

TEACHERS COLLEGE
COLUMBIA UNIVERSITY

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DEPARTMENT OF HEALTH & BEHAVIOR STUDIES

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PROGRAMS

- APPLIED SCIENCES OF LEARNING AND SPECIAL EDUCATION 4
including:
 - Severe or Multiple Disabilities
 - Physical Disabilities
 - Intellectual Disability/Autism
 - Instructional Practice in Special Education
 - Guidance and Rehabilitation
 - Deaf and Hard of Hearing
 - Applied Behavior Analysis
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Health & Behavior Studies

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Mission

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

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

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

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

Additional Information

The programs in the Department fall into the following categories:

Applied Educational Psychology

This area of study includes the following programs: Reading Specialist and School Psychology. Such study prepares students to serve as educators, scientists, and service providers in a variety of settings, including universities, schools, psychoeducational clinics, hospital-based child study clinics, and community agencies.

Health Studies and Nutrition

These areas of study include the following programs: Diabetes Education and Management, Health Education, Nursing Education, and Nutrition (Applied Physiology and Nutrition, Community Nutrition Education, Nutrition and Public Health, Nutrition Education, and Behavioral Nutrition). Students in Nutrition may also complete a Dietetic Internship option accredited by the American Dietetic Association. These programs prepare students to serve in leadership roles in community-based organizations, government agencies, corporations, health care settings, fitness centers, sports organizations and educational settings. Current knowledge in behavioral science and education is integrated with field-based applications for health promotion and disease prevention.

Special Education

Among the programs included in Special Education are Applied Behavior Analysis, Deaf and Hard of Hearing, Guidance and Rehabilitation, Instructional Practice, Intellectual Disability/ Autism, Physical Disabilities, and Severe or Multiple Disabilities. These programs prepare students to serve as leaders and scholar-practitioners skilled in the development, evaluation, and application of practices that improve the life prospects of people with disabilities.

Teaching of American Sign Language (ASL) as a Foreign Language

Teaching American Sign Language (ASL) as a Foreign Language prepares students to serve as scholar-practitioners who are skilled, knowledgeable, and practiced in the development, evaluation, and implementation of pedagogy that will instruct and educate individuals unfamiliar with ASL, the deaf community, and the culture of individuals who are deaf or hard of hearing. Typically, the population that these scholar-practitioners will eventually instruct and educate are individuals who themselves have hearing, are in regular education programs, and possess a wide range of cultural backgrounds and cognitive, social, and academic abilities.

The Department faculty offers a broad spectrum of expertise. We encourage multidisciplinary efforts within the faculty and hope that in the course of their studies, students will acquire the valuable skill of working collaboratively with experts in other disciplines.

Applied Sciences of Learning and Special Education

Department of - Health & Behavior Studies

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Program Description

Applied Sciences of Learning and Special Education

The new title of our cluster Applied Sciences of Learning and Special Education (changed from Special Education in 2012) more accurately reflects our epistemological perspective and expertise in teaching children with native disabilities, as well as our strong presence in the development of inclusive general education classrooms and teacher expertise.

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

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

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

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

The graduate coursework, independent studies, research projects, and dissertations draw from the following five areas:

- **Foundations:** Includes coursework on theories of process and models of practice, cognitive structure and process, behavioral selectionism and complex behavior, disability constructs, equity and excellence in public policy, psycholinguistics and verbal behavior, and family studies and child development.

- Service delivery systems: Includes pedagogy, enrichment and acceleration, interdisciplinary programming, community-based systems of change, infancy/early childhood intervention, elementary education, transition and rehabilitation, urban education, and technology.
- Exceptionality areas: Provides coursework in deaf and hard of hearing, intellectual disability/autism, physical disabilities, and multiple handicapping conditions such as intellectual disability/autism coupled with sensory and/or physical disabilities.
- Assessment and intervention strategies: Includes management of social and unsocial behavior, communication and language, mobility, mathematics, reading, problem solving, visual skills and visual perceptual processing, and self-regulation.
- Research and evaluation: Includes applied behavior analysis, experimental research with individuals, group experimental design, and program evaluation.

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

Degree Summary

APPLIED BEHAVIOR ANALYSIS

Program Coordinator: Professor R. Douglas Greer

Degrees Offered: Master of Arts (M.A.), Doctor of Philosophy (Ph.D.)

GUIDANCE AND REHABILITATION (HABL)

Program Coordinator: Professor Laudan Jahromi

Degree Offered: Master of Arts (M.A.)

INTELLECTUAL DISABILITY/AUTISM

Program Coordinator: Professor Laudan Jahromi

Degrees Offered: Master of Arts (M.A.), Master of Education (Ed.M.), Doctor of Education (Ed.D.), Doctor of Philosophy (Ph.D.)

DEAF AND HARD OF HEARING PROGRAM

Program Coordinator: Professor Ye Wang

Degrees Offered: Master of Arts (M.A.), Master of Education (Ed.M.), Doctor of Philosophy (Ph.D.)

SEVERE OR MULTIPLE DISABILITIES- ANNOTATION (MULT-ANOT)

Program Coordinator: Professor Laudan Jahromi

Degree Offered: Master of Arts (M.A.)

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

Degree Requirements

General Information

Master's Degree General Information

The M.A. and Ed.M. programs are designed to prepare students for positions as teachers and clinicians who serve individuals with a full range of abilities and disabilities in a wide array of settings based in schools, communities, and agencies. They specialize in serving individuals with the above-mentioned disabilities and those without disabilities at specific age levels.

Candidates for the degrees must complete supervised practica requirements (see specific program description for more information). They also must complete an integrative project or, in the case of the Intellectual Disability/Autism Programs, complete a comprehensive examination in addition to the integrative project prior to award of the degree. In designated dual certification programs, Master's degree coursework also fulfills the requirements for New York State Certification as a Teacher of Students with Disabilities, Teacher of the Deaf and Hard of Hearing, and or General Education Teacher at a specific age level.

Masters Degree's Specialization Areas:

- Applied Behavior Analysis
- Deaf and Hard of Hearing
- Guidance and Rehabilitation
- Instructional Practice in Special Education
- Intellectual Disability/Autism
- Severe or Multiple Disabilities

Master's Degrees

Master of Arts in the Program in Teaching as Applied Behavior Analysis

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

- Utilize research-based procedures for all aspects and subject areas of teaching preschool and elementary-age children.
- Manage classrooms and schools such that children are well behaved and motivated to learn, using positive and non-coercive practices.
- Master the existing science of learning and teaching as it is applied to the varied needs of children.
- Master protocols to identify and induce missing language developmental cusps and capabilities that result in children learning to learn material they could not learn before and how to learn in new

ways (e.g., by observation and incidental experiences).

- Master how to use key educational standards and how to match existing tested curricula and tested teaching practices to categories of students and individual students in order to ensure that the standards are achieved.
- Master how to continuously and directly measure all students' progress in achieving standards and new developmental stages and use that measurement to drive instructional practice, including the selection of alternative scientific practices when initial best practices are not successful with children.
- Master how to scientifically analyze the source of student learning problems and inadequate teaching.
- Learn to draw on evidence from cognitive learning and developmental research and reading/writing literacy research implemented through procedures from teaching as applied behavior analysis.
- Master how to teach children to be self-learners.

The *Teaching as Applied Behavior Analysis Program* is an approach to teacher training in which all instruction used by teachers is based on scientific evidence and the use of scientific procedures to fit the appropriate science-based practices to individual students' varied learning and language developmental needs. The program prepares graduates to be dually certified (provided that all other certification requirements are met) from birth to Grade 6 in New York State. Students may also apply for certification in other states according to state-specific processes and inter-state reciprocal agreements. During the two-year MA program, students complete student teaching requirements and full-time paid internships in schools and classrooms that practice teaching as applied behavior analysis, under the mentorship of PhD students or graduates who are certified teachers. The training of teachers is also based on scientifically tested procedures (i.e., we teach our graduate students until they demonstrate mastery of using scientific practices). Teacher trainees are taught until they master the science and its application with all children from 2 years to grade 6.

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

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

Successful applicants will present evidence of excellent undergraduate academic performance in liberal arts degrees or degrees with strong liberal arts requirements, strong recommendations, and a passion for working with children whose future prognosis depends on highly effective instructional interventions. The

program is academically rigorous, and the applied component is highly demanding. Graduates of the program are highly sought after by public schools and graduate programs. Between 15 and 25 applicants are accepted annually.

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

Specialization Requirements, Applied Behavior Analysis:

- HBSE 4015 Applied behavior analysis I
- HBSE 4016 Applied behavior analysis II
- HBSE 4017 Applied behavior analysis III: School-wide systems applications
- HBSE 4044 Curricular and pedagogical foundations for teaching pre-listening through early academic literacy
- HBSE 4045 Curricular and pedagogical operations for teaching the foundations of functional academic literacy
- HBSE 4046 Curricular and pedagogical operations for teaching advanced functional academic literacy (4th grade through early middle school)
- HBSE 4049 Professional and ethical issues in behavior analysis
- HBSE 4704 Observation and student teaching in special education: Applied behavioral analysis and behavioral disorders (4 terms)

Breadth Requirement:

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

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

Master of Arts options in the Program in the Education of the Deaf and Hard of Hearing (M.A./Ed.M.)

In order to meet New York State Certification requirements, the preservice preparation in the Education of the Deaf and Hard of Hearing offers two basic programs each of which lasts for two years and requires a minimum of 60 points. The first basic program is intended for applicants who are not yet certified in regular education and are interested in teaching in an inclusion class, a self-contained classroom, a school for the Deaf or hard of hearing, or a specific content domain. This program leads to dual certification in the education of individuals who are deaf and hard of hearing and regular education either at the preschool, elementary, or secondary level in the areas of mathematics, physics, chemistry, biology, environmental sciences, social studies, or English education. They will earn a Master of Education (Ed.M.) degree upon completion of the program and will be eligible for an M.A. degree *en passant*. These individuals will be eligible for dual certification as a Teacher of the Deaf and Hard of Hearing and in regular education depending upon their specialization. These individuals will be expected to have student teaching experiences with both individuals who are deaf or hard of hearing and with individuals with hearing.

The second basic option is intended for students primarily interested in teaching deaf or hard of hearing individuals as a K-12 itinerant teacher not responsible for subject matter. This option like the previous one is a two-year, 60-point program. This option also leads to an Ed.M. and New York State certification as Teacher of the Deaf and Hard of Hearing. These individuals will be expected to have two student teaching experiences in an itinerant teaching setting working with children who are deaf or hard of hearing.

For individuals who are already certified in regular education, a number of other options are available. One such option is a two-year, 60-point program that leads to an Ed.M and a M.A. *en passant* as well as certification as a Teacher of the Deaf and Hard of Hearing K-12 and certification as a reading specialist. Another Ed.M. 60-point option for those already certified in regular education is obtaining certification in another area of regular education, e.g., early childhood education for an individual already certified in elementary education or another area of science education for those already certified as a teacher of science, in addition to being certified as a Teacher of the Deaf and Hard of Hearing. Another possible option is obtaining certification in regular Special Education (through a transcript review) and Teaching the Deaf and Hard of Hearing. Should the individual, who is already certified in regular education, wish not to pursue additional credentials in another area of regular, special education, or related services (reading specialist), there exists a 34-credit option leading to a single degree, the M.A., and a single certification, Teacher of the Deaf and Hard of Hearing K-12.

