in Nursing Ethics</td>
<td>3</td>
</tr>
<tr>
<td>ORL 5551 Ethics for Healthcare Professionals Marketing</td>
<td>3</td>
</tr>
<tr>
<td>ORLN 6514 Marketing Nursing Programs and Services</td>
<td>3</td>
</tr>
<tr>
<td>ORLN 4013 Fiscal Management of the Nursing Organization</td>
<td>3</td>
</tr>
<tr>
<td>ORLN 5530 Seminar: Clinical Teaching and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>ORLN 6511 Innovations in Nursing Management</td>
<td>3</td>
</tr>
</tbody>
</table>

### PROGRAM PLANNING

Using the above review of program requirements, use the attached program planning sheet to list the courses you plan to take to meet requirements for: Core, Contextual Concentration, Research, and Elective courses (attached, this tab). As you can see, the planning sheet tracks with the above review of program requirements. (In addition to this plan, Ed.D. students must also file a Program Plan for the Doctor of Education, as discussed in that section of this guide. The information on this planning sheet will also help organize material that is needed for the Ed.D. Program Plan.)

Your program planning sheet can be managed and updated electronically (downloaded from the CD version of this guide):

- List all of the courses you plan to transfer or take. (Recommended and Required courses have been listed on the right hand side of the guide for your convenience.)
- Update your plan when you make changes in courses you intend to take; and after each semester by adding in the semester in which a course has been taken.
- You can use colors or other ways of highlighting courses (e.g., bold, underline, italic) to highlight courses to be taken in the future vs. courses you have already taken.
- Add information at the end of the guide relevant to milestones in your program such as completion of your integrative project or research study.

When you consult with your advisor in person or by email, it is helpful to share the updated version of your plan so that your advisor understands how your question about courses you would like to take or other matters fits into the entire picture.

The following courses are *foundational* and should be taken in your first few semesters:
- ORLD 4800 Workshop: Introductory Seminar (1)
- ORLD 4050 Introduction to Adult Education (3)
- ORLD 4051 How Adults Learn (3)
- ORLD 4052 Assessing Learning Needs & Evaluating Outcomes (3)

These courses are also better taken earlier rather than later in your sequence:
- ORLJ 4009 or ORLD 5521 Research requirement (3)
- ORLJ 4005 or alternative Organizational Behavior requirement (3)
- ORLD 5055 or alternative Human Resource Development requirement (3)
Note also that some courses, especially in Organizational Psychology, have a foundational prerequisite.

After your first semester (or its equivalent of 4-6 courses) has been completed, make sure you discuss your program plan and the sequencing of courses with your advisor and then get your plan approved by your advisor and filed with our program office.

POLICIES

Transfer Credits
You can transfer up to 16 credits (B or better) from within Teachers College, but you cannot transfer in credits from outside the College.

Breadth Requirements
At least 3 breadth courses, 2-3 credits each, totaling at least 6 credits are required by the College. These courses could be taken as Core, Contextual Concentration, or Elective Courses.

Grades
- Students must achieve a B or better in all letter grade courses that count toward their 45 credit degree.
- Core, contextual concentration, and research courses must be taken for a letter grade.
- Students are permitted to take up to 2 courses as pass/fail unless receiving special permission from their advisor.

Course Exemptions
You cannot receive an exemption from ORLD 4800 Workshop: Introductory Seminar or from ORLD 4050 Introduction to Adult Education. If you have already taken courses that you think satisfy the course requirements of other courses required by the program, you should first consult your advisor about whether or not you might get an exemption from a course; and then petition the faculty who teaches that course to waive out of the course. In order to waive out of a course, it is the student’s responsibility to demonstrate that a previous undergraduate and/or graduate course is redundant with material covered in the petitioned course. Students will be asked to provide a variety of materials to establish redundancy (e.g. syllabus from course, relevant course papers, etc.) and may be asked by the faculty teaching the course to pass a test on the material in the course. The faculty approving the waiver should email the student’s advisor. A copy of this email, with a note from the student’s advisor, should be attached to the student’s program plan and kept in the student’s file.

Prerequisites and Special Registration Processes
Some courses cannot be taken without having successfully completed a prerequisite course. This is usually indicated in the Course Catalogue and on the Schedule of Classes. Check the catalogue in advance of registration. If a prerequisite is needed, and you think you may have equivalent knowledge / skill, you should consult the faculty teaching the course to determine if it is possible to waive the prerequisite. Prerequisites are sometimes waived for students matriculated in programs other than the one offering that course.
Some courses also require special registration processes, for example, a consultation with, and approval by the faculty teaching the course; or an application, such as that required for ORLJ 5362 Group Dynamics. Applications are available from the academic program office supporting that course. For example, for ORLJ 5362 applications are available early in the semester prior to the semester in which the course is taught. Check with the appropriate office for exact dates.

**INTEGRATIVE PROJECT**

The purpose of the integrative project is to synthesize, integrate, and apply learning from the body of coursework that one has taken to a problem of theory or practice. The integrative project should accomplish the following purposes:

- Demonstrate mastery of some aspect of the literature on adult education
- Demonstrate application of your what you have learned to practice
- Show that you can identify the assumptions, values, and beliefs that underlie your thinking and that of major theorists.

At any time during the program, a student can begin to prepare his/her integrative project. But the project must be completed and paperwork signed off in order for the student to graduate and receive his/her degree.

There is no seminar or course that helps students prepare this final project. Instead, when ready to begin the project, the student should:

- Make an appointment with his/her advisor (or one of the other core faculty with expertise in the student’s area of focus for the project)
- Prepare a paragraph on the topic of interest for the project along with a rough outline of the paper
- Get agreement and guidance from your project sponsor on the topic and outline, and develop a timeline for the project, keeping in mind your own learning style / writing preferences and the preferences / schedule of the sponsor.
- Follow APA guidelines (or, if agreed by your sponsor, guidelines from MLA or the Chicago Manual of Style).
- Allow enough time to complete and revise the project before it is approved. Expect to submit the paper, get feedback from the sponsor, and make improvements before it is finalized.
- Check with the Registrar’s office for the date prior to graduation by which students need to file papers for graduation that include the pink form that confirms that your project has been completed and is on file in the program’s offices. [Note that this MA project is NOT the same as the MA research thesis, for which special procedures must be followed.]

Two suggested formats for the MA project follow below, but sponsors are often open to discussing alternative suggestions made by students to meet this requirement. In either case, the integrative project is generally from 30 to 50 double spaced pages in length.
Option A: Application to Practice

1. Choose a problem of practice that calls for an understanding of some aspect of adult learning. The problem should not be too narrow, for example, the design of a training workshop. However, it should not be too ambitious either, for example, the creation of a learning organization. A middle-range project might include the design of a program (e.g., series of related activities to meet the aims of a new initiative), development of guidelines for a project (e.g., monitoring, journaling, distance learning initiative), evaluation of an existing program, or the development of materials (e.g., orientation handbook).

2. Describe the context for your work on this topic. For example, are you focusing on adults in the public or private sector? a particular industry? entry level or seasoned practitioner? people within a particular culture? characteristics of the organization in question?

3. Develop a plan for the project itself that includes a rationale for your approach, and a discussion of methods you will use to reach your objectives.

4. Do the project. Document each phase of your work and submit accompanying products.

5. Include a discussion of literature that informed your understanding of the problem and the solutions you derived. The literature can include discussion of the content that is the focus of the project, as well as the program development steps you took to implement it.

6. Include a discussion of what you learned from doing this project: about the task, the organization in which the project was carried out, and your self as a human resource professional. Identify assumptions that you may have made at the beginning of the project which have changed as a result of doing this work; or new assumptions you might hold based on your new knowledge of this topic.
1. Identify a focus in which you are interested that is related to the field of adult education and learning. Some examples:
   - Management development for technical professionals
   - E-learning
   - Adult development theory as applied to management development
   - Human resource strategies for creating the learning organization

2. Describe the context for your work on this topic. For example, are you focusing on adults in the public or private sector? a particular industry? entry level or seasoned practitioner? people within a particular culture? characteristics of the organization in question?

3. Define the topic you are exploring, and identify the data bases you explored for this discussion. Your literature review should include key authors in the field who have defined the Issues and key theories. It should also cover key research studies on the topic. If your review shows up too much literature, it is a signal that you have not sufficiently limited your topic. Seek to limit it by contextual variables, such as the industry in which you are interested, or studies conducted in the last 5 or 10 years.

4. Do not discuss each work in depth as you would in a book review. A literature review focuses on identifying patterns. On the other hand, you should provide enough depth so that your readers understand the nature of the work being discussed.

5. Your literature review should also be critical. By that we mean that you should identify assumptions, values, and beliefs that influence the design of studies (for example, too much focus on a particular population; a viewpoint that leads an author to a narrow focus that misses other important issues; research that does not consider class, race, or gender).

6. Use the literature to draw implications for practice. For example:
   - What are the major problems of practice that emerge as a result of this review?
   - What implications does the literature hold for program design, development, and implementation?
   - What assumptions of the profession (and those you hold individually) are called into question as a result of this literature review?
PROGRAM REQUIREMENTS

60 credits, of which up to 30 credits may be transferred into this program from outside Teachers College (if you are earning only one TC degree), or 15 credits if you are earning an M.A. and Ed.M.