With advisor's approval, coursework taken at the undergraduate level or elsewhere that fulfills any of the certification requirements may result in a waiver of such coursework at Teachers College. However, this waiver only applies to certification requirements and not degree requirements. The majority of program options described above would still require completion of 60 points of coursework. The only exception to this is the M.A. degree in the education of the deaf with New York State certification as a Teacher of the Deaf and Hard of Hearing K-12 for individuals who are already certified in regular education, which requires 34 credits of study.

All programs noted above also lead to Council on the Education of the Deaf (CED) certification. Also, Teachers College has reciprocity agreements with most states throughout the country.

Specialization Requirements, Deaf and Hard of Hearing:

- HBSE 4070 Psychosocial and cultural aspects of people who are Deaf or hard of hearing
- HBSE 4071 Language and literacy for the Deaf and hard of hearing
- HBSE 4072 Development of language of individuals who are Deaf or hard of hearing
- HBSE 4073 Listening and spoken language
- HBSE 4077 Seminar in teacher-as-researcher
- HBSE 4079 Language development and habilitation: The foundations
- HBSE 4300 Practicum in assessment and evaluation of individuals with exceptionalities
- HBSE 4707 Observation and student teaching in special education - Deaf and hard of hearing (two terms)
- HBSE 4871 American Sign Language I
- HBSE 4872 American Sign Language II
- Area specialization courses in deaf and hard of hearing (15+ points)

Breadth Requirements:

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

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

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

Master of Arts: Guidance and Rehabilitation

The M.A. in Guidance and Rehabilitation, which does not lead to New York State teacher certification, is available to interested students with a broad range of career goals.

Required Department Courses:

- HBSE 4000 Introduction to special education
- HBSE 4002 Instruction and curriculum for students with and without disabilities
- HBSE 4005 Computer applications in special education
- HBSE 4006 Working with families of children with disabilities
- HBSE 4010 Nature and needs of persons with intellectual disability/autism
- HBSE 4011 Education of persons with intellectual disability/autism
- HBSE 4082 Assessment and evaluation of infants, children, and youth with exceptionalities
- HBSE 4880 Opportunities and outcomes for people with disabilities - Annual conference

Breadth Requirements:

Students, in consultation with their program advisor, will select a subspecialization area in which they will take a block of three courses from disciplines outside of special education. The subspecialization area will be selected from the rich array of related offerings at Teachers College in light of the student's background and career goals.

Master of Arts options in Intellectual Disability/Autism (M.A. and Ed.M.)

For individuals with an interest in the Intellectual Disability/Autism program area, four master's-level program options leading to initial New York State teacher certification are available: (1) Master of Arts (M.A.) Degree Program in the Teaching of Students with Intellectual Disability/Autism at the Adolescence Level — for individuals who are seeking initial certification as a teacher of students with disabilities at the adolescence/ generalist (grades 7-12) level. This 38-point full-time program typically requires a year and a half to complete. (2) Master of Arts (M.A.) Degree Program in the Teaching of Students with Intellectual Disability/Autism and Students without Disabilities at the Childhood Level — for individuals who are seeking initial dual certification as a teacher of students with and without disabilities at the childhood/ elementary (grades 1-6) level. This integrated 43-point full-time program typically requires a year and a half to complete; (3) Master of Education (Ed.M.), Degree Program in the Teaching of Students with Intellectual Disability/Autism and Early Childhood Education — for individuals who are seeking initial dual certification as a teacher of students with and without disabilities at the early childhood level (birth through grade 2). This 60-point full-time program typically requires two years to complete. All programs prepare preservice teachers to work with students with disabilities in inclusive and specialized settings. Through coursework and practicum experiences, the programs foster the acquisition of the broad-based knowledge and skills needed to provide effective educational programs for students with the full range of learning and behavior characteristics. In addition, the programs provide specialized preparation in working with children with and without Intellectual Disability/Autism at specific age levels.

One additional master's-level programs in the Intellectual Disability/Autism program area leads to New York State Transitional B certification: Master of Arts (M.A.) degree program in the Teaching of Students with Intellectual Disability/Autism at the Childhood level (grades 1-6). This 36-point degree program is restricted to students who have been admitted to the Peace Corps Fellows Program, and it requires participation in the pre-service summer component and in other activities associated with the Peace Corps Fellows Program.

Specialization Requirements, Intellectual Disability/Autism:

- HBSE 4000 Introduction to special education
- HBSE 4002 Instruction and curriculum for students with and without disabilities
- HBSE 4005 Computer applications in special education
- HBSE 4006 Working with families of children with disabilities

- HBSE 4010 Nature and needs of persons with intellectual disability/autism
- HBSE 4011 Education of persons with intellectual disability/autism
- HBSE 4015 Applied behavior analysis I
- HBSE 4079 Language development and habilitation
- HBSE 4082 Assessment and evaluation of infants, children, and youth with exceptionalities
- HBSE 4300 Practicum in assessment and evaluation of individuals with exceptionalities
- HBSE 4700 Field observation in special education: Pre-student teaching
- HBSE 4701 Observation and student teaching in special education: Intellectual disability/autism (two terms)
- HBSE 4880 Opportunities and outcomes for people with disabilities - Annual conference

Breadth Requirements:

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

- Age-appropriate developmental psychology course
- Educational foundations course
- Health requirement
- Technology requirement
- Reading course

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

Master of Arts: Severe or Multiple Disabilities

A Master of Arts (M.A.) Program in the Teaching of Students with Severe or Multiple Disabilities is available for individuals who already hold New York State initial certification in the teaching of students with disabilities at the early childhood, childhood, or adolescence age levels; in teaching of students who have intellectual disability/autism, behavior disorders, or who are Deaf or hard of hearing, or who have speech and language disabilities. This 32-point M.A. program in the Teaching of Students with Severe or Multiple Disabilities leads to a recommendation for an annotation to the New York State certification, which recognizes additional pedagogical knowledge, skills, and experiences in the teaching of students with severe or multiple disabilities.

Required Department Courses:

- HBSE 4002 Instruction and curriculum for students with and without disabilities
- HBSE 4005 Computer applications in special education
- HBSE 4006 Working with families of children with disabilities
- HBSE 4010 Nature and needs of persons with intellectual disability/autism
- HBSE 4011 Education of persons with intellectual disability/autism
- HBSE 4015 Applied behavior analysis I
- HBSE 4082 Assessment and evaluation of infants, children, and youth with exceptionalities
- HBSE 4701 Observation and student teaching in special education: Intellectual disability/autism
- HBSE 4880 Opportunities and outcomes for people with disabilities - Annual conference

Breadth Requirements:

- MSTC 4040 Science in childhood education
- MSTM 5010 Mathematics in elementary school
- One additional course for 2 credits or greater outside the major program.

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

Doctor of Education

Doctor of Education Exceptionality Focus Areas:

- Intellectual Disability/Autism

Professional Specialization Areas:

- Academic Cognate
- Instructional Leadership
- Research and Evaluation

Students of exceptional ability who are interested in and committed to contributing to special education through leadership and scholarly work may apply for the Ed.D. degree, which represents the highest level of achievement in the profession. The doctoral program prepares graduates to assume leadership roles in teacher education programs in colleges and universities in this country and in other countries, to administer special education programs in schools and agencies, and to conduct research in special education and related services.

Students may focus their work and course of study by exceptionality focus and by professional specialization.

Doctor of Philosophy

Doctor of Philosophy Exceptionality Focus Areas:

- Applied Behavior Analysis
- Intellectual Disability/Autism
- Deaf and Hard of Hearing (Physical Disabilities)

Research and Evaluation Emphasis:

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

Ph.D. Program in Teaching as Applied Behavior Analysis

The *Teaching as Applied Behavior Analysis* M.A. and Ph.D. programs incorporate an approach to teacher training in which all instruction used by teachers is based on scientific evidence and the use of scientific procedures to fit the appropriate science-based practices to individual students' varied learning and language developmental needs. The M.A. program prepares graduates to be dually certified from birth to grade 6 in New York State. Students accepted in the program are placed in paid teacher assistant positions (M.A. students and Ph.D. students taking the M.A. core) or paid teacher positions (Ph.D. students who

have completed at least 3 semesters of the M.A. core) in schools and classrooms that practice teaching as applied behavior analysis. The training of teachers is also based on scientifically tested procedures. Teacher trainees are taught until they master the science and its application with all children from 2 years through grade 5.

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

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

Department Courses Required for All Student Majors in Degree Program

Core Requirements for all Ph.D. Special Education Majors

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

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

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

Specialization Requirements, Applied Behavior Analysis:

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

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

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

The Ph.D. is in Physical Disabilities, which includes a specialization in the Deaf and Hard of Hearing. The Ph.D. in Physical Disabilities with an emphasis on the Deaf and Hard of Hearing is administered and awarded through the Graduate School of Arts and Sciences at Columbia University and requires the equivalent of an undergraduate liberal arts degree. The degree requires a minimum of 75 credits beyond the master's degree and presumes a background in and/or direct professional experience in working with individuals who are Deaf or hard of hearing. The Ph.D. requires the work to be theoretical in nature.

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

- HBSE 5010 Study of the philosophic foundations of special education (3)
- HBSE 6001 & 6005 Research in special education (6 total)
- HBSE 6010 Advanced study of problems and issues in special education (3)
- HBSE 7500 Dissertation seminar in special education (3)
- HBSE 8907 Dissertation advisement in special education: Deaf and hard of hearing (0)

Research Requirement (6)

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

Course work in: group design, single-subject Design, qualitative research, policy study

Area of Concentration: Deaf and Hard of Hearing (23):

Deaf and Hard of Hearing (8)

- HBSE 5307 Advanced practicum in special education: Deaf and hard of hearing (1-6)
- HBSE 5907 Problems in special education: Deaf and hard of hearing (1-4)
- HBSE 6070 Psychology of deafness (2)
- HBSE 6407 Advanced internship in special education: Deaf and hard of hearing (1-6)
- HBSE 6507 Advanced seminar in special education: Deaf and hard of hearing (2)

Linguistics (15)

Depending upon the student's background, the student is expected to choose 15 credit hours of study in any of the following areas either through Teachers College or the Interuniversity Doctoral Consortium

- Phonology
- Syntax
- Semantics
- Pragmatics
- Discourse
- Child Language
- Linguistics of American Sign Language
- English as a Second Language
- Verbal Behavior

Specialization - Individualized Course Selections (15)

- Possible areas of concentration include but are not restricted to
- Cognitive Science
- Developmental Psychology
- Policy Studies

- Reading
- Curriculum Development
- Second Language Learning

Ph.D. Program in Intellectual Disability/Autism

Intellectual Disability/Autism is one of the exceptionality focus areas that may be selected by applicants to either the Ed.D. or the Ph.D. Program in Special Education. Individuals who are interested in and committed to contributing to special education through leadership and applied research may apply for the Ed.D. degree program (90 credits), which represents the highest level of achievement in the profession. Individuals who are interested in scholarly careers as researchers and theoreticians in special education, inclusive education, and related social sciences may apply for the Ph.D. degree program (90 credits), which represents the highest level of achievement in the Arts and Sciences. Interested students should read the admission requirements and general information about the Ed.D. and Ph.D. Programs in Special Education in the Teachers College catalog (available online at the Teachers College website) before reading this supplementary statement.

The program of study in the intellectual disability/autism exceptionality focus area has been designed to prepare graduates for a variety of leadership roles in the education of individuals with intellectual disabilities, autism, and other developmental disabilities. Doctoral students may orient their preparation towards careers as college and university professors, researchers and evaluators, program directors, or curriculum and instructional specialists in a variety of school and community programs. Students may also choose to emphasize a particular age or ability level through supervised internships, independent study, and research. Successful doctoral candidates will pass a doctoral certification examination in general special education and will complete a doctoral certification project in their area of specialization. Upon achieving official status as a doctoral candidate, students will be eligible to select a faculty committee and begin work on their doctoral dissertation research.

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

1. Strong academic record and potential,
2. Two to three years of successful teaching experience in special education,
3. Scholarly and professional promise,
4. Appropriate career objectives,
5. English proficiency (TOEFL score of at least 600), if applicable,
6. Non-academic attributes which demonstrate ability to meet the challenge of working with people with developmental disabilities,
7. Academic or professional writing sample.

Course requirements in each of the following categories must be satisfied in order to complete the 90-credit Ed.D. or Ph.D. program:

Major/Exceptionality Focus (51 credits)

Masters-level courses in intellectual disability/autism (32 total)

- HBSE 5010 Study of the philosophic foundations of special education (3)
- HBSE 6010 Advanced study of problems and issues in special education (3)
- HBSE 6501 Advanced seminar in special education: Intellectual disability/autism (2 semesters; 3 credits each semester)
- HBSE 5901 Problems in special education: Intellectual disability/autism (3)
- HBSE 6401 Advanced internship in special education: Intellectual disability/autism (2)
- HBSE 4880 Opportunities and outcomes for people with disabilities - Annual conference (2)

Research Core (15 Credits)

- HUDM 4122 Probability and statistical inference (3)
- HUDM 5122 Applied regression analysis (3)
- HBSE 6001 Research in special education: Research/experimental design (3)
- HBSE 6005 Research in special education: Single-case design (3)
- HBSE 7500 Dissertation seminar in special education (3)

Professional Specialization (12 credits)

Students in the Ed.D. Program may select, in consultation with their advisor, a 12-credit block of courses in instructional leadership, administration/supervision, research and evaluation, or an academic cognate to constitute their area of professional specialization.

Students in the Ph.D. Program must complete a 12-credit block of courses in advanced statistics and research/evaluation/measurement in lieu of a selected area of professional specialization.

Electives (12 credits)

Students in both the Ed.D. and Ph.D. programs may select both general elective courses (6 credits) and elective courses in special education (6 credits).

Application Information

All applicants: Interviews are required for applicants to the Deaf and Hard of Hearing. Other program coordinators may arrange for applicants to have an admissions interview.

M.A. applicants: Experience in special education is not a prerequisite for acceptance.

Doctoral applicants: Submit an academic or professional writing sample.

Major Codes and Degrees

APPLIED BEHAVIOR ANALYSIS (ABAS)

Program Coordinator: R. Douglas Greer

Degrees Offered: Master of Arts (M.A.), Doctor of Philosophy (Ph.D.)

GUIDANCE AND REHABILITATION (HABL)

Program Coordinator: Professor Laudan Jahromi

Degree Offered: Master of Arts (M.A.)

INTELLECTUAL DISABILITY/AUTISM

Program Coordinator: Professor Laudan Jahromi

Degrees Offered:

- Doctor of Education (Ed.D.) and Doctor of Philosophy (Ph.D.): Intellectual disability/autism (ITDS)
- Master of Arts (M.A.)
 - Intellectual disability/autism dual certification (ITDS-DUAL)
 - Intellectual disability/autism at the adolescence level-initial certification (ITDA-INIT)
 - Intellectual disability/autism and childhood education-transitional B certification (ITDC-DUAL)
- Master of Education (Ed.M.)
 - Intellectual disability/autism and early childhood education-initial dual certification (ITDE-DUAL)

DEAF AND HARD OF HEARING PROGRAM

Program Coordinators: Professor Ye Wang

Degrees Offered:

- Deaf and Hard of hearing (M.A.) DHEA
- Deaf and Hard of hearing and early childhood education (Ed.M.) DHEI-DUAL
- Deaf and Hard of hearing and childhood education (Ed.M.) DHCI-DUAL
- Deaf and Hard of hearing and reading specialist (Ed.M.) DHRI-DUAL
- Deaf and Hard of hearing and adolescence education (Ed.M.) DHAE-DUAL
- Physical Disabilities (Ph.D.) PDIS

SEVERE OR MULTIPLE DISABILITIES- ANNOTATION (MULT-ANOT)

Program Coordinator: Professor Laudan Jahromi

Degree Offered: Master of Arts (M.A.)

- Master of Arts (MA) Degree Program in Severe/Multiple Disabilities leading to an Annotation in Severe/Multiple Disabilities (MULT-ANOT)

Financial Aid

In addition to College-wide financial aid, instructional and research internships and assistantships may be available through the Programs in the Applied Sciences of Learning and Special Education. The Programs collaborate with schools and agencies in the metropolitan area to provide internships and other opportunities.

Endowed fellowships and scholarships are available to students who are preparing for careers in the education of people with intellectual disabilities/autism and other disabilities. Students are encouraged to apply for all types of financial aid for which they are eligible.

Faculty List

Faculty

HSU-MIN CHIANG

([HTTP://TC.EDU/FACULTY/HC2561](http://tc.edu/faculty/hc2561))

Assistant Professor in Autism Spectrum Disorders

JESSICA LEE DUDEK ([HTTP://TC.EDU/FACULTY/JS408](http://tc.edu/faculty/js408))

Assistant Professor of Psychology and Education

R DOUGLAS GREER

([HTTP://TC.EDU/FACULTY/RDG13](http://tc.edu/faculty/rdg13))

Professor of Psychology and Education

LAUDAN B. JAHROMI

([HTTP://TC.EDU/FACULTY/LBJ2112](http://tc.edu/faculty/lbj2112))

Associate Professor of Psychology & Education

YE WANG ([HTTP://TC.EDU/FACULTY/YW2195](http://tc.edu/faculty/yw2195))

Associate Professor of Deaf and Hard of Hearing

Lecturers

MARIA C. HARTMAN

([HTTP://TC.EDU/FACULTY/MCH33](http://tc.edu/faculty/mch33))

Lecturer

EMILY R. SHAMASH

([HTTP://TC.EDU/FACULTY/ERG2004](http://tc.edu/faculty/erg2004))

Lecturer

Adjunct

YOUNG SEH BAE ([HTTP://TC.EDU/FACULTY/YSB2102](http://tc.edu/faculty/ysb2102))

Adjunct Assistant Professor

ARA JOHN BAHADOURIAN

([HTTP://TC.EDU/FACULTY/AJB27](http://tc.edu/faculty/ajb27))

Adjunct Assistant Professor

CLAIRE S CAHILL ([HTTP://TC.EDU/FACULTY/CSC37](http://tc.edu/faculty/csc37))

Adjunct Assistant Professor

MARIA D. S. COX ([HTTP://TC.EDU/FACULTY/MDC31](http://tc.edu/faculty/mdc31))

Adjunct Assistant Professor of Education

JO ANN PEREIRA DELGADO

([HTTP://TC.EDU/FACULTY/JAP2001](http://tc.edu/faculty/jap2001))

Adjunct Associate Professor of Psychology and Education

MARY BARBARA GIAQUINTO

([HTTP://TC.EDU/FACULTY/MBG2146](http://tc.edu/faculty/mbg2146))

Adjunct Assistant Professor

SUSAN S. LIPKOWITZ

([HTTP://TC.EDU/FACULTY/SSL19](http://tc.edu/faculty/ssl19))

Adjunct Assistant Professor of Education

JENNIFER MARIA LONGANO

([HTTP://TC.EDU/FACULTY/JML2042](http://tc.edu/faculty/jml2042))

Adjunct Assistant Professor

JENNIFER LYNN MONTGOMERY

([HTTP://TC.EDU/FACULTY/JLB2131](http://tc.edu/faculty/jlb2131))

Adjunct Professor

NIRVANA PISTOLJEVIC

([HTTP://TC.EDU/FACULTY/NP2127](http://tc.edu/faculty/np2127))

Adjunct Assistant Professor of Education

MARY ELLEN ROONEY

([HTTP://TC.EDU/FACULTY/MER53](http://tc.edu/faculty/mer53))

Adjunct Assistant Professor

RUSSELL SCOTT ROSEN

([HTTP://TC.EDU/FACULTY/RSR14](http://tc.edu/faculty/rsr14))

Adjunct Assist. Prof. Education & Psych

Instructors

RONDA LOUISE RUFVOLD
([HTTP://TC.EDU/FACULTY/RLR2148](http://tc.edu/faculty/rlr2148))

JULIA A. SILVESTRI
([HTTP://TC.EDU/FACULTY/JAS2277](http://tc.edu/faculty/jas2277))

Course List

HBSE 4000 INTRODUCTION TO SPECIAL EDUCATION

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

HBSE 4001 TEACHING STUDENTS WITH DISABILITIES IN THE GENERAL EDUCATION CLASSROOM

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

HBSE 4002 INSTRUCTION AND CURRICULUM FOR STUDENTS WITH AND WITHOUT DISABILITIES

Curriculum development and research-validated methods of instructing students with and without disabilities from early childhood through adolescence, including methods of teaching reading and mathematics and methods of enrichment and remediation.

HBSE 4005 APPLICATIONS OF TECHNOLOGY IN SPECIAL EDUCATION

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

HBSE 4006 WORKING WITH FAMILIES OF CHILDREN WITH DISABILITIES

Current and historical perspectives on parent involvement in the special education and empowerment of infants, children, and youth with exceptionalities and their families. Emphasis on strategies and materials to facilitate a continuum of parent and family participation to strengthen the relationships between home, school, and the community. Students are trained in conflict resolution. Students in ID/Autism programs must perform a minimum of 14 hours of support to a family with a child with an exceptionality.

HBSE 4010 NATURE AND NEEDS OF PERSONS WITH INTELLECTUAL DISABILITY/AUTISM

Characteristics of persons manifesting different degrees of intellectual disability/autism and other developmental disabilities from early childhood through adolescence. The course emphasizes implications for educational programming, curriculum, and instruction.

HBSE 4011 EDUCATION OF PERSONS WITH INTELLECTUAL DISABILITY/AUTISM

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

HBSE 4015 APPLIED BEHAVIOR ANALYSIS I

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

HBSE 4016 APPLIED BEHAVIOR ANALYSIS II

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

HBSE 4017 APPLIED BEHAVIOR ANALYSIS III: SCHOOL-WIDE SYSTEMS APPLICATIONS

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

HBSE 4031 EDUCATION OF STUDENTS WITH PHYSICAL DISABILITIES

Curriculum development and research-validated methods of instructing students with physical disabilities from early childhood through adolescence in regular classes, special classes, hospitals, and home instruction.