Summary: Course Requirements

<table>
<thead>
<tr>
<th>Adult Learning &amp; Leadership MA Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSES*</td>
</tr>
<tr>
<td>POINTS</td>
</tr>
<tr>
<td><strong>Required courses are underlined and italic</strong></td>
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<tr>
<td><strong>Recommended courses are underlined only</strong></td>
</tr>
<tr>
<td><strong>Non-underlined courses are suggestions. Students can propose alternatives or substitute transfer credits from relevant courses</strong></td>
</tr>
<tr>
<td><strong>Core Courses</strong></td>
</tr>
<tr>
<td><strong>27</strong>*</td>
</tr>
<tr>
<td>Leadership</td>
</tr>
<tr>
<td>ORL 4054 Leadership &amp; Management in Health Care Organizations</td>
</tr>
<tr>
<td>ORLD 4825 Leadership from the Inside Out</td>
</tr>
<tr>
<td>ORLJ 5005 Leadership &amp; Supervision</td>
</tr>
<tr>
<td>Strategy &amp; Management</td>
</tr>
<tr>
<td>ORLD 5054 Strategy Development as a Learning Process</td>
</tr>
<tr>
<td>ORLA 4040 Education Policy Decision Making</td>
</tr>
<tr>
<td>ORLA 5541 Federal Politics, Federal Policies, and Administration</td>
</tr>
<tr>
<td>ORLA 5025 Ecology of Educational Planning and Management</td>
</tr>
<tr>
<td>Adult Learning</td>
</tr>
<tr>
<td>ORLD 4800 Workshop: Introductory Seminar (1st semester)</td>
</tr>
<tr>
<td>ORLD 4053 Facilitating Adult Learning</td>
</tr>
<tr>
<td>Human Resource Development</td>
</tr>
<tr>
<td>ORLD 5055 Staff Development &amp; Training</td>
</tr>
<tr>
<td>ORLD 5062 Human Resource Development</td>
</tr>
<tr>
<td>ORLJ 5003 Human Resource Management</td>
</tr>
<tr>
<td>Group Dynamics</td>
</tr>
<tr>
<td>ORLJ 5362 Group Dynamics: A Systems Perspective**</td>
</tr>
<tr>
<td>ORLJ 5017 Small Group Intervention (ORLJ 5362 is prerequisite)</td>
</tr>
<tr>
<td>Organizational Behavior</td>
</tr>
<tr>
<td>ORLJ 4005 Organizational Psychology</td>
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<tr>
<td>ORLJ 5014 Organizational Dynamics &amp; Theory</td>
</tr>
<tr>
<td>Technology</td>
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<tr>
<td>------------</td>
</tr>
<tr>
<td>MSTU 4022 Telecommunications &amp; Distance Learning</td>
</tr>
<tr>
<td>MSTU 5083 Instructional Design of Educational Technology</td>
</tr>
<tr>
<td>ITSF 4190 Communicative Practices</td>
</tr>
</tbody>
</table>

### Required Contextual Concentration Courses: Adult Education and Organizational Learning***

<table>
<thead>
<tr>
<th>Adult Development Theory &amp; Applications</th>
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<tbody>
<tr>
<td><strong>ORLD 5061 How Adults Learn</strong></td>
<td>3</td>
</tr>
<tr>
<td>ORLH 5525 College Student Development Theories</td>
<td>3</td>
</tr>
<tr>
<td>HUDK 4024 Developmental Psychology: Adulthood and the Life Span</td>
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</table>

<table>
<thead>
<tr>
<th>Adult Learning Theory &amp; Applications</th>
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</thead>
<tbody>
<tr>
<td><strong>ORLD 4050 Introduction to Adult Education</strong></td>
<td>3</td>
</tr>
<tr>
<td>ORLD 5057 Adult Learning &amp; Education: Theory &amp; Practice</td>
<td>3</td>
</tr>
<tr>
<td>ORLD 4815 Developing Critical Thinkers</td>
<td>1</td>
</tr>
<tr>
<td>ORLD 4827 Fostering Transformative Learning</td>
<td>1</td>
</tr>
<tr>
<td>ORLD 4828 Imagination, Authenticity in Transformative Learning</td>
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</tr>
<tr>
<td>ORLD 5815 Critical Theory &amp; Adult Learning</td>
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<thead>
<tr>
<th>Systems Learning Theory &amp; Applications</th>
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<tbody>
<tr>
<td>ORLD 5061 The Learning Organization</td>
<td>3</td>
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<tr>
<td>ORLD 5065 The Learning Society</td>
<td>3</td>
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<tr>
<td>ORLD 5550 Research on Organizational Learning**</td>
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<tr>
<td>ORLD 5056 Adult Education for Social Action</td>
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<tr>
<th>Program Development and Management</th>
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<tbody>
<tr>
<td><strong>ORLD 5053 Developing &amp; Managing Adult Learning Programs</strong></td>
<td>3</td>
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<tr>
<th>Conflict Resolution</th>
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<tr>
<td>ORLJ 5340 Practicum in Conflict Resolution</td>
<td>3</td>
</tr>
<tr>
<td>ORLJ 6040 Fundamentals of Cooperation</td>
<td>3</td>
</tr>
<tr>
<td>ORLJ 6350 Adv. Practicum in Conflict Resolution &amp; Mediation</td>
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<table>
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<tr>
<th>Required Research Course</th>
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<tbody>
<tr>
<td>ORLD 4800 Workshop: Selecting a Research Topic</td>
<td>1</td>
</tr>
<tr>
<td>One course required in understanding research, e.g.</td>
<td>3</td>
</tr>
<tr>
<td>ORLJ 4009 Understanding Behavioral Research</td>
<td>3</td>
</tr>
<tr>
<td>ORLD 5521 Introduction to Research Methods in Education</td>
<td>3</td>
</tr>
<tr>
<td>One course required in statistics, e.g.</td>
<td>3</td>
</tr>
<tr>
<td>HUDM 4120 Basic Concepts in Statistics</td>
<td>3</td>
</tr>
<tr>
<td>HUDM 4122 Probability &amp; Statistical Inference</td>
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**Electives**

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<th>COURSES</th>
<th>POINTS</th>
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<td>ORLD or non-ORLD decided upon in consultation with advisor</td>
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</table>

**Integrative Project**

<table>
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<tr>
<th>COURSES</th>
<th>POINTS</th>
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</thead>
<tbody>
<tr>
<td>ORLD or non-ORLD decided upon in consultation with advisor</td>
<td>0</td>
</tr>
</tbody>
</table>

**TOTAL 45**

* Note 1: Total number of points required is larger than the minimum set for each cluster of courses, i.e. students will need to take more than the minimum in one or more designated clusters.

** Note 2: ORLD 5550 can meet either the “systems learning theory and applications” cluster or the “research” cluster.

*** Note 3: The following alternative requirements are Contextual Concentration Courses for Healthcare Human Resources

<table>
<thead>
<tr>
<th>COURSES</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ORL 4014 Legal Issues in Healthcare Organizations</td>
<td>3</td>
</tr>
<tr>
<td>ORLN 6014 Managing the Socially Responsible Organization</td>
<td>3</td>
</tr>
<tr>
<td>ORLN 6522 Policy Formation and Governance in Nursing Ethics</td>
<td>3</td>
</tr>
<tr>
<td>ORL 5551 Ethics for Healthcare Professionals Marketing</td>
<td>3</td>
</tr>
<tr>
<td>ORLN 6514 Marketing Nursing Programs and Services</td>
<td>3</td>
</tr>
<tr>
<td>ORL 4013 Fiscal Management of the Nursing Organization</td>
<td>3</td>
</tr>
<tr>
<td>ORLN 5530 Seminar: Clinical Teaching and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>ORLN 6511 Innovations in Nursing Management</td>
<td>3</td>
</tr>
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Your program planning sheet can be managed and updated electronically (downloaded from the CD version of this guide):

- List all of the courses you plan to transfer or take. (Recommended and Required courses have been listed on the right hand side of the guide for your convenience.)
- Update your plan when you make changes in courses you intend to take; and after each semester by adding in the semester in which a course has been taken.
- You can use colors or other ways of highlighting courses (e.g., bold, underline, italic) to highlight courses to be taken in the future vs. courses you have already taken.
• Add information at the end of the guide relevant to milestones in your program such as completion of your integrative project or research study.

When you consult with your advisor in person or by email, it is helpful to share the updated version of your plan so that your advisor understands how your question about courses you would like to take or other matters fits into the entire picture.

The following courses are foundational and should be taken in your first few semesters:
- ORLD 4800 Workshop: Introductory Seminar (1)
- ORLD 4050 Introduction to Adult Education (3)
- ORLD 4051 How Adults Learn (3)
- ORLD 5053 Developing and Managing Adult Learning Programs (3)

These courses are also better taken earlier rather than later in your sequence:
- ORLJ 4009 or ORLD 5521 research requirement (3)
- HUDM 4120 or HUDM 4122 statistics requirement (3)
- ORLJ 4005 or alternative Organizational Behavior requirement (3)
- ORLD 5062 or alternative Human Resource Development requirement (3)

ORLD 4800 Workshop: Selecting a Research Topic (1 point) should be taken early in the program. It is designed to help students focus on a research topic for a study they might conduct to meet the integrative research project requirement. This course is offered only in Spring semesters.

ORLD 5550 provides an excellent structure within which to work on the final integrative research project if its focus is group or organizational learning.

ORLD 5057 is designed for Ed.M. and Ed.D. students to help them integrate theory, research, and practice in adult learning.

Note also that some courses, especially in Organizational Psychology, have a foundational prerequisite.

After your first semester (or its equivalent of 4-6 courses) has been completed, make sure you discuss your program plan and the sequencing of courses with your advisor and then get your plan approved by your advisor and filed with our program office.

POLICIES

Transfer Credits
The number of credits (B or better) that you can transfer into the program from outside the College depends on the number of degrees you earn at Teachers College. For example, you can transfer up to 30 credits into this program from outside Teachers College (if you are earning only one TC degree); or 15 credits if you are earning an M.A. and Ed.M. The number of courses taken elsewhere in Teachers College that can be transferred into your program depends on your program plan in consultation with program faculty.
The process you should follow to transfer credits is as follows:
1. The first step in transferring credits is to request the Registrar’s office to prepare and send to the program a list of courses that might possibly be transferred in to the program.
2. Your advisor will then share a copy of this list with you.
3. You should then map courses you wish to transfer against your program plan, along with other courses you will take to meet program requirements.
4. Meet with your advisor to discuss and finalize your program plan, including transfer credits.
5. Your advisor and/or the program coordinator will fill out forms to have these credits transferred into your program and send them down to the Registrar for action.
6. You should receive a list of courses that can be transferred in to the program once this process has been completed. A copy of this list should be made and given to the Program Manager to include in your file in our office.

**Breadth Requirements**
At least 3 breadth courses, 2-3 credits each, totaling at least 6 credits are required by the College. These courses could be taken as Core, Contextual Concentration, or Elective Courses.

**Grades**
- Students must achieve a B or better in all letter grade courses that count toward their 60 credit degree.
- Core, contextual concentration, and research courses must be taken for a letter grade.
- Students are permitted to take up to 4 courses as pass/fail unless receiving special permission from their advisor.

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You cannot receive an exemption from ORLD 4800 Workshop: Introductory Seminar, ORLD 4800 Workshop: Selecting a Research Topic, or from ORLD 4050 Introduction to Adult Education. If you have already taken courses that you think satisfy the course requirements of other courses required by the program, you should first consult your advisor about whether or not you might get an exemption from a course; and then petition the faculty who teaches that course to waive out of the course. In order to waive out of a course, it is the student’s responsibility to demonstrate that a previous undergraduate and/or graduate course is redundant with material covered in the petitioned course. Students will be asked to provide a variety of materials to establish redundancy (e.g. syllabus from course, relevant course papers, etc.) and may be asked by the faculty teaching the course to pass a test on the material in the course. The faculty approving the waiver should email the student’s advisor. A copy of this email, with a note from the student’s advisor, should be attached to the student’s program plan and kept in the student’s file.

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to waive the prerequisite. Prerequisites are sometimes waived for students matriculated in programs other than the one offering that course. Some courses also require special registration processes, for example, a consultation with, and approval by the faculty teaching the course; or an application, such as that required for ORLJ 5362 Group Dynamics. Applications are available from the academic program office supporting that course. For example, for ORLJ 5362 applications are available early in the semester prior to the semester in which the course is taught. Check with the appropriate office for exact dates.

**INTEGRATIVE PROJECT**

The purpose of the integrative project is to demonstrate the application of research in a practice setting. The integrative project should accomplish the following purposes:

- Demonstrate mastery of some aspect of the literature on adult education
- Demonstrate application of what you have learned through research
- Show that you can identify the assumptions, values, and beliefs that underlie your thinking and that of major theorists.

At any time during the program, a student can begin to prepare his/her integrative research project. ORLD 4800 Workshop: Selecting a Research Topic will initiate a process that can be advanced through some coursework. Additional research courses, beyond that specified in the program requirements above, may be needed, depending on the nature of the research project that the student undertakes. The project must be completed and paperwork signed off in order for the student to graduate and receive his/her degree.

When ready to begin the project, the student should:

- Make an appointment with his/her advisor (or one of the other core faculty with expertise in the student’s area of focus for the project)
- Prepare a paragraph on the topic of interest for the project along with a rough outline of the paper
- Get agreement and guidance from your project sponsor on the topic and outline, and develop a timeline for the project, keeping in mind your own learning style / writing preferences, research skills you may need to acquire through additional coursework, and the preferences / schedule of the sponsor.
- Follow APA guidelines (or, if agreed by your sponsor, guidelines from MLA or the Chicago Manual of Style).
- Allow enough time to complete and revise the project before it is approved. Expect to submit the paper, get feedback from the sponsor, and make improvements before it is finalized.
- Check with the Registrar’s office for the date prior to graduation by which students need to file papers for graduation that include the pink form that confirms that your project has been completed and is on file in the program’s offices. [Note that this Ed.M. project is NOT the same as the Master’s research thesis, for which special procedures must be followed.]
The research project should be simple in scope, and should be approximately 100 pages double spaced in length. The key to a good study is a limited, carefully scoped study. The final document typically consists of the following chapters:

1. Chapter One: Introduction. This chapter sets forth the problem, study’s purpose, and research questions; an overview of the research site, sample and design; a discussion of assumptions (from the literature and from one’s personal or professional background) that undergird the study’s design; and the study’s rationale and significance.

2. Chapter Two: Literature Review. This chapter is a focused discussion of theoretical and research literature that provides a deeper understanding of the problem addressed by the study. Typically, no more than one major area of literature would be reviewed.

3. Chapter Three: Methods. This chapter lays out the research methods used in the study. It includes a restatement of the research question(s), outline of areas of information that are needed to answer the questions, discussion of research site and sample, rationale for study design, overview of study design, data collection methods, data analysis / synthesis strategies, and limitations of the design.

4. Chapter Four: Findings. This chapter presents the study’s findings. It may include a discussion of context as well as qualitative / quantitative findings and their analysis.

5. Chapter Five: Interpretation, Conclusions, and Recommendations. This chapter provides an interpretation of the study’s key findings/analysis, interpretation (i.e. how it adds to the literature on the topic), conclusions, and recommendations for practice and for further research.

Suggestions for this project include:

1. Based on existing studies, derive a hypothesis about what might be found when replicating a study (or part of a study) in a new setting. Replicate the research on which the study is based in a setting to which you can gain access.

2. Conduct a needs assessment that will be used to launch or refine a clearly defined, limited intervention or program using interviews and other instruments that have already been validated for that purpose. (e.g., the Team Learning Survey, developmental interviews, or the Self-Directed Learning Readiness Scale.)

3. Assess the usefulness or value of a particular intervention with a clearly defined, limited scope of operations (e.g., pre and post assessment using interviews and other instruments that have already been validated for that purpose).

4. Do focused, limited action research on a problem of practice in a setting to which you have access.
**ED.D. (ALL) PROGRAM PLANNING AND REQUIREMENTS**

90 credits of which up to 40-45 credits may be transferred into this program from outside Teachers College depending on needed course requirements and recency of credits

<table>
<thead>
<tr>
<th>Summary: Course Requirements</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Adult Learning &amp; Leadership MA Program</strong></td>
<td>30*</td>
</tr>
<tr>
<td><strong>COURSES</strong></td>
<td><strong>POINTS</strong></td>
</tr>
<tr>
<td>• Required courses are underlined and italic</td>
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<tr>
<td>• Recommended courses are underlined only</td>
<td></td>
</tr>
<tr>
<td>• Non-underlined courses are suggestions. Students can propose alternatives or substitute transfer credits from relevant courses</td>
<td></td>
</tr>
<tr>
<td><strong>Core Courses</strong></td>
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</tr>
<tr>
<td><strong>Leadership</strong></td>
<td>3*</td>
</tr>
<tr>
<td>ORL 4054 Leadership &amp; Management in Health Care Organizations</td>
<td>3</td>
</tr>
<tr>
<td>ORLD 4825 Leadership from the Inside Out</td>
<td>3</td>
</tr>
<tr>
<td>ORLJ 5005 Leadership &amp; Supervision</td>
<td>3</td>
</tr>
<tr>
<td><strong>Strategy &amp; Management</strong></td>
<td>3</td>
</tr>
<tr>
<td>ORLD 5054 Strategy Development as a Learning Process</td>
<td>3</td>
</tr>
<tr>
<td>ORLA 4040 Education Policy Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>ORLA 5541 Federal Politics, Federal Policies, and Administration</td>
<td>3</td>
</tr>
<tr>
<td>ORLA 5025 Ecology of Educational Planning and Management</td>
<td>3</td>
</tr>
<tr>
<td><strong>Adult Learning</strong></td>
<td>3</td>
</tr>
<tr>
<td>ORLD 4800 Workshop: Introductory Seminar (1st semester)</td>
<td>1</td>
</tr>
<tr>
<td>ORLD 4053 Facilitating Adult Learning</td>
<td>3</td>
</tr>
<tr>
<td><strong>Human Resource Development</strong></td>
<td>3</td>
</tr>
<tr>
<td>ORLD 5055 Staff Development &amp; Training</td>
<td>3</td>
</tr>
<tr>
<td>ORLD 5062 Human Resource Development</td>
<td>3</td>
</tr>
<tr>
<td>ORLJ 5003 Human Resource Management</td>
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</tr>
<tr>
<td><strong>Group Dynamics</strong></td>
<td>3</td>
</tr>
<tr>
<td>ORLJ 5362 Group Dynamics: A Systems Perspective**</td>
<td>3</td>
</tr>
<tr>
<td>ORLJ 5017 Small Group Intervention (ORLJ 5362 is prerequisite)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Organizational Behavior</strong></td>
<td>3</td>
</tr>
<tr>
<td>ORLJ 4005 Organizational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ORLJ 5014 Organizational Dynamics &amp; Theory</td>
<td>3</td>
</tr>
<tr>
<td><strong>Technology</strong></td>
<td>3</td>
</tr>
<tr>
<td>MSTU 4022 Telecommunications &amp; Distance Learning</td>
<td>3</td>
</tr>
<tr>
<td>MSTU 5083 Instructional Design of Educational Technology</td>
<td>3</td>
</tr>
<tr>
<td>ITSF 4190 Communicative Practices</td>
<td>2-3</td>
</tr>
<tr>
<td>Required Contextual Concentration Courses:</td>
<td>18*</td>
</tr>
<tr>
<td>-------------------------------------------</td>
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</tr>
<tr>
<td>Adult Education and Organizational Learning***</td>
<td></td>
</tr>
<tr>
<td>Adult Development Theory &amp; Applications</td>
<td>3</td>
</tr>
<tr>
<td>ORLD 5061 How Adults Learn</td>
<td>3</td>
</tr>
<tr>
<td>ORLH 5525 College Student Development Theories</td>
<td>3</td>
</tr>
<tr>
<td>HUDK 4024 Developmental Psychology: Adulthood and the Life Span</td>
<td>2-3</td>
</tr>
<tr>
<td>Adult Learning Theory &amp; Applications</td>
<td>3</td>
</tr>
<tr>
<td>ORLD 4050 Introduction to Adult Education</td>
<td>3</td>
</tr>
<tr>
<td>ORLD 5057 Adult Learning &amp; Education: Theory &amp; Practice</td>
<td>3</td>
</tr>
<tr>
<td>ORLD 4815 Developing Critical Thinkers</td>
<td>1</td>
</tr>
<tr>
<td>ORLD 4827 Fostering Transformative Learning</td>
<td>1</td>
</tr>
<tr>
<td>ORLD 4828 Imagination, Authenticity in Transformative Learning</td>
<td>1</td>
</tr>
<tr>
<td>ORLD 5815 Critical Theory &amp; Adult Learning</td>
<td>1</td>
</tr>
<tr>
<td>Systems Learning Theory &amp; Applications</td>
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</tr>
<tr>
<td>ORLD 5061 The Learning Organization</td>
<td>3</td>
</tr>
<tr>
<td>ORLD 5065 The Learning Society</td>
<td>3</td>
</tr>
<tr>
<td>ORLD 5550 Research on Organizational Learning**</td>
<td>3</td>
</tr>
<tr>
<td>ORLD 5056 Adult Education for Social Action</td>
<td>3</td>
</tr>
<tr>
<td>Program Development and Management</td>
<td>3</td>
</tr>
<tr>
<td>ORLD 5053 Developing &amp; Managing Adult Learning Programs</td>
<td>3</td>
</tr>
<tr>
<td>Conflict Resolution</td>
<td>3</td>
</tr>
<tr>
<td>ORLJ 5340 Practicum in Conflict Resolution</td>
<td>3</td>
</tr>
<tr>
<td>ORLJ 6040 Fundamentals of Cooperation</td>
<td>3</td>
</tr>
<tr>
<td>ORLJ 6350 Adv. Practicum in Conflict Resolution &amp; Mediation</td>
<td>3</td>
</tr>
<tr>
<td>Required Research Course</td>
<td>18</td>
</tr>
<tr>
<td>ORLD 4800 Workshop: Selecting a Research Topic</td>
<td>3</td>
</tr>
<tr>
<td>One course required in understanding research, e.g.</td>
<td>3</td>
</tr>
<tr>
<td>ORLJ 4009 Understanding Behavioral Research</td>
<td></td>
</tr>
<tr>
<td>ORLD 5521 Introduction to Research Methods in Education</td>
<td></td>
</tr>
<tr>
<td>One course required in statistics, e.g.</td>
<td>3</td>
</tr>
<tr>
<td>HUDM 4120 Basic Concepts in Statistics</td>
<td></td>
</tr>
<tr>
<td>HUDM 4122 Probability &amp; Statistical Inference</td>
<td></td>
</tr>
<tr>
<td>One course required in research design / data collection (choices below)</td>
<td>3</td>
</tr>
<tr>
<td>One course required in data analysis (choices below)</td>
<td>3</td>
</tr>
<tr>
<td>ORLD 7500 Directed Dissertation Proposal Seminar (see below)</td>
<td>1</td>
</tr>
<tr>
<td>ORLD 7900 Directed Dissertation Research (optional; see below)</td>
<td>3</td>
</tr>
<tr>
<td>ORLD 8900 Dissertation Advisement (after certification if no courses taken; see below)</td>
<td>3</td>
</tr>
</tbody>
</table>
**Electives**