HBSE 4044 CURRICULAR AND PEDAGOGICAL FOUNDATIONS FOR TEACHING PRE-LISTENING THROUGH EARLY ACADEMIC LITERACY

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

HBSE 4045 CURRICULAR AND PEDAGOGICAL OPERATIONS FOR TEACHING THE FOUNDATIONS OF FUNCTIONAL ACADEMIC LITERACY

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

HBSE 4046 CURRICULAR AND PEDAGOGICAL OPERATIONS FOR TEACHING ADVANCED FUNCTIONAL ACADEMIC LITERACY

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

HBSE 4060 PSYCHOSOCIAL IMPLICATIONS OF VISION LOSS ON PEOPLE WITH BLINDNESS AND VISUAL IMPAIRMENT AND THEIR FAMILIES

Blindness and Visual Impairment (majors must enroll for 3 points). Introduction to the education of children, youths, and adults with blindness and visual impairment and their families; historical aspects; development of professional agencies and services; psychosocial aspects of blindness; problems and issues of the field.

HBSE 4070 PSYCHOSOCIAL AND CULTURAL ASPECTS OF PEOPLE WHO ARE D/DEAF OR HARD OF HEARING

Introduction to the education of children, youth, and adults who are deaf or hard of hearing; historical development; psychosocial and cultural aspects; problems and issues of the field.

HBSE 4071 LANGUAGE AND LITERACY FOR THE DEAF AND HARD OF HEARING

Study of special methods of teaching in programs for children and youth who are deaf or hard of hearing at nursery, elementary, and secondary levels, with particular attention to the development of language within the language arts subject areas.

HBSE 4072 LANGUAGE DEVELOPMENT FOR THE DEAF AND HARD OF HEARING

Language development of deaf or hard of hearing individuals at different maturational levels.

HBSE 4073 LISTENING AND SPOKEN LANGUAGE

Course addresses audiological principles necessary to enable teachers of deaf and hard of hearing students to best support these student in their educational settings. The course also covers various communication approaches in deaf education, phonetics, and techniques to develop speech, language, speech reading, listening, and functional communication skills. The course provides study of theory, research, and practical audiological information as well as hands-on experiences with the most current audiological equipment. Lab required.

HBSE 4079 LANGUAGE DEVELOPMENT AND REHABILITATION: THE FOUNDATIONS

Students will explore the underpinnings for audition and spoken language acquisition through Auditory Verbal/Auditory Oral approaches using evidence-based research. Specific techniques, strategies, and teaching behaviors to (re)habilitate and develop listening and spoken language in young children and adolescents with varying degrees of hearing loss will be practiced.

HBSE 4082 ASSESSMENT AND EVALUATION OF INFANTS, CHILDREN, AND YOUTH WITH EXCEPTIONALITIES

Enrollment limited to 20 per term. An in-depth study of theoretical principles of measurement, assessment, and evaluation necessary for appropriate identification of needs as related to implementation of educational plans for infants, children, and youth with disabilities. Applications of assessment data in instructional programs for children with disabilities. Students complete approximately 50 hours of assessments and evaluations of infants, children, youths, and young adults with disabilities, as part of the course, through work in the Dean Hope Center and the Harlem Tutoring Program. Special fee: \$150. Students participate in an additional, weekly lab session.

HBSE 4092 INTRODUCTION TO FOUNDATIONS OF SPECIAL EDUCATION OPPORTUNITY

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

HBSE 4300 PRACTICUM IN ASSESSMENT AND EVALUATION OF INDIVIDUALS WITH EXCEPTIONALITIES

Supervisors affiliated with the Dean Hope Center. Permission required. Participation in interdisciplinary, psychoeducational assessment of exceptional children. Analysis of observational and test data; formulation of educational programs for exceptional learners. Conducted in the Dean Hope Center or in appropriate community facilities. Course meets the equivalent of one full day a week.

HBSE 4700 OBSERVATION AND STUDENT TEACHING IN SPECIAL EDUCATION: PRE-STUDENT TEACHING

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

HBSE 4701 OBSERVATION AND STUDENT TEACHING IN SPECIAL EDUCATION: INTELLECTUAL DISABILITY/AUTISM

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

HBSE 4704 OBSERVATION AND STUDENT TEACHING IN SPECIAL EDUCATION: APPLIED BEHAVIORAL ANALYSIS AND BEHAVIORAL DISORDERS

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

HBSE 4707 II: OBSERVATION AND STUDENT TEACHING IN SPECIAL EDUCATION: DEAF AND HARD OF HEARING

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

HBSE 4863 INTRODUCTION TO CUED SPEECH

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

HBSE 4871 AMERICAN SIGN LANGUAGE I

A course designed to develop beginning receptive and expressive skills in American Sign Language.

HBSE 4880 OPPORTUNITIES AND OUTCOMES FOR PEOPLE WITH DISABILITIES-ANNUAL CONFERENCE

Research conference sponsored by the Center for Opportunities and Outcomes for People with Disabilities provides a forum for the presentation and discussion of research findings by Center researchers and their colleagues from the field.

HBSE 4901 RESEARCH AND INDEPENDENT STUDY: SPECIAL EDUCATION

Permission required.

HBSE 5010 STUDY OF THE PHILOSOPHIC FOUNDATIONS OF SPECIAL EDUCATION

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

HBSE 5301 ADVANCED PRACTICA IN SPECIAL EDUCATION: INTELLECTUAL DISABILITY/AUTISM

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

HBSE 5304 ADVANCED PRACTICA IN SPECIAL EDUCATION: BEHAVIORAL DISORDERS

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

HBSE 5307 ADVANCED PRACTICA IN SPECIAL EDUCATION: DEAF AND HARD OF HEARING

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

HBSE 5309 ADVANCED PRACTICA IN SPECIAL EDUCATION: REHABILITATION OF PERSONS WITH DEVELOPMENTAL DISABILITIES

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

HBSE 5901 PROBLEMS IN SPECIAL EDUCATION: INTELLECTUAL DISABILITY/AUTISM

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

HBSE 5904 PROBLEMS IN SPECIAL EDUCATION: APPLIED BEHAVIORAL ANALYSIS AND BEHAVIORAL DISORDERS

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

HBSE 5907 PROBLEMS IN SPECIAL EDUCATION: DEAF AND HARD OF HEARING

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

HBSE 5909 PROBLEMS IN SPECIAL EDUCATION: GUIDANCE, REHABILITATION, AND CAREER EDUCATION

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

HBSE 6001 RESEARCH IN SPECIAL EDUCATION

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

HBSE 6003 RESEARCH METHODS IN SPECIAL EDUCATION: QUALITATIVE APPROACHES

Permission required. Prerequisites: HUDM 4122 and HUDM 4123. Instruction in the development, conduct, and reporting of research. Student research studies.

HBSE 6005 RESEARCH IN SPECIAL EDUCATION: SINGLE-SUBJECT DESIGN I

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

HBSE 6008 BEHAVIORISM AND THE SCIENCE OF BEHAVIOR

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

HBSE 6010 ADVANCED STUDY OF PROBLEMS AND ISSUES IN SPECIAL EDUCATION

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

HBSE 6015 THE VERBAL BEHAVIOR MODEL: INDIVIDUAL EDUCATIONAL PROGRAMMING

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

HBSE 6031 RESEARCH METHODS IN SPECIAL EDUCATION: SINGLE-SUBJECT DESIGN II

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

HBSE 6401 ADVANCED INTERNSHIPS IN SPECIAL EDUCATION: INTELLECTUAL DISABILITY/AUTISM

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

HBSE 6501 ADVANCED SEMINARS IN SPECIAL EDUCATION: INTELLECTUAL DISABILITY/AUTISM

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

HBSE 6504 ADVANCED SEMINARS IN SPECIAL EDUCATION: APPLIED BEHAVIOR ANALYSIS AND BEHAVIORAL DISORDERS

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

HBSE 7500 DISSERTATION SEMINAR IN SPECIAL EDUCATION

Permission required. Only advanced doctoral students in special education programs are eligible. Prerequisites: HBSE 5010, 6001, 6003, 6005, 6031 and 6010. Development of doctoral dissertations and presentation of plans for approval.

HBSE 8901 DISSERTATION ADVISEMENT IN SPECIAL EDUCATION: INTELLECTUAL DISABILITY/AUTISM

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

HBSE 8903 DISSERTATION ADVISEMENT IN SPECIAL EDUCATION: PHYSICAL DISABILITIES

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

HBSE 8904 DISSERTATION ADVISEMENT IN SPECIAL EDUCATION: BEHAVIORAL DISORDERS

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

HBSE 8907 DISSERTATION ADVISEMENT IN SPECIAL EDUCATION: DEAF AND HARD OF HEARING

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

HBSK 4072 THEORY AND TECHNIQUES OF ASSESSMENT AND INTERVENTION IN READING

Provides an overview of theories and research pertaining to reading acquisition and assessment and intervention techniques for reading across the lifespan. Content is organized according to four major themes: the psychology of reading development, language structures, assessment, and intervention. Materials fee: \$25.

HBSS 4116 HEALTH EDUCATION FOR TEACHERS

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

Diabetes Education and Management

Department of - Health & Behavior Studies

Contact Information

Phone: (646) 389-6242

Email: dickinson@tc.columbia.edu

Director: Jane K. Dickinson, RN, PhD, CDE

Program Description

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

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

The *Certificate in Advanced Diabetes Topics* is a 16-credit academic certificate for those holding a master's degree or higher in a clinical discipline. Those with a graduate degree who have been working in diabetes for two years or more are also eligible to apply. The certificate program includes the five core diabetes courses (<http://www.tc.columbia.edu/diabetes/courses.asp>).

Degree Summary

DIABETES EDUCATION AND MANAGEMENT (DEDM)

Master of Science (M.S.)

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

Degree Requirements

Master of Science (36 points)

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

Required Diabetes Related Core Courses (16 points):

- HBSD 4110 Behavior change strategies for diabetes prevention and management (3)
- HBSD 4120 Pathophysiology of diabetes and its complications (3)
- HBSD 4130 Assessment of the person with diabetes (3)
- HBSD 4140 Preventive and therapeutic interventions in diabetes management (4)
- HBSD 4150 Diabetes self-management education (DSME) programs: Development, implementation, and evaluation (3)

Additional Required Core Courses

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

Multicultural Requirement (3 Credits):

Choose at least one of the following; both may be taken in which case one will satisfy an elective requirement in Health Behavior and Nutrition:

- HBSS 4114 Competency in multi-cultural populations (3)

Elective Courses (for a total of 11-12 points):

Health (3-9 credits):

Choose at least one from the following:

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

Education and Human Development (2-9 credits):

Choose at least one from the following:

- ORLD 4050 Introduction to adult and continuing education (3)
- ORLD 4051 How adults learn (3)
- ORLD 4827 Fostering transformative learning (3)
- HUDK 4029 Human cognition and learning (3)
- HUDK 4023 Developmental psychology: Adolescence (2-3)

Certificate in Advanced Diabetes Topics

The Certificate in Advanced Diabetes Topics requires satisfactory completion of the five core diabetes course (16 points). The program may be completed in three to five academic terms. Two courses are offered in the fall, one in the spring, and two in the summer term.