ORLD or non-ORLD decided upon in consultation with advisor

<table>
<thead>
<tr>
<th>COURSES</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORL 4014 Legal Issues in Healthcare Organizations</td>
<td>3</td>
</tr>
<tr>
<td>ORLN 6014 Managing the Socially Responsible Organization</td>
<td>3</td>
</tr>
<tr>
<td>ORLN 6522 Policy Formation and Governance in Nursing Ethics</td>
<td>3</td>
</tr>
<tr>
<td>ORL 5551 Ethics for Healthcare Professionals Marketing</td>
<td>3</td>
</tr>
<tr>
<td>ORLN 6514 Marketing Nursing Programs and Services</td>
<td>3</td>
</tr>
<tr>
<td>ORLN 4013 Fiscal Management of the Nursing Organization</td>
<td>3</td>
</tr>
<tr>
<td>ORLN 5530 Seminar: Clinical Teaching and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>ORLN 6511 Innovations in Nursing Management</td>
<td>3</td>
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</tbody>
</table>

**Integrative Project**

<table>
<thead>
<tr>
<th>COURSES</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORLD 5550</td>
<td>0</td>
</tr>
</tbody>
</table>

**TOTAL**

90

* **Note 1:** Total number of points required is larger than the minimum set for each cluster of courses, i.e. students will need to take more than the minimum in one or more designated clusters.

**Note 2:** ORLD 5550 can meet either the “systems learning theory and applications” cluster or the “research” cluster.

***Note 3:** The following alternative requirements are Contextual Concentration Courses for Healthcare Human Resources

**Program Planning**

Using the above review of program requirements, use the attached program planning sheet to list the courses you plan to take to meet requirements for: Core, Contextual Concentration, Research, and Elective courses (attached, this tab). As you can see, the planning sheet tracks with the above review of program requirements. (In addition to this plan, Ed.D. students must also file a Program Plan for the Doctor of Education, as discussed in that section of this guide. The information on this planning sheet will also help organize material that is needed for the Ed.D. Program Plan.)

Your program planning sheet can be managed and updated electronically (downloaded from the CD version of this guide):

- List all of the courses you plan to transfer or take. (Recommended and Required courses have been listed on the right hand side of the guide for your convenience.)

- Update your plan when you make changes in courses you intend to take; and after each semester by adding in the semester in which a course has been taken.
You can use colors or other ways of highlighting courses (e.g., bold, underline, italic) to highlight courses to be taken in the future vs. courses you have already taken.

Add information at the end of the guide relevant to milestones in your program such as completion of your integrative project or research study.

When you consult with your advisor in person or by email, it is helpful to share the updated version of your plan so that your advisor understands how your question about courses you would like to take or other matters fits into the entire picture.

The following courses are foundational and should be taken in your first few semesters:

- ORLD 4800 Workshop: Introductory Seminar (1)
- ORLD 4050 Introduction to Adult Education (3)
- ORLD 4051 How Adults Learn (3)
- ORLD 5053 Developing and Managing Adult Learning Programs (3)

These courses are also better taken earlier rather than later in your sequence:

- ORLJ 4009 or ORLD 5521 research requirement (3)
- HUDM 4120 or HUDM 4122 statistics requirement (3)
- ORLJ 4005 or alternative Organizational Behavior requirement (3)
- ORLD 5062 or alternative Human Resource Development requirement (3)

ORLD 4800 Workshop: Selecting a Research Topic (1 point) should be taken early in the program. It is designed to help students focus on a research topic for a study they might conduct to meet the integrative research project requirement. This course is offered only in Spring semesters.

ORLD 5550 provides an excellent structure within which to work on the final integrative research project if its focus is group or organizational learning.

ORLD 5057 is designed for Ed.M. and Ed.D. students to help them integrate theory, research, and practice in adult learning.

Note also that some courses, especially in Organizational Psychology, have a foundational prerequisite.

**Research Course Sequence**

Ed.D. students must take a sequence of 6 courses (18 points) to fulfill their required research core. Students must take a research design course, a data collection course (quantitative or qualitative), a data analysis course (quantitative or qualitative) and a dissertation seminar. Students must also have taken a statistics course.

A majority of dissertations in Adult Learning and Leadership utilize an applied qualitative research design (inclusive of case study approaches). Studies have also included mixed methods and most recently have included more action research and materials development options.
Students should bear in mind the methodological approach they wish to pursue in selecting appropriate research courses.

The course catalogue contains a tripartite matrix outlining course recommendations portrayed from the perspective of methodological design - relevant design and data collection courses and relevant data analysis courses are then presented.

Recommended courses include (but are not limited to the following):

**Design and Data collection**
- ORLJ 5040 – Research methods in social psychology
- HUDF 5020 - Methods of social research: survey methods
- HUDF 5053 - Instrument design and validation
- ORLD 6500 – Qualitative research in organizations: Research design
- C & T 5502 (1 & 2) – Intro to qualitative research in curriculum and teaching
- ORLD 5000 – Methods of inquiry: Ethnography and participant observation
- HUDM 5055 – Evaluation of institutions, programs and curricula
- HBSS 6100 – Measurement and program evaluation
- HUDF 5021 – Methods of social research: Evaluation methods
- ITSF 4092 – Qualitative research and evaluation in international education
- A & HF 6051 Historical Methods

**Data Analysis**
- HUDM 4120 – Basic concepts in statistics
- HUDM 4122 – Probability and statistical inference
- HUDM 5122 – applied regression analysis
- HUDM 5123 – Linear models and experimental designs
- HUDM 5124 – Multidimensional scaling and clustering
- HUDM 6026 – Statistical treatment of mass data
- HUDM 6122 – Multivariate analysis I
- HUDM 6123 – Multivariate analysis II
- ITSF 5001 – Ethnography and participant observation: Structural and interpretive analysis
- ITSF 5002 – Ethnography and participant observation: Comparative and qualitative analysis
- ORLD 6501 - Qualitative research in organizations: Data analysis
- ORLA 5530 – Action research

**Courses to Prepare for Dissertation**
- ORLD 4800 (1 credit) - Workshop: Developing your Topic
- ORLD 7900 (3 credits) - Directed Dissertation Proposal Seminar
- ORLD 7500 (1 credit) - Directed Dissertation Proposal Seminar

Beginning in Spring 2005, the program requires Ed.M. and Ed.D. students to enroll in ORLD 4800 Workshop: Selecting a Research Topic (1 credit). This course is offered in the Spring semester as a follow-up to the introductory community building seminar for all (MA, Ed.M. and Ed.D.) students that is offered in the Fall semester. This workshop is designed to help students select a topic on which to focus for their research.
A special section of ORLD 7900 (optional), offered periodically (usually every other academic year in the Fall of evenly numbered years), is designed to assist students in narrowing their focus, designing a viable field study and determining appropriate methods for their proposed research.

All Ed.D. students must enroll in ORLD 7500 (1 credit) in the semester in which they plan to defend their proposal. As the catalogue indicates, this course must be included in your Ed.D. program plan.

Ongoing sections of 7900 are offered through the AEGIS program, and can be taken by ALL doctoral students, once their proposals have been developed to provide additional support as the candidate carries out his/her research and writes up the study for defense.

**PROGRAM PLAN FOR DOCTOR OF EDUCATION**

After your first semester (or its equivalent of 4-6 courses) has been completed, make sure you discuss your program plan and the sequencing of courses with your advisor and then get your plan approved by your advisor and filed with our program office.

Students must also fill out and file a **Program Plan for Doctor of Education** (along with a **Statement of Total Program**) with the Office of Doctoral Studies prior to taking the **Certification Examination** that advances students to candidacy. These forms can be downloaded on the web from the Office of Doctoral Studies link on the Office of Registrar tab under Resources for Students. Instructions for filling out this form can also be downloaded.

The Program Plan is a list of courses you have transferred into the program, along with courses taken in your major, in research, in broad & basic areas (breadth requirement plus foundational courses such as philosophy, psychology, or sociology), and electives. The Plan also specifies when you expect to take the Certification Examination. Once this program is filled out, it must be amended when you drop or add courses.

The Statement of Total Program helps the College understand how you are taking advantage of extracurricular discussions and resources within the community provided through the program and the College.

**Certification Examination / Process**

Ed.D. candidates are expected to take the **Certification Examination** when they have completed 70 credits. If this is not done, your advisor needs to submit a letter to the Office of Doctoral Studies explaining why the program believes you need to take the exam with fewer credits left to take. This often happens if you are transferring in to the program after having received the MA from another program in Teachers College (such as Organizational Psychology), in which case, you have taken many courses but not in the core areas of adult learning and development theory and its applications.
In order to take the Certification Examination, you will need to have no Incompletes in courses that count toward your degree and you will need to have filed your Program Plan with the Office of Doctoral Studies (see below).

When a student feels he/she is ready to take the certification examination, check the web (Office of Doctoral Studies) to find out more about the steps you need to follow. Steps include:

1. Get and fill in an application to take the certification examination from the Office of Doctoral Studies. You will need your advisor’s signature on this form.
2. Before securing your advisor’s signature, make an appointment with Ms. Rosemarie Horgan, Program Manager, to go over your file to make sure that you do not have any problems that need to be addressed prior to taking the examination. She will initial your application. Your advisor will then sign the form.
3. If English is not your first language, you may apply for additional time for the examination. See instructions on the form.
4. You can specify whether you wish to take the examination by hand or using a computer in the computer lab.

See the section on certification for a more elaborate discussion of the examination and the take-home question.

Once you have passed certification, you will be certified. The length of period begins at the close of the term in which the student is certified and its length depends on whether the student is certified early or late in his/her program. The certification period will be:

- 6 years for a candidate who has completed 50 or fewer points before certification
- 5 years for a candidate who has completed 51 to 75 points before certification
- 4 years for a candidate who has completed over 76 or more points before certification

After you are certified, you must be continuously enrolled in Fall and Spring semesters in either ORLD 8900 or in a 3 credit course.

**Personal Exemptions and Waivers**

Candidates can request up to two semesters of personal exemption from doctoral advisement when circumstances warrant it. Download this form from the web (Office of Doctoral Studies), fill it out and submit it after securing signatures from your advisor, program coordinator, and Department Chair.