Required Diabetes Related Core Courses (16 points):

- HBSD 4110 Behavior change strategies for diabetes prevention and management (3) (Summer)
- HBSD 4120 Pathophysiology of diabetes and its complications (3) (Fall)
- HBSD 4130 Assessment of the person with diabetes (3) (Spring)
- HBSD 4140 Preventive and therapeutic interventions in diabetes management (4) (Fall)
- HBSD 4150 Diabetes self-management education (DSME) programs: Development, implementation, and evaluation (3) (Summer)

Application Information

Applications for admission to the M.S. degree program are accepted and reviewed on a rolling basis. The Program Coordinator will arrange a phone interview once all application materials are on file. Applicants must be admitted and enrolled in order to apply for a Teachers College scholarship. The program's scholarship application deadline is April 20.

Admission requirements include the following:

1. Baccalaureate Degree in relevant field from regionally accredited higher education institution
2. Preparation in one of the areas eligible to take the Certified Diabetes Educator Certification Examination, including clinical psychologist; registered nurse; occupational therapist; optometrist; pharmacist; physical therapist; physician (M.D. or D.O.); podiatrist holding a current, active, unrestricted license from the United States or its territories; dietitian holding active registration with the Commission on Dietetic Registration; physician assistant holding active registration with the National Commission on Certification of Physician Assistants; or exercise physiologist holding active certification as an American College of Sports Medicine Registered Clinical Exercise Physiologist®; health care professional with a minimum of a Masters degree in social work.
3. Academic qualifications consistent with graduate school, including undergraduate and/or graduate GPA of at least 3.0 on a 4.0 scale.
4. If an applicant's native language is not English, or if an applicant received his/her baccalaureate degree from an institution where English is not the official language of instruction, he/she must submit official scores from an accepted English proficiency exam. This requirement is in effect regardless of where the applicant received a prior graduate degree (if any).
5. Admission to the Diabetes Education and Management Masters degree program is based upon several criteria including adequacy and relevance of academic preparation; evidence of registration, licensure, or certification in one of the fields mentioned above; relevance of prior professional experience and related activities; and potential to benefit from additional professional preparation in diabetes education and management.

To be considered for admission to the Diabetes Education and Management Program, applicants must submit the following to the Teachers College Office of Admission:

- Online application
- Official transcripts from undergraduate and graduate programs
- Copies of registration, licensure, or certification in clinical psychology, nursing (registered nurses only), occupational therapy, optometry, pharmacy, physical therapy, medicine, osteopathy, podiatry, dietetics, physician assistant, or exercise physiology
- Two or three letters of recommendation
- Written personal essay of a few pages that includes your interest in diabetes, your experience as a diabetes educator, if any, and your career goals
- Resumé

Applications for the Certificate in Advanced Diabetes Topics are reviewed and accepted on a rolling basis. Admission requirements include: online non-degree application; official transcripts from graduate degrees; resume/CV; written personal essay of a few pages that includes your interest in diabetes, your experience as a diabetes educator, if any, and your career goals; copies of registration, licensure, or certification; official scores from an accepted English proficiency exam.

For information and instructions click here

(<http://www.tc.columbia.edu/admissions/admission/instructions/non-degree-programs/>).

For the certificate application select "non-degree" here (<https://apply.tc.edu/apply/>).

Financial Aid

Please see the Financial Aid (<http://www.tc.columbia.edu/financialaid>) website for more info.

Faculty List

Faculty

KATHLEEN O'CONNELL

([HTTP://TC.EDU/FACULTY/KO199](http://tc.edu/faculty/ko199))

Isabel Maitland Stewart Professor of Nursing
Education

Adjunct

JANE DICKINSON ([HTTP://TC.EDU/FACULTY/JD2893](http://tc.edu/faculty/jd2893))

Adjunct Associate Professor

Course List

HBSD 4110 BEHAVIOR CHANGE STRATEGIES FOR DIABETES PREVENTION AND MANAGEMENT

This course explores a patient-centered and strengths-based approach to working with people who have diabetes. Students will discuss the role of language in this approach and ways that they can work with people to help them successfully manage and live well with diabetes. Students will also explore the role of age-related generations in behavior change.

HBSD 4120 PATHOPHYSIOLOGY OF DIABETES AND ITS COMPLICATIONS

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

HBSD 4130 ASSESSMENT OF THE PERSON WITH DIABETES

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

HBSD 4140 PREVENTIVE & THERAPEUTIC INTERVENTIONS IN DIABETES MANAGEMENT

This course covers the specific components of multimodal therapies used to treat diabetes and associated comorbidities, as well as to prevent the acute and chronic complications of diabetes, referencing evidence-based clinical practice guidelines whenever possible. The major elements of, indications for, rationales for, and complications of current therapeutic regimens will be explored.

HBSD 4150 DIABETES SELF MANAGEMENT EDUCATION (DSME) PROGRAMS: DEVELOPMENT, IMPLEMENTATION, & EVALUATION

This course provides specific guidance regarding implementation of the National Standards for Diabetes Self Management Education (ADA, 2007) to create Diabetes Self-Management Education (DSME) programs that will fulfill ADA recognition or AADE accreditation requirements.

Health Education and Community Health Education

Department of - Health & Behavior Studies

Contact Information

Phone: (212) 678-6607

Fax: (212) 678-8259

Email: quinones@tc.edu

Director: Professor Barbara Wallace

Program Description

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

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

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

Mission and Vision

The mission of the Programs in Health Education and Community Health Education is to address the health of the public through the preparation of specialists in health education (i.e., M.A., Ed.D.) and community health education (i.e., M.S.) who focus on the community as the setting for analysis, assessment, program planning, intervention, evaluation, and research. This mission includes promoting health, preventing disease, and advancing health equity, while training exceptional leaders for the delivery of outstanding contributions to diverse regional, national, and international communities through teaching, research, and service. Varied structures, institutions, organizations, and agencies in the community setting—including schools, hospitals, clinics, worksites, and non-profits—are engaged in collaborative relationships for purposes of fulfilling the mission.

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

Guiding Values

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

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

Convenience: Online Courses, Hybrid Courses, Frequently Offered Courses

Numerous courses are offered online or are “hybrid” courses. A hybrid course is offered both online and in-person, permitting distance learning and accommodating the schedules of busy professionals, as well as severe weather, and absences related to illness, etc...; in other words, students have the option of attending in-person or watching a lecture-capture video of the class session and posting assignments online. This makes the degree program a particularly attractive option, especially for students who ordinarily would have to commute long distances to class or who wish to matriculate in the degree program while living at a distance for the some of the period they are pursuing the degree. Meanwhile, hybrid courses accommodate the needs of students who might select an in-person class section yet can watch the video of the online section when special circumstances arise (e.g., severe weather, work-related travel, etc...). Finally, courses are offered with sufficient frequency (e.g., fall, spring and summer session, or 2-3 times per year) to support timely degree completion.

Degree Summary

Health Education (HLTH)

- 32-point Master of Arts (M.A.)
- 42-point Master of Science (M.S.)

- 90-point Doctor of Education (Ed.D.)

Community Health Education (CHTH)

- 42-point Master of Science (M.S.)

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

Degree Requirements

Master of Arts

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

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

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

No transfer credit is granted for work completed at other institutions. Major courses (21 points) provide a firm foundation in Health Education. There are also 6 points of courses addressing Broad and Basic Areas of Professional Practice; the purpose is to broaden the student's background in education. These courses must be taken *outside* of the Program in Health Education, Department of Health and Behavior Studies. One course is taken within the domain of Research, Scholarship and Inquiry for 3 points; the selected course may cover research methods, evaluation, measurement, or statistics. There is also a Capstone Project for Research, Scholarship and Inquiry (2 points); the goal is to provide the opportunity for students to work closely with their advisor and to integrate what they have learned through a final culminating Capstone Project. The Capstone Project for Research, Scholarship, and Inquiry may involve any of the following: completion of a major research paper; development of a curriculum potentially implemented and evaluated in a school or other setting; participation in a practice setting via an internship where students work with a population specific to that setting (e.g. schools and children, hospitals and chronically ill adults, community-based organization and community members, or workplaces and well adults interested in prevention or health promotion). Students' research, scholarship and inquiry may include engagement in any aspect of program planning, development, implementation, and evaluation.

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

Courses and Requirements

1. MAJOR (21 Points)

Required Core Courses (18 Points)

- HBSS 4100 Behavioral and Social Science Foundations of Health Education (3)
- HBSS 4102 Principles of Epidemiology in Health Promotion (3)
- HBSS 4118 Principles of Health-Related Behavioral & Social Change: Initiation to Maintenance (3)

- HBSS 5110 Determinants of Health Behavior (3)
- HBSS 5111 Planning Health Education Programs (3)
- HBSS 5112 Social Marketing and Health Communications (3)

Elective Courses (3 points)

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

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

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

Nature of Education, Persons, and Learning Processes (Required 3 Points)

Students should take one course approved by their advisor in learning theory, human development, or counseling pertaining to a population group of interest, such as the child, adolescent, adult, or older adult.

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

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

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

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

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

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

Potential Departments include:

- Education Policy & Social Analysis
- International & Transcultural Studies

3. RESEARCH, SCHOLARSHIP AND INQUIRY (3 points)

One required course in research methods, evaluation, measurement, or statistics.

The recommended course is listed below, while another course may be approved by the student's advisor if deemed an acceptable substitution:

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

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

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

The recommended courses to be taken for 2 points include:

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

Master of Science

The mission of the 42-point M.S. Program in Community Health Education is to address the health of the public through the preparation of specialists trained to focus on the health of community members in varied community settings. Our graduates will be able to engage in the tasks of addressing community and public health via analysis, assessment, program planning, program implementation, intervention, evaluation, and research. This mission includes promoting health, preventing disease, and advancing health equity, while training exceptional leaders for the delivery of outstanding contributions to diverse regional, national, and international communities through teaching, research and service. Varied structures, institutions, organizations, and agencies in the community setting -- including schools, hospitals, clinics, work-sites, and non-profits -- are engaged in collaborative relationships for purposes of fulfilling the mission. The vision of the M.S. Program in Community Health Education is to advance a world-class learning environment that attracts, retains, and graduates diverse leaders who share with faculty a deep commitment to health education, health promotion, disease prevention, and health equity for diverse regional, national and international communities; and, work collaboratively with both faculty and community members through educational, service, and research endeavors. We also value and emphasize the acquisition of cultural competence with multicultural populations, as well as a focus on health disparity reduction and elimination. Our collective work advances and disseminates the behavioral and social science serving as the foundation for effective community health education.

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

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

I-Public Health Core Knowledge (21 Points):

- HBSS 4100 Behavioral and Social Science Foundations of Health Education (3)
- HBSS 4102 Principles of Epidemiology in Health Promotion (3)
- HBSS 4118 Principles of Health-Related Behavioral & Social Change: Initiation to Maintenance (3)
- HBSS 4160 Introduction to Biostatistics for Community Health Educators (3)
- HBSS 4161 Environmental Health (3)
- HBSS 4162 Health Services Administration (3)
- HBSS 6100 Program Evaluation (3)

II. Community Health Core Knowledge (9 Points):

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

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

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

IV. Elective Course (3 Points):

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

V. PRACTICAL SKILLS [FIELDWORK] (3 Points):

- HBSS 5410 – Practicum in Health Education (3)

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

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

VII. CAPSTONE PORTFOLIO (0 Points):

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

Doctor of Education

The degree of *Doctor of Education (Ed.D.) in Health Education* at Teachers College emphasizes broad preparation for advanced professional responsibilities through a program based upon extensive study in a specialized branch of the field of education or in an area of instruction. The program of study and research

leading to the Ed.D. degree in Health Education is designed to prepare graduates who will assume positions of leadership as program development and evaluation specialists in health education in various educational, governmental, and human-service delivery settings.

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

The Doctor of Education degree requires a minimum of 90 post-baccalaureate points and the preparation and defense of a dissertation. Up to 45 graduate-level points taken at other institutions may be transferred toward doctoral requirements for courses in which the grade of "B" or better has been obtained. Of note, many students who excel in the M.A. or M.S. degree programs have enjoyed admission in to the doctoral program; indeed, all of the courses in the 32-point M.A. and 42-point M.S. can be used toward the 90-point Ed.D. degree. In addition to completing coursework, candidates for the Ed.D. degree are also expected to demonstrate satisfactory performance on a departmental certification examination and to prepare and defend an acceptable dissertation project. In addition to the College requirements, all candidates for the Ed.D. degree in Health Education must have fulfilled the equivalent of the requirements for the Master of Arts (M.A.) degree in health education. For those students entering the doctoral program with only a baccalaureate degree, the M.A. degree must be completed first. Those applicants who, at the time of admission to the program, do not present the equivalent of a master's thesis are required to prepare and present an acceptable essay or pre-doctoral project prior to or during the term in which 60 points of applicable graduate study have been completed.

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

Courses and Requirements

1. MAJOR (45 Points)

Introductory Core Courses (Required 15 Points)

- HBSS 4100 Behavioral and Social Science Foundations of Health Education (3)
- HBSS 4102 Principles of Epidemiology in Health Promotion (3)
- HBSS 4118 Principles of Health-Related Behavioral and Social Change: Initiation to Maintenance (3)

- HBSS4114 Competency with Multicultural Populations: Research & Practice (3)
- HBSS4160 Introduction to Biostatistics for Community Health Educators (3)

Advanced Core Courses (Required 15 Points)

- HBSS 5110 Determinants of Health Behavior (3)
- HBSS 5111 Planning Health Education Programs (3)
- HBSS 5112 Social Marketing and Health Communications (3)

- HBSS 6100 Program Evaluation (3)
- HBSS 6145 Health Psychology (3)

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

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

2. BROAD AND BASIC AREAS OF PROFESSIONAL SCHOLARSHIP AND PRACTICE (9 Points)

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

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

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

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

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

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

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

Potential Departments include:

- Education Policy & Social Analysis
- International & Transcultural Studies

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

General Research Methods (Required 9 points)

Students should take courses selected in consultation with their advisor.

Recommended courses include, but are not limited to:

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

Measurement and Evaluation (Required 6 points)

Students should take courses selected in consultation with their advisor.

Recommended courses include, but are not limited to:

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

Statistics (Required 6 Points)

Students should take courses selected in consultation with their advisor.

Recommended courses include, but are not limited to:

- HUDM 4122 Probability and Statistical Inference (3)
- HUDM 5122 Applied Regression Analysis (3)
- HUDM 5123 Linear Models and Experimental Design (3)
- HUDM 6026 Statistical Treatment of Mass Data (3)

Research Seminar and Preparation of the Dissertation (5 Points)

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

Preparation for the Oral Defense of the Dissertation

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

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

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

Recommended courses include, but are not limited to:

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

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

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

Formerly, some students accumulated up to 120 credits, while 90 credits is the required minimum for the Ed.D. degree. Also, while the *present document* has listed (above) 45 points for the Major, on the *Statement of Total Program* this number may vary (e.g. 50 credits) for Major, as well as for the other areas; as just one example, a student might accumulate 18, 22, 26 or more points for the category Research, Scholarship and Inquiry: Methods of Evaluation, Statistics, Dissertation Preparation. Thus, please consider the points indicated on the prior pages as a guide, given this variability.

Additional Requirements

In addition to the above minimum program requirements, students enrolled in the Program in Health Education are expected to fulfill requirements and achieve goals that transcend the completion of the requisite course work and other formal requirements for a degree. Although these additional requirements are difficult to define precisely, and the extent to which a student has fulfilled them equally difficult to evaluate, they are nevertheless recognized as being important in enabling the student to grow and develop both intellectually and professionally during the period of graduate study and afterward. These additional requirements include but are not limited to:

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

Application Information

The deadline for application for admission to all of our degree programs (i.e., M.A. or Ed.D. in Health Education or M.S. in Community Health Education) is January 15 (early deadline). However, we provide ongoing review of applications throughout the year (i.e., rolling admissions policy). For example, a spring or summer application may be reviewed for consideration for fall semester admission.

Admission to the degree programs is based upon several criteria, including the following: adequacy and relevance of prior (i.e., undergraduate or graduate) preparation; relevance of prior professional experience and related activities; and the potential to benefit from additional professional preparation in the programs in Health Education and Community Health Education. For admission to the M.A. or M.S. degree programs, in general, applicants who present strong undergraduate academic preparation in the behavioral and social sciences, education, nursing, public health, social work, or allied health professions are given priority consideration for admission to the program. Applicants to the Ed.D. degree program typically have taken prior graduate coursework (e.g., MPH, MS, Ed.M., MPA, MA, MBA, etc..) and must submit a writing sample at the time of application (preferably a course paper, master's thesis, or published article).

Faculty List

Faculty

JOHN P ALLEGRANTE

([HTTP://TC.EDU/FACULTY/JPA1](http://tc.edu/faculty/jpa1))

Professor of Health Education

SONALI RAJAN ([HTTP://TC.EDU/FACULTY/SR2345](http://tc.edu/faculty/sr2345))

Assistant Professor of Health Education

CHARLES E BASCH ([HTTP://TC.EDU/FACULTY/CEB35](http://tc.edu/faculty/ceb35))

Richard March Hoe Professor of Health and Education

BARBARA C. WALLACE

([HTTP://TC.EDU/FACULTY/BCW3](http://tc.edu/faculty/bcw3))

Professor of Health Education

KATHLEEN O'CONNELL

([HTTP://TC.EDU/FACULTY/KO199](http://tc.edu/faculty/ko199))

Isabel Maitland Stewart Professor of Nursing
Education

Adjunct

KAREN ANN BALDWIN

([HTTP://TC.EDU/FACULTY/KAB50](http://tc.edu/faculty/kab50))

Adjunct Associate Professor

RAY MARKS ([HTTP://TC.EDU/FACULTY/RM226](http://tc.edu/faculty/rm226))

Adjunct Professor of Health Education

ROBERT E FULLILOVE

([HTTP://TC.EDU/FACULTY/REF5](http://tc.edu/faculty/ref5))

Adjunct Associate Professor of Health Education

KATHERINE JEAN ROBERTS

([HTTP://TC.EDU/FACULTY/KJR20](http://tc.edu/faculty/kjr20))

Adjunct Assistant Professor

NICOLE R. HARRIS-HOLLINGSWORTH

([HTTP://TC.EDU/FACULTY/NRH7](http://tc.edu/faculty/nrh7))

Adjunct Assistant Professor

MARIANA INES VERGARA

([HTTP://TC.EDU/FACULTY/MIV2105](http://tc.edu/faculty/miv2105))

Adjunct Assistant Professor

L. P. JOHNSON ([HTTP://TC.EDU/FACULTY/LPJ4](http://tc.edu/faculty/lpj4))

Adjunct Assistant Professor of Health Education

Instructors

MICHAEL A. CARRERA
([HTTP://TC.EDU/FACULTY/MAC2444](http://tc.edu/faculty/mac2444))

Course List

HBSS 4100 BEHAVIOR & SOCIAL SCIENCE FOUNDATIONS OF HEALTH EDUCATION

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

HBSS 4102 PRINCIPLES OF EPIDEMIOLOGY IN HEALTH PROMOTION

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

HBSS 4110 CHILDREN AND ADOLESCENT HEALTH ISSUES

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

HBSS 4111 ADDICTIONS AND DEPENDENCIES

Social-psychological, cultural, clinical, and pharmacological factors associated with the use of psychoactive drugs and other compulsive behaviors.

HBSS 4112 SOCIAL POLICY AND PREVENTION

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

HBSS 4113 HUMAN SEXUALITY EDUCATION

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

HBSS 4114 COMPETENCE WITH MULTICULTURAL POPULATIONS: RESEARCH & PRACTICE

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

HBSS 4116 HEALTH EDUCATION FOR TEACHERS

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

HBSS 4117 HIV/AIDS EPIDEMIOLOGY AND EDUCATION

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

HBSS 4118 PRINCIPLES OF HEALTH RELATED BEHAVIORAL AND SOCIAL CHANGE: INITIATION TO MAINTENANCE

Theory and techniques for initiating and maintaining change for a variety of addictive and problem behaviors, including a focus on integrating relapse prevention, stages of change, and motivational interviewing. Attention is also paid to facilitating social change in varied organizational settings.

HBSS 4121 DEATH EDUCATION

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

HBSS 4122 WOMEN'S HEALTH

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

HBSS 4123 VIOLENCE PREVENTION AND "ALL HAZARDS" PREPAREDNESS

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

HBSS 4160 INTRODUCTION TO BIostatISTICS FOR COMMUNITY HEALTH EDUCATION

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

HBSS 4161 ENVIRONMENTAL HEALTH

This course provides an introduction to the field of environmental health, while focusing upon those environmental factors that affect the health of communities - including biological, physical, and chemical factors. The relationship between the natural and built environments on human health are focused upon. In addition, the course incorporates the use of case studies and current peer-reviewed literature in the field of environmental health to promote knowledge acquisition. Health education curriculum and program development processes are incorporated into the course as well.

HBSS 4162 HEALTH SERVICES ADMINISTRATION

The course covers the planning, organization, administration, management, evaluation and policy analysis of health and public health programs. A main goal is to foster in community health educators the ability to apply evidence-based principles and a scientific knowledge base to plan, implement, and evaluate community health programs and services.