After using up these personal exemptions, candidates who need more time exempt from dissertation advisement / work must request a waiver from Office of Doctoral Studies. Download this form from the web (Office of Doctoral Studies), fill it out and submit it after securing signatures from your advisor, program coordinator, and Department Chair. You may need to include a letter explaining the circumstances and a revised timeline for your work.

Candidates can petition for an extension of their certification period if there is good reason for needing extra time. A petition (which can be downloaded from the web) should be filled in and submitted, along with a letter explaining the circumstances and a new timeline, to one’s sponsor.
The program coordinator and Department Chair must support the request before it is sent on to the Office of Doctoral Studies for consideration.

**POLICIES**

**Transfer Credits**
Ed.D. students can transfer from 40 – 45 credits into the program depending on courses needed to fulfill requirements and recency of course credits.

The number of credits (B or better) that you can transfer into the program from outside the College depends on the number of degrees you earn at Teachers College. For example, you can transfer up to 30 credits into this program from outside Teachers College (if you are earning only one TC degree); or 15 credits if you are earning an M.A. and Ed.M. The number of courses taken elsewhere in Teachers College that can be transferred into your program depends on your program plan in consultation with program faculty.

The process you should follow to transfer credits is as follows:
1. The first step in transferring credits is to request the Registrar’s office to prepare and send to the program a list of courses that might possibly be transferred in to the program.
2. Your advisor will then share a copy of this list with you.
3. You should then map courses you wish to transfer against your program plan, along with other courses you will take to meet program requirements.
4. Meet with your advisor to discuss and finalize your program plan, including transfer credits.
5. Your advisor and/or the program coordinator will fill out forms to have these credits transferred into your program and send them down to the Registrar for action.
6. You should receive a list of courses that can be transferred in to the program once this process has been completed. A copy of this list should be made and given to the Program Manager to include in your file in our office.

**Breadth Requirements**
At least 3 breadth courses, 2-3 credits each, totaling at least 6 credits are required by the College. These courses could be taken as Core, Contextual Concentration, or Elective Courses.

**Grades**
- Students must achieve a B or better in all letter grade courses that count toward their 60 credit degree.
- Core, contextual concentration, and research courses must be taken for a letter grade.
- Students are permitted to take up to 5 courses as pass/fail unless receiving special permission from their advisor.

**Continuous Progress after Certification**
If students are not making continuous progress on their dissertations, the program will request that student to set up a meeting with his/her sponsor and draw up a contract laying out a schedule of work with deadline dates by which that work needs to be accomplished.
Candidates can be asked to re-take certification after having received one extension if: a) sufficient time has passed making his/her knowledge out-of-date; b) a candidate has not made progress and/or has missed deadlines agreed to with his/her sponsor.

Course Exemptions
You cannot receive an exemption from ORLD 4800 Workshop: Introductory Seminar, ORLD 4800 Workshop: Selecting a Research Topic, ORLD 4050 Introduction to Adult Education, or ORLD 5057 Adult Learning & Education: Theory and Practice. If you have already taken courses that you think satisfy the course requirements of other courses required by the program, you should first consult your advisor about whether or not you might get an exemption from a course; and then petition the faculty who teaches that course to waive out of the course. In order to waive out of a course, it is the student’s responsibility to demonstrate that a previous undergraduate and/or graduate course is redundant with material covered in the petitioned course. Students will be asked to provide a variety of materials to establish redundancy (e.g. syllabus from course, relevant course papers, etc.) and may be asked by the faculty teaching the course to pass a test on the material in the course. The faculty approving the waiver should email the student’s advisor. A copy of this email, with a note from the student’s advisor, should be attached to the student’s program plan and kept in the student’s file.

Prerequisites and Special Registration Processes
Some courses cannot be taken without having successfully completed a prerequisite course. This is usually indicated in the Course Catalogue and on the Schedule of Classes. Check the catalogue in advance of registration. If a prerequisite is needed, and you think you may have equivalent knowledge / skill, you should consult the faculty teaching the course to determine if it is possible to waive the prerequisite. Prerequisites are sometimes waived for students matriculated in programs other than the one offering that course.

Some courses also require special registration processes, for example, a consultation with, and approval by the faculty teaching the course; or an application, such as that required for ORLJ 5362 Group Dynamics. Applications are available from the academic program office supporting that course. For example, for ORLJ 5362 applications are available early in the semester prior to the semester in which the course is taught. Check with the appropriate office for exact dates.
Certification is an important milestone in a doctoral student’s career. A number of changes in your status take place when you become certified. You are now formally a doctoral candidate. Among other things this means you are eligible to file a dissertation proposal with the office of doctoral studies. Additionally, the ‘clock’ is now ticking on the timetable for graduation. You have four years from the time you become certified to complete and successfully defend your dissertation. While it is possible to obtain an extension of a year or two if your advisor certifies you are making significant progress toward completion, you can be required to retake the exam if sufficient progress has not been made toward finishing your studies and dissertation.

**Overview of the Certification Process**

The certification process consists of a written exam and a qualifying paper. The goal of the written exam is for you to demonstrate your knowledge of the theoretical foundations of our field and your ability to draw on that knowledge and to critically think about and discuss the prominent issues and controversies that are part of our professional discourse. There are two purposes of the qualifying paper. The first is for you to demonstrate your capability in integrating theory, research, and practice. The second purpose is for you demonstrate your ability to complete a dissertation. The exam and qualifying paper assignment are structured in the same format in both ALL and AEGIS. Taken together they represent a comprehensive demonstration of your ability to finish your doctoral studies and assume a position of academic leadership in our field. While the primary goal of the process as a whole is assessment, it also has the educative effect of integrating the various strands of your studies in a holistic way. You complete the written exam before writing the paper.

**Eligibility for Taking the Exam**

College policy is for students in ALL to take the exam when they have completed 80 credits, having 20 credits of remaining course work. You should have completed all of your course work having no incompletes. Additionally you must have a GPA of B+ or better. You register to take the exam with ODS and inform our program office of your attention to take the exam. As part of the pre-exam process, program plans must be signed off by your advisor and given to the program manager for filing with ODS before you can register for the exam (program plan forms are available from ODS). The exam is offered three times a year, early fall, early spring, and in June. You should check the academic calendar or with ODS for the registration deadlines.
AEGIS students take the exam as a cohort in August of their second summer. Depending on the calendar year, the exam is given on the second or third Saturday of the month. AEGIS students must have successfully completed all course requirements up to that point in the program and not have any incompletes. Program plans need to be completed and signed off by the program coordinator, reviewed by the program manager, and filed with ODS before taking the exam.

**Structure and Content of the Written Exam**

Broadly defined, seven areas (content domains) of theoretical discourse and research are central to our field of study. These areas are transformative learning, adult development, critical theory/social justice, adult learning theory (such as self-directed learning, and learning through experience), power and positionality, societal learning, and program development. In the morning part of the exam you will be presented with three questions drawn from these seven areas. In the afternoon part of the exam you will be given the option of selecting one question from a set of questions drawn from the remaining four areas not covered in the morning exam. You will have up to four hours to answer the three questions in the morning and two hours to answer the afternoon question. Each question will be a multiple part essay that will typically ask you to draw on your knowledge of the literature to respond to the various sub-parts of the question. It is important that you answer all parts of the question. You have the option of using a computer or handwriting the exam. It goes without saying that you will not be allowed to use your own computer.

**Some Thoughts About Writing the Exam**

Writing the exam is not a “data dump” (i.e. writing down everything you know and hope you have covered the answer). Faculty readers are not going try to decipher an answer from what you write; you need to communicate it to the reader. What is important is that you develop the logic of your answer. It is helpful to outline your answer before starting the essay (however your answer should not be an outline or a series of lists. It is important that you write a coherent essay that clearly covers all parts of the question). In writing your answer demonstrate that you understand the meaning of key terms (i.e. define them and illustrate them in your answer, don’t simply list, or ‘throw around’ terms). You don’t have to cover every aspect of the theory you are writing on: You do need to utilize the major components of the theory(ies) and integrate them into a comprehensive answer relevant to the question. Think of yourself as addressing a graduate seminar or professional conference on the question; does your answer hold up to that standard?

Even if you haven’t specifically studied for the ‘focus’ of a particular question, don’t get anxious. Think of how the relevant theorists apply. Remember, one purpose of the exam is to demonstrate your competency in drawing on and reasoning from your knowledge of the field.

**Some Thoughts about Preparing for the Exam**

Actually, the beginning of your preparation occurs with the start of your course work when you enter the program. You should keep the suggestions below in the back of your mind as you progress through your studies. Obviously though, you will more formally study for the exam in the months immediately leading up to your taking it.

Focus your attention on the writers who are most prominent in the discourse in each of the content areas. In addition to learning their core ideas and models, compare and contrast them.
Where are the important connections among their ideas? What are the significant differences in their positions and theoretical models? How have they critiqued each other?

Consider the critical differences in perspective between the various content areas and the implications of these differences for the field and role of adult educators. How do various content areas inform each other? What is your thinking about the work of these various writers and the issues they raise with each other? What is the basis for your thinking?

As a future leader in our field you need to communicate your thinking on the issues in a coherent and well-reasoned way. The written part of the exam should demonstrate this ability.

**What the Faculty Looks for in Reading Your Answer**

Think in terms of four “C’s”:

- **Comprehensiveness** (This requires being selective yet thorough, bringing into your answer appropriate ideas, communicating your knowledge of both theory and its relevance to the issues raised in the exam question. Strive to build the reader’s confidence in your knowledge and your competence in applying it.)
- **Clarity** (The answer should be well organized and the writing clear in terms of meaning. We have to understand your answer)
- **Critique** (Remember, a foundational concept in our program is critical reflection and awareness of assumptions; yours and the assumptions underlying the work of others. Quite apart from this core tenet of our program, a doctoral candidate in any field has to demonstrate how well they think.)
- **Correctness** (Are you defining and using terms, concepts, and models accurately?)

In short, provide a well-reasoned and lucid argument. We are aware that your answers will not be as polished as if you had time to carefully edit and revise them, and we apply the above criteria as such.

All exams are blind reviewed. We use a three-point scale in grading each answer: 1 (high pass or strong answer), 2 (acceptable), or 3 (inadequate). A score of 1 or 2 is passing on the question. Two faculty members read each person’s exam. If one of the two readers fails a question a third faculty member reads the exam. Two faculty members have to agree. All questions have to be passed in order for the student to pass the exam. Failing a question requires the person to retake the exam. A student is allowed one retake.