HBSS 4901 RESEARCH AND INDEPENDENT STUDY IN HEALTH EDUCATION

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

HBSS 5040 RESEARCH METHODS IN HEALTH AND BEHAVIOR STUDIES I

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

HBSS 5110 DETERMINANTS OF HEALTH BEHAVIOR

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

HBSS 5111 PLANNING HEALTH EDUCATION PROGRAMS

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

HBSS 5112 SOCIAL MARKETING AND HEALTH COMMUNICATIONS

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

HBSS 5113 COMMUNITY HEALTH ANALYSIS AND INTERVENTION

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

HBSS 5408 PRACTICUM IN INDIVIDUAL HEALTH ADVISEMENT

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

HBSS 5410 PRACTICUM IN HEALTH EDUCATION

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

HBSS 5710 SUPERVISED TEACHING IN HEALTH EDUCATION

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

HBSS 5800 HEALTH DISPARITIES RESEARCH CONFERENCE

This two day, spring semester, weekend conference event exposes participants to 1) potentially new knowledge with regard to the variety of evidence-based approaches to reducing health disparities; 2) attitudes/beliefs so multicultural sensitivity/competence begins to replace socially conditioned stereotypes that threaten interpersonal communication/interaction during service delivery/research/teaching; and, 3) skills for deployment of culturally appropriate behaviors that aim to reduce disparities.

HBSS 6100 PROGRAM EVALUATION

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

HBSS 6145 HEALTH PSYCHOLOGY

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

HBSS 6500 RESEARCH GRANT WRITING FOR HEALTH AND BEHAVIOR STUDIES

Techniques of research grant preparation with emphasis on National Institutes of Health grants will be covered. Students will prepare an actual grant. In addition, funding agencies, the budgeting process, building research teams, the review process, responding to reviewers, and resubmitting grants will be covered.

HBSS 6510 RESEARCH SEMINAR IN HEALTH EDUCATION

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

HBSS 6901 RESEARCH AND INDEPENDENT STUDY IN HEALTH EDUCATION

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

HBSS 7501 DISSERTATION SEMINAR IN HEALTH EDUCATION

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

HBSS 8900 DISSERTATION ADVISEMENT IN HEALTH EDUCATION

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

Nursing Education

Department of - Health & Behavior Studies

Contact Information

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Director: Professor Kathleen A. O'Connell

Program Description

Teachers College was the first academic setting to educate nurses. Nursing Education began at Teachers College in 1899. The Nursing Education Program has a long and distinguished tradition of commitment to the education of nurses who have diverse roles in academic and community settings in the United States and abroad. The newly revised curriculum for the Ed.D. in nursing education was designed by a group of nursing education experts. It was approved by the State of New York in 2015 as an online offering. The new program matriculated its first students for Fall 2016.

Degree Summary

Ed.D. in Nursing Education

Academic Certificate in Nursing Education

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

Degree Requirements

Doctor of Education (Ed.D.)

Ed.D. in Nursing Education

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

Outcomes of Program

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

Degree Requirements

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

Course Requirements

Nursing Education: All courses count for 3 credits; 30 credits are required.

HBSN 6000 Nursing Theory in Nursing Education

HBSN 6030 Curriculum Development in Nursing Education

HBSN 6040 Teaching and Learning Strategies in Nursing Education

HBSN 6053 Clinical Teaching in Nursing Education

HBSN 6043 Innovations in Nursing Education

HBSN 6044 Assessment and Evaluation in Nursing Education

HBSN 6045 Simulation in Nursing Education

HBSN 6310 Practicum I: The Nurse Educator Role

HBSN 6320 Practicum II: Leadership in Nursing Education

HBSN TBA Colloquium in Nursing Education

Research Methods: 12 credits are required.

HBSS 5040 Research Methods in Health and Behavior Studies

HBSN 5043 Advanced Research Methods: Literature Review and Critique

HBSN 6540 Dissertation Design and Development

HBSN 7500 Dissertation Seminar

Statistics: 6 credits are required

HUDM 4122 Probability and Statistical Inference

HUDM 5122 Applied Regression Analysis

Broad and Basic Courses 9 credits required

9 credits in outside electives chosen from the following areas:

Adult Learning and Higher Education

Cognitive studies

Computer and technology

Health education

Diabetes education

Total: 57 Credits

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

Other Requirements

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

Enrolled students will begin their doctoral student experience with a four-day in-person orientation to the program that will occur in the August prior to the beginning of the Fall semester. All admitted students will be required to attend this orientation. During the orientation, students will be guided to plan their entire program of study and taught how to build their portfolios, which will be required for graduation. They will plan the types of experiences they most want to include in their courses and practica. They will be apprised of the courses where they will be required to find a suitable nursing education setting in which to complete some of the course objectives (e.g. Clinical Teaching in Nursing Education and Simulation in

Nursing Education), and they will be instructed on the need to identify preceptors for Practicum I and Practicum II early in the program so that the credentials of the preceptors can be vetted, the preceptors can receive information about what will be required, and appropriate agreements can be executed.

Academic Certificate in Nursing Education

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

Outcomes of Program

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

Courses

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

- HBSN 6030 Curriculum Development in Nursing Education - 3 credits
- HBSN 6040 Teaching and Learning in Nursing Education - 3 credits
- HBSN 6043 Innovations in Nursing Education - 3 credits
- HBSN 6044 Assessment and Evaluation in Nursing Education - 3 credits
- HBSN 6053 Clinical Teaching in Nursing Education - 3 credits

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

Admission Requirements and Application Information

The following materials are required for the Academic Certificate Program in Nursing Education:

1. Evidence of licensure as a registered nurse
2. Official transcripts showing completion of a doctoral degree. Doctoral degrees in nursing and health related fields are accepted.
3. Resumé, showing evidence of clinical experience either through specialty master's preparation or through clinical experience in nursing. Include a list of publications and presentations.
4. The statement of purpose, which can be 2-3 pages in length, should describe
 1. your academic background and doctoral degree preparation
 2. your professional background and clinical expertise

3. why you are a good fit for an online program
4. why you are interested in nursing education,
5. how your clinical experience will contribute to your success an educator

Application Information

In addition to the standard Teachers College admission requirements and materials, the following requirements and materials are required for the Ed.D. Program in Nursing Education.

1. Applicants must be a registered nurses and must submit evidence of licensure
2. Applicants must have a master's Degree, preferably in nursing, and transcripts related to this degree must be submitted.
3. In the resume, applicants
 - a. must show evidence of clinical experience either through specialty master's preparation or through clinical experience in nursing;
 - b. should include a list of their professional publications and presentations.
4. In the statement of purpose, which can be 5-6 pages in length, applicants should describe
 - a. their academic goals and plans for graduate school
 - b. their professional background and professional goals,
 - c. why they are interested in nursing education,
 - d. how their clinical experience will contribute to success an educator,
 - e. their experience with research and statistical methods,
 - f. their current thoughts about the research in nursing education that they would like to pursue,
 - g. why they are well suited to pursue a doctoral degree in an online program.
5. Applicants must submit an academic writing sample

This sample should also be uploaded with the online application. It should be a 10-15 page academic writing sample that demonstrates scholarly thinking, writing skills, ability to do research, and ability to synthesize information. Examples of appropriate writing samples include published scholarly papers, graduate theses, research papers, or literature reviews. If your writing sample exceeds 10-15 pages, please select an excerpt but include the reference list for the entire paper.

6. Names of professional references must also be submitted. References familiar with the applicants' academic work are preferred.

7. Optional: Graduate Record Examination

Although the Graduate Record Examination (GRE) is not required, if you have taken this examination, you are welcome to submit your scores. Admission decisions are not based on GRE scores, but the GRE can help with advisement.

Financial Aid

Please consult the Financial Aid website for information about need-based aid and loans. The program has a limited number of merit-based partial scholarships. Those whose applications are submitted by the January deadline will be given priority consideration for scholarships.

Faculty List

Faculty

KATHLEEN O'CONNELL

([HTTP://TC.EDU/FACULTY/KO199](http://tc.edu/faculty/ko199))

Isabel Maitland Stewart Professor of Nursing
Education

Adjunct

JANE DICKINSON ([HTTP://TC.EDU/FACULTY/JD2893](http://tc.edu/faculty/jd2893))

Adjunct Associate Professor

Instructors

TRESA KAUR DUSAJ

([HTTP://TC.EDU/FACULTY/TKD2107](http://tc.edu/faculty/TKD2107))

Course List

HBSN 5044 ADVANCED RESEARCH METHODS: LITERATURE REVIEW AND CRITIQUE

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

HBSN 6000 NURSING THEORY IN NURSING EDUCATION

This course introduces students to major theoretical perspectives on student learning and nursing education/practice/research and how this body of knowledge can be used to guide educational policies and practices in nursing education to promote student learning and development.

HBSN 6030 CURRICULUM DEVELOPMENT IN NURSING EDUCATION

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

HBSN 6040 TEACHING AND LEARNING STRATEGIES IN NURSING EDUCATION

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

HBSN 6043 INNOVATIONS IN NURSING EDUCATION

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

Prerequisites for HBSN 6043: HBSN 6030 Curriculum Development in Nursing Education; HBSN 6040 Teaching and Learning in Nursing Education.

HBSN 6044 ASSESSMENT AND EVALUATION IN NURSING EDUCATION

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

Prerequisites for HBSN 6044: HBSN 6000 Nursing Theory in Nursing Education; HBSN 6030 Curriculum Development in Nursing Education; HBSN 6040 Teaching and Learning in Nursing Education; HBSN 6043 Innovations in Nursing Education.

Corequisites: HBSN 6053 Clinical Teaching in Nursing Education.

HBSN 6045 SIMULATION IN NURSING EDUCATION

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

Prerequisites for HBSN 6045: HBSN 6000 Nursing Theory in Nursing Education; HBSN 6030 Curriculum Development in Nursing Education; HBSN 6040 Teaching and Learning in Nursing Education; HBSN 6043 Innovations in Nursing Education; HBSN 6044 Assessment and Evaluation in Nursing Education; HBSN 6053 Clinical Teaching in Nursing Education.

HBSN 6053 CLINICAL TEACHING IN NURSING EDUCATION

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

Prerequisites for HBSN 6053: HBSN 6030 Curriculum Development in Nursing Education; HBSN 6040 Teaching and Learning Strategies in Nursing Education; HBSN 6044 Assessment and Evaluation in Nursing Education.

HBSN 6310 PRACTICUM I: THE NURSE EDUCATOR ROLE

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

Prerequisites for HBSN 6310: HBSN 6000 Nursing Theory in Nursing Education; HBSN 6030 Curriculum Development in Nursing Education; HBSN 6040 Teaching and Learning in Nursing Education; HBSN 6043 Innovations in Nursing Education; HBSN 6044 Assessment and Evaluation in Nursing Education; HBSN 6053 Clinical Teaching in Nursing Education; HBSN 6045 Simulation in Nursing Education.

HBSN 6320 PRACTICUM II: LEADERSHIP IN NURSING EDUCATION

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

Prerequisites for HBSN 6320: HBSN 6000 Nursing Theory in Nursing Education; HBSN 6030 Curriculum Development in Nursing Education; HBSN 6040 Teaching and Learning in Nursing Education; HBSN 6043 Innovations in Nursing Education; HBSN 6044 Assessment and Evaluation in Nursing Education; HBSN 6053 Clinical Teaching in Nursing Education; HBSN 6045 Simulation in Nursing Education; HBSN 6310 Practicum I

HBSN 6540 SEMINAR ON DISSERTATION DESIGN DEVELOPMENT

Permission required. Prerequisites: HBSN 5043, HBSN 6503, HBSN 5005, statistics, and certification. Required of all doctoral candidates. Group critique of dissertation proposals; focus on beginning- to intermediate- level aspects of analysis of theory and research design. This course may be repeated as often as necessary until the student is ready for the departmental examination. Once HBSN 6540 is taken, continuous fall/spring enrollment in the course is required until the semester during which the departmental examination is held.