**The Second Part of the Certification Process: The Qualifying Paper**

At the conclusion of the written exam you will be given the instructions for the qualifying paper. This paper will have a limitation of 15-20 pages, be double-spaced with a 12-inch font. You will turn in the paper to the program office six weeks following your receipt of the assignment. A specific return date and deadline will be on the assignment. You will be given a couple examples of good literature reviews along with the assignment. These examples are from conference proceedings or professional journals and are intended for illustration purposes only.
Goal of the Qualifying Paper
As previously mentioned, the qualifying paper has two purposes. The first is for you to demonstrate competency in how you think in integrating theory, research, and practice issues. The second purpose is for you demonstrate your ability to complete a dissertation. This second purpose includes demonstrating competence in writing at a professional level and to think conceptually, bring in relevant research and a purposeful way, and establish the appropriate links and implications for professional practice. The core of this paper will be your use of the theoretical and research literature in supporting practice (be aware of the difference between theory, research, and position oriented literature.).

Writing the Literature Review
You want to define the issue of the paper in a very focused way. Don’t be too general. A helpful approach is to pose a question and answer it. In answering your question build the argument and support it with the relevant literature. This is not a literature essay (i.e. a summary of transformative learning literature), but a literature review in support of an argument. In writing the literature review you should be drawing on those parts of each piece of literature that specifically relates to your focus or question. Use both adult learning/education literature and topic specific literature that is seminal and contemporary. In selecting sources for the review you don’t have to include ‘everything’ that has been written on question, but you do need to provide substantial professional coverage. It is important that you build contradictory literature into your review. This is not an advocacy piece.

Follow APA 5th edition guidelines, including format and citations. Do not plagiarize! Plagiarism is a breach of professional ethics and constitutes grounds for dismissal from the program (see section on academic integrity). Think of this assignment as writing a professional paper on the topic.

Passing the Qualifying Paper
This is a ‘one chance only’ assignment. By this time in your academic career you should be capable of producing a quality result. Take care to revise your paper. You can have others read it and give you feedback, but the writing and work must be yours. Given the importance of the assignment, you should work to improve your academic writing throughout your studies. If you feel you need development in this area we advise you to take a tutorial course in writing. The best way to develop competence in this area is through practice.
**DISSEPTION PROCESS**

**Choosing and Developing a Dissertation Topic**

Many students enter doctoral study having a particular area of interest that they wish to pursue in their research. For many students however this may not be the case. Choosing a viable topic is a complex process involving many competing factors. There are a number of considerations that we believe students should take into account as they consider potential topics and weigh alternatives. Some of these questions are identified below:

- will the topic sustain your interest for the next few years?
- will the topic further your professional interests?
- how will the topic contribute to the field and enhance your career or career change?
- what resources will be required to complete the project (travel costs are often an unanticipated dimension in certain topics)?
- will the researcher be able to gain access to the required sites to pursue the study?
- are there any political risks to the researcher in reporting fairly and accurately the findings and outcomes of the study?

Most students find they can best access areas in which they already have substantial expertise or familiarity with practice in the field or the existing research. Students can always consider replication studies. In any event a driving passion to learn what is not known and to answer the primary questions of the study are essential. This undertaking is a long term engagement both in the field and with the data. A passionate interest is of the utmost importance in sustaining motivation and momentum.

The sooner one can identify an area or topical focus for inquiry the better. When students have a fairly good sense of the area in which they’ll be situated they find they can utilize a substantial portion of their coursework to further the dissertation objectives. Independent projects and group work can be tailored to serve the proposed study’s development.

It is therefore suggested that students not wait until after they are certified to begin identifying and narrowing their research interests.

**Choosing an Adviser and Sponsor**

Advisement is a complex process that involves professional expertise, personalities, and preferred working styles. It is important for students to take stock of their needs, strengths, weaknesses and expectations in selecting an appropriate advisor. The primary relationship that
will be developed and maintained is with your sponsor, also referred to as primary advisor or first reader.

While it is most beneficial to select an advisor who has an interest and some research expertise in your topical area this is not necessarily the requirement for a successful advisement experience. In order to successfully defend and file a dissertation proposal you will need both a primary sponsor and second reader. In thinking about the suitability of a second reader one should consider whatever advisement needs that could be met by this additional faculty member. Hence for example if you have chosen a primary sponsor based on working style compatibility, temperament and time availability you might consider a second reader with expertise in the literature or methodological style of your project. Obviously these roles can be reversed.

Students are encouraged to seek out and approach faculty to fill both primary and second reader roles. It is important to be comfortable with your committee and to feel confident that committee members are similarly compatible in their demands and expectations of you.

Some questions to consider in selecting or approaching a faculty member to sponsor or be second reader for your research might include:

- How much research has the faculty member done in this area?
- How familiar is the faculty member with recent literature in this area?
- How familiar or comfortable is the faculty member with the methodological approach?
- How much time does the faculty member have to meet with the student?
- How does the faculty member prefer to communicate – in person, phone, email, etc.?
- How complementary are the skills and strengths of the two committee members in conjunction with each other?

Some questions to ask yourself in considering your advisement needs might include:

- What do you perceive are your major research strengths in this topical area – where are your major weaknesses and needs?
- What are your needs for guidance in the process? How frequently and in what manner would you feel most comfortable communicating with your advisor(s)?
- What if any are the personality dynamics that you think might need to be factored into your working relationship with a faculty member?
- How flexible or structured would you like an advisor to be?

Proposal Development

All proposals vary according to topic and design. The following page represents a typical outline.
ADULT LEARNING & LEADERSHIP
ADVISEMENT GUIDE

PROPOSAL OUTLINE

Title Page (un-paginated)

CONTENTS

Part 1: INTRODUCTION  p. 1
   Context & Background
   Problem Statement
   Purpose of the Study
   The Approach - brief discussion of Research Questions, design & anticipated outcomes
   Assumptions - including a brief discussion of the Researcher’s expertise
   Rationale & Significance

Part 2: LITERATURE REVIEW
   Intro - identify the bodies of literature that situate the study and explain their relevance
   Topic One - for the projected topics, indicate some of the anticipated categories for later analysis
   Topic Two
   Conclusion - frequently students will culminate this chapter with a conceptual framework

Part 3: METHODOLOGY
   Overview (brief discussion of research design): Information Needed & Sources of Data
   - from lit. & own understanding include what questions will have to be answered
     to accomplish the purpose, what sources will be accessed to answer the questions
   The Study Sample
   - from what population will they be drawn, what criteria will be used to select the sample
   Plan & Methods for Data Collection (rationale, development, piloting & administration)
   - list the steps you will take to obtain your data – use narrative format
   Plan & Methods for Analysis & Synthesis of Data
   - how will you analyze the data – what will you do with the findings – possible coding &
     matrices
   Rationale for Methods Selection
   - cite literature that supports each of your choices, qualitative method & field techniques,
     be sure to include a discussion of “validity & reliability” – triangulation, etc.
   Limitations
   - and some means employed to address them

Part 4: TIME LINE for STUDY

Part 5: PROJECTED CHAPTER OUTLINE

REFERENCES (Bibliography)

APPENDIX
   Subject Consent Form (and might include: Projected instruments & forms / Projected
   coding schemes / Projected matrices, etc]

See APPENDIX A: Dissertation Proposal, which fully describes the section outlined above but
in narrative fashion.
DISSEPTION WRITING

Chapter outline and variations
While dissertations vary greatly in length and format, fundamentally the chapters cover the same core dimensions of the research. It is not atypical to find a conventional five chapter presentation in more quantitatively oriented studies. These chapters typically cover the following:
I. Introduction
II. Literature Review
III. Methodology
IV. Findings
V. Analysis and Conclusions

More common in adult education qualitatively oriented dissertations there are more chapters. A longer sample follows with a brief description of what is found in each section.

DISSEPTION OUTLINE

Title Page (not paginated)
(Copyright ii, DEDICATION iii, ACKNOWLEDGMENTS iv)

CONTENTS (v-vi-vii / LIST OF TABLES viii)

CHAPTER I: Introduction p. 1
  Context & Background
  Problem Statement
  Purpose of the Study
  The Approach - brief discussion of design & outcomes and major research questions
  Assumptions - includes brief discussion of the Researcher
  Rationale & Significance

CHAPTER II: Literature Review
  Intro - identify the bodies of literature that situate the study and explain their relevance
  Topic One, Two (and sometimes Three - for the anticipated topics, indicate some of the anticipated categories for later analysis
  Conclusion - discussion of implications for design of study & conceptual framework

CHAPTER III: Methodology
  Overview
  Research Design & brief discussion of method
  Information Needed & Sources of Data
    - from lit. & own understanding include the questions that had to be answered to accomplish the purpose, what sources were accessed to answer the questions
    - Some people also include graphics - a timetable of steps also helps
  The Study Sample
    - from what population drawn, what criteria was used to select the sample
Plan & Methods for Data Collection - rationale, development, piloting & administration
- list and describe the steps taken to obtain your data, and how each step informs the next

Plan & Methods for Analysis & Synthesis of Data
- coding rationale, how you analyzed the data - what you did with the findings

Rationale for Methods Selection
- cite literature that supports each of your choices, include a discussion of validity & reliability - how will you ensured your study was valid & reliable, triangulation, credibility, auditability, etc.

Limitations
- and some means employed to address/overcome them

CHAPTER IV: Setting and Context

CHAPTER V: Findings

CHAPTER VI: Analysis & Interpretation of Findings

CHAPTER VII: Conclusions and Recommendations
- Summary of Outstanding Findings
- Recommendations for Setting
- Recommendations for Field of Adult Ed
- Recommendations for Future Research
- Researcher Reflections

REFERENCES

APPENDIX
- Appendix A: Critical incidents (p. 255)
- Appendix B: Interview (p. 288)

(Appendix includes: Subject Consent Form, Instruments & Forms, Coding Schemes, Matrices, Transcript excerpts, Letters, etc.)

**TIMELINE**

Planning and pacing yourself
The timeline in the proposal represents a work contract that when adhered to offers a realistic depiction of the time required to complete the dissertation. The majority of students, on average take 18 months to 36 months to complete their field research, prepare their defense draft and defend their dissertation (this is post-proposal defense). This timeframe of course varies greatly based on the nature of the study, the time afforded for working on the dissertation and the constraints of the field. It is critical that students not lose momentum after formal coursework is
completed. Developing a realistic timeframe is essential to continuation and progress. Different advisors will request different mechanisms of reporting during the field stages of the research. It is highly recommended however that students continue to register for 7900 in order to get additional faculty and peer input. It is also recommended that students keep advisors apprised of their progress and current thinking in executive summary type reports forwarded at least quarterly to the two primary sponsors.

**Setting realistic deadlines**

It is important to establish realistic timeframes in order to feel a sense of advancement in the dissertation process. Many students are overzealous in their initial timeframes and then become quite disheartened when they see they are falling behind in their goals. Benchmarking is fundamental to emotional well being in this process. In developing realistic deadlines it is recommended that students chunk the tasks and sit with a multiyear calendar. It is important to be honest with oneself about the time particular tasks take an individual and also what other life demands are competing with the dissertation demands. Competing demands generally revolve around work obligations and family. Things to consider in developing realistic deadlines also include institutional constraints in terms of turn around time for advisor feedback and the typical scheduling cycles for various filings of the procedures.

Questions to ask yourself might include:

- How many interviews can be accomplished in a week’s time?
- How long will it take for each interview to be transcribed?
- How long does it take to code a typical interview?
- How and with whom can one meet to insure validity and reliability aspects of the interpretive and analytic process?
- Are their family events or work cycles that preclude devoting maximum hours to the research process during given periods of time?
- How long does it customarily take one to write or draft descriptive findings?
- What is the characteristic writing style of the individual?
- Has the researcher maintained a current overview of relevant literature and research?

And so on. It is also strongly recommended that students maintain a researcher’s journal!

**When drafts need to be ready in order to defend in Fall or Spring**

It is a safe rule of thumb to figure that a complete draft of the dissertation needs to be in the advisor’s hands within the first few weeks of a semester if a defense is to take place. This should allow the primary advisor time to review and make recommendations; time to forward to the second reader for approval and recommendations; and time to obtain both third and fourth readers and comply with the institution’s scheduling procedures. Even in cases where an advisor is willing to review a draft later in the semester it is possible that a defense may not take place because of the coordination demands and timeframes of the institution and other committee members.

**Completion Deadline (alternative Ed.M.)**

Once a student is certified they have a designated number of years to complete their dissertation. While extensions are granted for extenuating circumstances they are offered only with approval of the advisor. In order to get an extension students must be making significant progress in their research and have documented acceptable extenuating circumstances. If a student does not file
their proposal within two years of being certified they will be required to be re-certified. If the student has filed their proposal but is not progressing satisfactorily towards dissertation completion it is possible that they will be asked to consider opting for the alternative Ed.M degree. This is a humane and viable option for those whose research is not progressing in accordance with anticipated timeframes or institutional standards.

**GETTING HELP WITH . . .**

**Transcripts**
Because the transcription process is very tedious and time consuming most students choose to obtain professional help in the transcription of their interview data. While voice recognition software is advancing rapidly, to date most students have still opted to send their interview data out for professional transcription. Through one’s advisor, student networking and the Office of Duplicating Services transcribers can be secured who are familiar with the demands and requirements of the academic process. As the costs involved can be significant students should consider carefully what their best options may be in whether they will invest in state of the art equipment and software or consider professional services.

**Editing**
Most students who are reasonably solid writers will prepare their own drafts through the defense process. It is at this time however, after post defense changes have been approved, that students will retain the services of a professional editor. This would be for final editing of the draft that goes to the Dissertation Secretary. If one is aware of weaknesses in their writing it is imperative to seek editorial help earlier in the dissertation process. Most advisors will not approve drafts for defense if there are grammatical or usage errors or sloppy preparation. The Office of Doctoral Studies, Box 304, 153 Horace Mann, ODS@exchange.tc.columbia.edu, maintains a style manual available to all students for preparation of the dissertation draft. Editors can again be accessed through the peer network as well as through the college’s Resource Writing Center.

**Statistical advice**
If one is collecting and presenting statistical data in their study it is strongly advised that they seek professional services in the way of a reputable statistician. As most of the ALL and AEGIS dissertations tend to be of a qualitative nature, and most coursework is oriented in this direction it is advisable to seek help from more quantitatively oriented professionals when preparing to present data of this nature. Again referral assistance can be found through your advisor, the peer network or the college’s faculty with expertise in these areas.

**Proposal Defense**
When both your sponsor and second reader agree you are ready you can set a date for your proposal defense. At this conference the candidate has an opportunity to defend their plan and in addition to get feedback on any recommended modifications to the design or study plan. Both the sponsor (first reader) and second reader must sign off their approval on the proposal before it can be filed with The Office of Doctoral Studies. The “Proposal Form” for your hearing [which can be obtained from the Office of Doctoral Studies or download from their site] is entitled the “Report of a Departmental Dissertation Conference.” Oftentimes the proposal committee will
sign on the hearing date with an understanding that the sponsor will hold onto the form until the necessary changes have been made and approved. Once the proposal is modified in accordance with the suggestions it is forwarded to the Department Chair along with the “Report of a Departmental Dissertation Conference Form”. The current Department Chair must sign off on this form before the candidate can proceed.

**Institutional Review Board Process: What to Do, How to Get Certified**

Before you can file your proposal with the Office of Doctoral Studies you must obtain IRB (Institutional Review Board) approval. This is required to keep the institution in compliance with the FWA (Federal Wide Assurance of Human Subjects Protection). In order to do this you must:

- First, obtain a certificate of approval to do human subject research. This can be done online through the Office of Sponsored Programs [online through the IRB-Training/Certification link] or in person through one of their workshop courses. This is a brief course – taking @1 1/2 hours in which the assurances and safeguards you must provide your subjects are outlined.

- Second, you must file an IRB proposal. The outline and cover forms for this proposal can be downloaded from the IRB site or obtained through the Office of Sponsored Programs [422k Thompson Hall, Box 151, sponsoredprograms@exchange.tc.columbia.edu]. The IRB New Research proposal is a modified version of the dissertation proposal. It outlines your problem, purpose, sampling procedures, methodological process and includes all of your proposed instruments or protocols.

- Third, the IRB proposal must be signed by your sponsor and the current department chairperson.

There are different types of IRB approval dependent on the perceived risk to subjects. The parameters for an Exempt, Expedited, or Standard Review are carefully explained in the IRB Informational materials; each review requires slightly different procedures.

The IRB reviews proposals @ 2x a month during and depending on the review requested. There is a deadline for submission of @ 10 days to 2 weeks in advance of the scheduled meetings. The IRB schedule should be factored into your timeline in considering the actual beginning and initiation of your proposed study.

**Filing your proposal (with IRB approval)**

After you have defended your proposal with your committee and obtained your committee’s and the department chairperson’s signature, and after you have received a letter approving your IRB proposal you can then file your proposal with the Office of Doctoral Studies. In filing any of these forms and proposals be sure that you keep copies of all signed approvals. Also be sure that your committee and the Program Office have the same copy of the ODS filed proposal.

See Appendix B for a graphic depiction of the proposal filing process.
Completion of Required Courses, Statement of Total Program, and Review of Academic Transcript

Each student must complete a program of study in accordance with their approved program plan as specified on Total Program Plan. At the time candidates register for final courses, they must review their permanent transcript in the Office of the Registrar and compare it with the program plan, to make certain that all requirements are complete. This review entails the student checking that minimum points required have been completed, that the 20-point minimum post-certification requirement has been satisfied, and that the continuous registration requirement has been maintained. If there is any discrepancy, the student should bring the matter to the attention of the Program Administrator and/or the Dissertation Secretary, Office of Doctoral Studies, for advice.

Filing intent to defend

You are required to file an “Intent to Defend” form at the beginning of the semester in which you plan to defend. This form must be completed with advisor consent. It declares that you and your advisor believe that you can meet all of the institutional demands for defense within that semester. If you for any reason do not defend in the semester you had filed for you must again file for the subsequent semester. This form is again available through ODS and will soon be downloadable from their site. The deadline for filing this form is generally the first day of classes of a given semester. When you are approaching defense you should keep in regular contact with ODS for their calendar of deadlines and requirements for submissions.

Forming your committee

Selecting the 3rd committee member - The third member of the dissertation committee is most frequently a faculty member who has interest in the dissertation area. This faculty member is obtained through student or advisor recommendation. Most frequently they are known to the student as someone with whom they have previously worked or conversed about the topical area. When the third committee member is secured is highly variable. They can be brought on board as early as the proposal defense and as late (and as is more frequently the case) in the semester in which the student intends to defend. If the student does not have any personal recommendations (s)he should seek advisor recommendations.

Assigning the 4th reader - The fourth committee member is assigned through the Office of Doctoral Studies. One member of the Committee, generally the one assigned by ODS, must come from outside the department. Students should keep in touch with ODS. After they have filed their intent to defend and their sponsor and second committee member approves defense they should secure the assignation of both the third and fourth reader. They can then proceed with attempting to establish a defense date.

Regular, visiting or adjunct faculty members of professorial rank (assistant, associate or professor) in any of the other schools of Columbia University, including Union Theological Seminary, are eligible to serve. If the student’s second or third committee member is from outside the department the fourth may be assigned from the department. The Office of Doctoral Studies will name the Chair of the defense. The Chair is not a member of the Dissertation Committee.
Arranging a defense date
It is the student’s responsibility to contact all committee members to find a mutually agreeable time that all 4 members can be available for the defense. The defense is scheduled for a two hour block of time during conventional weekday working hours. Defenses only take place during the Fall and Spring semesters. Under exceptional circumstances, usually involving illness, a Summer defense may be considered.

Filing forms needed to defend – Arranging a date
An "Application to Defend the Ed.D. Dissertation”, obtained from and returned to the Office of Doctoral Studies is required to be filed minimally three weeks before the date of examination. All members of the committee must sign that they are willing and available to serve on the date and time specified. Email confirmation is oftentimes acceptable as long as the primary sponsor has signed off. The purpose of the Final Oral Defense is to assess the acceptability of the study and to determine what recommendations for revisions need to be included in the final copy. Only candidates whose period of certification has not expired may apply for the Oral Examination.

Preparing for the Defense
Three weeks before the date set for the examination, the candidate submits a copy of the draft of the dissertation to each member of the examination committee.

Students who are participating in 7900 will often have a mock defense to help prepare for the actual defense. Advisors and peers are most useful in helping the students to anticipate the experience and thus better prepare to cope with the expected and unanticipated questions. Students generally prepare a 10-15 minute initial overview of their research and it is helpful to rehearse this with a peer audience. It is customary for the advisor to help the candidate better understand where and in what areas they might expect the questioning to be focused.

Frequently asked questions revolve around some of the following areas:
- How does your research contribute to the existing literature in the field?
- How might you have conducted your research differently?
- When if at all did you doubt your codes and analytic framework?
- How did you safeguard or assure the accuracy of your interpretation?
- Knowing what you now know what might you have done differently?
- What were the highs and low in the experience?
- How do you intend to build on this research in the future?

Students are encouraged to be self-critical but not too harsh on themselves so as to undermine the quality of their efforts.

The Office of Doctoral Studies has an excellent document entitled “Guide to the Oral Defense” (2000). This outlines the proceedings of the defense the roles of committee members and the purpose. The document can be obtained from ODS or downloaded from their site –found under “Important Forms and Brochures”.

59
AFTER THE DEFENSE

Making changes after the defense
At the defense the committee agrees to what changes they’d recommend to improve the draft. These are outlined on the back of the “Report of Oral Defense” form, which all committee members must sign at the culmination of the defense. If the committee signs on line one it is the responsibility of the sponsor to convey the necessary changes to the student and then to sign off on them when they have been made satisfactorily. Generally a post defense conference is held with the sponsor to ensure that the candidate is clear as to what changes need to be made. If the examining committee by majority vote accepts the work but requires substantial changes in the dissertation the outcome is a line 2; the revised version must then be approved, prior to the preparation of the final copy, by the dissertation sponsor and one other member of the examination committee designated by the examiners at the time of the Oral Examination.

Filing the final copy of your dissertation
Filing the final dissertation means its approval at the Oral Examination, and the approval of any revisions indicated by the dissertation sponsor and, when required, by a second member of the examining committee. The instructions for preparing the final copies of the dissertation are quite complex. The candidate must follow the directions given in the manual, "Preparation of Doctoral Dissertations," obtained from the Office of Doctoral Studies. Three final copies of the dissertation with the sponsor's approval on the official form, and five copies of the approved abstract, must be deposited at the Office of Doctoral Studies. The materials in single final draft form are first proofread by the Dissertation Secretary. If the copies do not conform to the required style, corrections are required. In addition, every dissertation is generally microfilmed, in full, and exactly in the form given final approval. Microfilming is arranged through the Office of Doctoral Studies. Further information may be found in the manual "Preparation of Doctoral Dissertations."

The candidate must also prepare an abstract of the dissertation. This is @350 words in length, and includes the purpose and problem; the procedures, and the results and conclusions. Five copies of the abstract, in prescribed form, are required to be submitted--with the sponsor's approval noted--at the same time that the three copies of the dissertation are deposited at the Office of Doctoral Studies.

Getting ready to march at graduation
It is the candidate’s responsibility to stay in contact with ODS and the registrar to ensure that all requirements and deadlines are met to assure participation in graduation ceremonies. There are specific calendar requirements and deadline dates for ordering your cap and gown, ensuring your name and your study are listed in the program and so on. You have approximately 2-3 weeks prior to the end of the Spring semester to submit your approved defense draft in order to be able to march in graduation services. Check with ODS for the exact date. Check dates carefully as your degree may not be awarded until the following semester, dependent on approval by
the dissertation secretary. Again, keep in touch with ODS to establish the dates for the particular semester you are planning to defend.

**Award of the degree (use of the term “doctor”)**

A candidate cannot use the title of “doctor” until (s)he has officially completed all degree requirements (these include all courses in the program plan, maintaining continuous registration, depositing three approved copies of the dissertation and five copies of the abstract, having made all revisions and corrections satisfactorily, and arranged for microfilming of the dissertation). The student then consults with the Office of Doctoral Studies to make certain that all records are complete and in proper order. The records are then reviewed by the Ed.D. Committee which then recommends to the Registrar that the degree of Doctor of Education be conferred. The Registrar makes a final review of all College and University requirements, authorizes the issuance of a letter of degree award. All degrees are awarded by the University in October, February, and May.
APPENDIX A: DISSERTATION PROPOSAL  [THE FOLLOWING MORE FULLY DESCRIBES THE SECTION OUTLINED ABOVE BUT IN NARRATIVE FASHION]

Chapter 1: Problem and Purpose of Study

Introduction
Start with a brief statement of the purpose of the study, and the way in which you are going to develop an argument for your study to address this purpose. Outline the flow of the chapter. Often, the Introduction then moves to a discussion of the context of the study, or of other background (conceptual or practical) that is needed to understand the problem. This can run from approximately 1 – 5 pages

Research Problem
Then, build your argument around the problem that this study will address. Talk about why it is a practical problem, if that is the case; and why that practical problem is also of interest theoretically to the field of adult education/adult and organizational learning /literacy / HRD/etc. This can run approximately 3 – 5 pages

Research Purpose and Research Questions
Then, state the purpose of your study. The purpose is related to the research problem. In other words, by doing this study, what will you find out that will help to understand the problem of research and practice? Then state your key research questions around which you will design the study. Sometimes, there are sub-questions to the research question that get listed here, although most often, sub-questions can get laid out in Chapter III. This usually is no more than a page.

Research Design Overview
Give a brief overview of the nature of the study (e.g., case study, needs assessment, action research study, etc.) and some information about how you will go about conducting the study. This will become greatly expanded in Chapter III. For now, it is usually helpful to know a little about the site, the number and type of people included in the sample, the type of data to be collected and the methods that will be used to collect the data, any instrumentation you might be using, and the strategy to be used for data analysis. This is usually no more than a page.

Researcher Perspectives
The researcher is an instrument of data collection, and so, his/her views are an important lens through which data are selected and viewed. Hence, it is important to know a little about your own experience relative to the focus of the study (not a full biography), and what this experience leads you to bring in terms of potential biases and viewpoints. This is usually no more than a page.

Assumptions of the Study
In part because of your own researcher views, and in part because of the nature of the study, there usually a few core assumptions on which the study is based. Look for the important assumptions, not a list of little assumptions. Do not include the fundamental points in your argument about the problem or purpose, which should already have been discussed earlier in the chapter. This is usually no more than a page.
Rationale and Significance
Discuss the reasons why doing this study will benefit the people/site studied, and the field as a whole. This does not need to be more than a page.

Definition of Terms
If there are specialized terms to be used in the dissertation, you can identify and define them here. Do so only if there really is a need to do so; and when doing so, keep this brief. Usually it is better to define terms when they are introduced in the body of the text.

Chapter 2: Literature Review

Literature is reviewed in order to
• support the argument that you are making about the problem, purpose and design of the study
• identify other research that is relevant to your study so that you can situate your work in the literature, as well as draw from the literature to inform your study
• and discuss ways that the literature helps you to develop and refine your conceptual framework so that you know better what to pay attention to when you collect your data, and when you analyze it.

-Identify the bodies of literature you will review: generally, these are one or two key areas (sometimes three). Provide a rationale for selecting these areas of literature and how they will help you with your study.

-Discuss what specifically you will look for in each body of literature. You might find it helpful to pose questions that you will seek to answer in each area of literature.

-Discuss how you delimit each body of literature. Talk about who you include and why; discuss the rules you use to select and focus (e.g., primarily research driven rather than anecdotes, primarily literature in the last 10 years, etc.); and present why you have left out related bodies of literature that might seem important but which you have excluded for thus-and-so reason.

-Also discuss the sources for your literature review, e.g. ERIC, Dissertations Abstract, ABINFORM, PSYCHLIT, etc. and the years for which you will search (usually the last 5-10 years).

-Finally, after you have discussed the literature, end with an interpretive summary in which you discuss how this literature has informed your understanding of what to pay attention to in this study. Typically, this involves describing how the literature contributes to your conceptual framework, and how the literature therefore gives you a clearer understanding of what to look for in data collection, and how you will use these ideas to analyze your data.

Chapter 3: Methodology

The elements in this chapter usually do not vary, although the order in which they are discussed might change depending on the nature of the study. Here is a typical flow for this chapter.
Introduction
Introduce this chapter by referring back to your purpose and research questions. Then describe the flow of this chapter. *This is usually no more than a page.*

Study Design
State briefly the type of study you are doing, and why you have selected this kind of a study to answer these questions. For example, you might say you are doing a historical case study, and that this approach is suited for thus and so reasons. Cite the relevant authors to support your choices. *This is usually no more than a page.*

Areas of Information Needed
Given your research questions, and your conceptual framework, what specifically do you need to know in your data collection in order to answer these questions. Think through kinds of demographic information about people, and background around the program or the site; the kind of perceptions, opinions and descriptions of actions that you will need to know around the research questions; etc.

This is usually about at least a page in length, and is quite specific so that the reader can understand how this information will help you to answer your research questions. In this section it is often helpful to develop a chart that accompanies the narrative that lays out the areas of information needed on the left (rows), and in the columns, identifies the people from whom you need to get the information. Then in each of the cells, you would indicate how you would get the data, e.g., by interviews, observation, document analysis, use of an instrument, etc.

Overview of Research Design
Describe the steps that you will take as you move through the study to collect and analyze your data. Indicate how one step informs the next. Often in the proposal, this overview is accompanied by a flow chart or another kind of diagram. Sometimes, these diagrams are not needed in the final dissertation, but they are helpful up front in order to lay out one’s thinking more clearly. *This is usually 1-2 pages (plus diagrams).*

Discussion of the Sample
You should describe the sample for the study: both the site and the people you will collect information from. Discuss the nature of the sample (e.g., convenience, random, stratified, etc.) and criteria and methods used to select the sample. (In the dissertation, you often then describe the sample here, e.g. charts on age, education, etc.) If you are working with a particular site, it is typically described in Chapter 1, but here you should talk about how the site was selected. Include a summary discussion of how many people are in the sample, and how many are in which categories.

Methods for Assuring Protection of Human Subjects
Discuss the methods you will use to protect confidentiality and assure that people can choose to voluntarily participate in this study without experiencing repercussions.
Note: A separate Institutional Review Board application will need to be filled out and filed in addition to the proposal before you can get approval to begin collecting data.

Methods for Data Collection
Go through each data collection method. Provide a rationale for its use and information about how you will use it. Discuss how you will develop instruments (and on what you will base their
development), how you will field test them, how you will use them, and how you will record the
data you collect. Be specific.

Methods for Data Analysis and Synthesis
Discuss how you will analyze data collected by each of the different instruments. Note how you
will code data so that names are protected (usually an alpha-numeric coding), and methods you
intend to use to code data, analyze data, and synthesize data. Discuss steps for inter-rater
reliability and for member checks. Refer back to how you will use your conceptual framework in
this process. If appropriate, describe any matrices you will use that will help you

Literature to Support Design and Data Collection Methods
Discuss briefly the literature that supports your choices, and how that instrument is appropriate
to your study.

Validity/Reliability [credibility, auditability, confirmability, etc]
How will you go about ensuring that you respect criteria for validity and reliability appropriate to
your study?

Limitations
How is your study limited and delimited? How will you guard against these limitations to the
extent possible?

Time Line Project dates for each phase of the study.

Chapter Outline Project a chapter outline for the study.

Bibliography References for the proposal

Appendices
Include a copy of your tailored consent form, with steps you will take to protect subjects. Include
as well copies of your instruments. You might have other information that would appropriately go
into the Appendix.
Appendix B: Graphic of the Proposal Development / Filing Process

**Develop Topic** – Secure Sponsor

Get 2nd Reader

When Sponsor Thinks ready Have Dept. Hearing Proposal Defense

Prepare IRB APP. [Requires Defense date] - Sponsor signs Submit for Dent. Chair


**DO RESEARCH**
Collect Data Work on Lit. Refine Coding Scheme Analyze Data/ Generate Findings Write Findings / Write Chapters Rewrite Chapters / Rewrite

Continue 8900- Diss. Adv.

Or 7900 as Desired – Class + Adv

Post Course-work Continue to take 7900 until develop a viable proposal

Revise Proposal Draft Secure Approval Sponsor Sig. 2nd Reader Sig.