HBSN 6541 ADVANCED SEMINAR ON DISSERTATION DESIGN DEVELOPMENT

Prerequisite: HBSN 6540 and certification. Focus on advanced aspects of research design and method.

HBSN 6930 INDEPENDENT STUDY IN NURSING EDUCATION

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

HBSN 6940 INDEPENDENT STUDY IN NURSING RESEARCH

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

HBSN 7500 DISSERTATION SEMINAR IN NURSING

Permission required. Prerequisite: HBSN 6540 and certification. The departmental examination, involving presentation of dissertation proposal for faculty approval. This course is required of all certified doctoral candidates and may be taken only once.

HBSN 8900 DISSERTATION ADVISEMENT IN NURSING

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

HBSS 5040 RESEARCH METHODS IN HEALTH AND BEHAVIOR STUDIES I

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

Nutrition

Department of - Health & Behavior Studies

Contact Information

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Email: nutrition-tc@columbia.edu

Director: Professor Isobel R. Contento

Program Description

There is an increased awareness that the quality of the diets that people habitually consume contributes to the quality of their lives. Since its founding in 1909, the Program in Nutrition at Teachers College has been a leader in developing strategies for promoting health through encouraging dietary change.

Current academic initiatives and research focus on analyzing and facilitating change in individuals and communities and on ways of modifying both personal choice and the food system within which such choices are made. In particular, faculty and students are engaged in a number of food and nutrition-related demonstrations and research projects including the cognitive and psychosocial factors influencing food choice in children, adolescents, and adults; characteristics of the dietary change process; nutritional epidemiology; issues in clinical nutrition, exercise, and nutrition; food and environment education in schools; food policy; and social, economic, and technological factors affecting the long-term sustainability of the food system. Building on its rich history, the Teachers College program aims to prepare graduates to take positions of leadership and service in nutrition counseling and education in health promotion and disease prevention programs, health agencies, hospitals, private practice, media organizations, and the workplace; to serve as teachers, faculty, or resource specialists in schools and universities; to fill a variety of planning, instructional, and administrative roles in community and public health agencies; to work in organizations that promote policy and systems change; or to serve as researchers in a variety of areas related to behavioral aspects of diet, nutrition education, nutritional epidemiology, public health nutrition, nutrition and exercise, and sustainability of the food system.

The program provides students a thorough grounding in nutrition science, nutrition education, and nutrition in clinical and public health settings. In addition, the program emphasizes the development of competencies in:

- Designing and implementing nutrition education with individuals, groups, and communities;
- Facilitating healthful and ecologically sustainable food choices;
- Conducting clinical assessments and nutrition counseling;
- Designing and implementing public health nutrition assessments and programs;
- Understanding and applying principles of nutritional epidemiology;
- Applying nutrition science and exercise science principles to recreational and competitive athletes;
- Thinking critically and independently;
- Acting collaboratively and effectively with others in organizations and communities on important issues related to food, nutrition, and sustainability of the food system;
- Conducting food and nutrition-related research.

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

The program puts a heavy emphasis on providing students with practical experiences in addition to traditional classroom lectures and discussions. Among the course-related educational experiences available to students are field experiences in community nutrition, planning, and teaching of nutrition sessions to selected audiences in the community, food education and gardening projects in schools, dietary analyses, and online computer activities. Supervised practicum is included in the Nutrition and Exercise Physiology degree. Students are welcome to participate in research and demonstration projects within the Program in Nutrition. These include food and environmental education programs designed for children, parents and teachers, childhood obesity prevention, and fruit and vegetable promotion in urban communities. In particular, the Laurie M. Tisch Center for Food, Education, and Policy (www.tc.edu/cfe) conducts activities within the research, education, and policy arenas. Because of Teachers College's location in New York City, there are also virtually unlimited opportunities for students to become involved in a variety of food/nutrition-related activities. The faculty and staff can arrange for students who have credit hours available to receive credit for such activities where appropriate.

Dietetic Internship Program

For students interested in professional certification as Registered Dietitians (R.D.), the Program sponsors a Dietetic Internship Program accredited by the Commission on Dietetic Registration. Students may begin the Internship in September each year.

The Internship is designed to bridge a student's academic education and professional career and thus focuses on developing practitioner skills. The Internship sequence of courses (HBSV 5241-HBSV 5244) is offered on a near full-time basis requiring eleven months to complete. Students may complete the requirements for the Dietetic Internship Program concurrently while completing the requirements for the M.S. degree programs in Nutrition. Students must satisfy all academic requirements for the degree award and the Dietetic Internship. Our CADE didactic program advisor will work with students to develop an integrated plan of study and to facilitate the process. Students who successfully complete the Dietetic Internship are then eligible to take the registered dietitian certification examination.

Students may enroll for all degree programs on a full-time or part-time basis.

Degree Summary

NUTRITION EDUCATION (NUTR)

Master of Science (M.S.)

Doctor of Education (Ed.D.)

NUTRITION AND PUBLIC HEALTH (NUTH)

Master of Science (M.S.)

Doctor of Education (Ed.D.)

COMMUNITY NUTRITION EDUCATION (NUTC)

Master of Education (Ed.M.)

NUTRITION AND EXERCISE PHYSIOLOGY (NUTE)

Master of Science (M.S.)

BEHAVIORAL NUTRITION (NUBH)

Doctor of Philosophy (Ph.D.)

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

Degree Requirements

Master of Science: General Requirements

The major program emphases are in the fields of Nutrition Education, Nutrition and Public Health, and Nutrition and Exercise Physiology. Students in all three M.S. programs may qualify for the Dietetic Internship through coursework for the M.S. degrees and the completion of additional academic prerequisites and requirements specifically for the Dietetic Internship. All three M.S. Nutrition degrees require the following core courses:

- HBSV 4010 Food, nutrition, and behavior
- HBSV 4013 Nutritional ecology
- HBSV 4014 Community nutrition
- HBSV 5010 Advanced nutrition I
- HBSV 5011 Advanced nutrition II
- HBSV 5013 Strategies for nutrition education and health behavior change
- HBSV 5014 Analysis of current literature and research in nutrition
- HBSV 5015 Nutritional epidemiology
- HBSV 5033-5034 Nutrition care process and medical nutrition therapy I and II
- HBSV 5036 Nutrition counseling
- HBSV 5231, 5232, or 5233 Extended fieldwork in nutrition and public health, nutrition and education, or nutrition and exercise physiology
- BBSR 5582 Research design in the movement sciences, or
- HBSS 5040 Research methods in health and behavior studies , or
- HBSS 6100 Measurement and program evaluation

As noted above, all three Master of Science degrees require a block of supervised fieldwork as well as a substantial integrative departmental project or thesis. Fieldwork can take place in the New York City area, in other parts of the United States, or in an international setting, depending on the interests of the student. The Dietetic Internship may satisfy the fieldwork experience requirement. Students must also submit a portfolio of their work in preparation for a Dietetic Internship.

Master of Science: Nutrition Education

Students working toward the 41- to 47-point Master of Science degree in Nutrition and Education have the option of electing courses that will especially prepare them to conduct individual and group counseling and patient education or to provide food and nutrition education in community, school, work site, health care, or mass media settings.

In addition to the core curriculum in nutrition science, the behavioral aspects of diet, and nutrition education, students are required to take HBSV 5018 (Nutrition and human development) and HBSV 5513 (Seminar in nutrition education). They are also required to take at least two electives from a variety of other disciplines in keeping with their own goals and their area of specialization. The degree conforms to the guidelines for the training of Nutrition Education Specialists set forth by the Society for Nutrition Education and Behavior.

Master of Science: Nutrition and Public Health

The Program in Nutrition and Public Health is an approved program of the Association of Faculties of Graduate Programs in Public Health Nutrition. Coursework for the 46- to 49-point Master of Science degree conforms to the recommendations of that association, so that the degree is equivalent to one offered by a school of public health.

In addition to the core in nutrition science and the behavioral sciences, coursework is required in epidemiology, program planning, and public health policy. Students are required to take HBSV 5018 unless previously taken. Other courses in public health are selected to complement the student's previous academic background and work experiences and to take into account the student's interests and career goals.

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

Master of Science: Nutrition and Exercise Physiology

The Program in Nutrition and the Program in Applied Physiology, offer a joint course of study leading to a 54- to 57-point Master of Science degree in Nutrition and Exercise Physiology (NEP). In addition to the core courses in nutrition, students are required to take a core of courses in applied physiology. The program prepares students to provide individual counseling and group education in nutrition and exercise and to design and implement exercise and nutrition programs in weight control centers, work sites, fitness centers and with Olympic, professional, collegiate, or high school athletic teams as well as health centers, community centers, and hospitals.

Master of Education: Community Nutrition Education

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

Doctor of Education (Ed.D.)

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

With the increasing appreciation of the importance of nutrition for health promotion and disease prevention and the widespread interest in the safety and sustainability of the food system, there is a need for highly qualified nutrition professionals who are able to develop appropriate policies and programs. The two doctoral specializations prepare graduates for a variety of leadership positions in policy-making,

education, and administration in schools and colleges/universities, in media organizations, hospitals, the workplace, and in government, community and public health, and other service agencies as well as to serve as faculty members in colleges and universities. The program's goal is to turn out graduates capable of (a) initiating needed action and responding positively and creatively to the clearly inevitable changes of the coming decades in the physical, intellectual, and political environments in which the food, health, and educational systems operate and (b) conducting research and evaluation studies using appropriate designs and data collection and analysis methods.

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

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

Admissions Requirements

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

Program of Study

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

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

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

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

Doctor of Philosophy (Ph.D.)

The increasing prevalence of chronic disease and obesity worldwide has added urgency to the need for qualified researchers trained in understanding the complex interaction of biology, environment, and personal behavior, as well as skilled in the development of interventions to potentially attenuate the rapidly rising rates of obesity and chronic diseases, such as diabetes in both adults and children.

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

- determinants of health behaviors related to nutrition and to physical activity;
- relationships among food- and nutrition-related behaviors and health outcomes using techniques of behavioral epidemiology;
- design and implementation of theory-based behavioral nutrition and physical activity interventions
- methodological considerations in the design and evaluation of interventions.

There are three specializations:

1. Behavioral Nutrition
2. Nutritional Epidemiology
3. Nutrition and Physical Activity

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

Admission Requirements

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

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

Program of Study

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

For the Ph.D., the total classroom course requirement is 45-51 credits, including prior master's degree work and 24-30 credits (advanced topical seminars, research seminar and dissertation advisement) devoted to research-related courses and activities. Students will also be expected to pass a certification examination and an advanced seminar and to write a dissertation.

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

1. Core courses: 33 points
2. Courses to develop depth within each specialization: 15-21 points
3. Research preparation: 21-27 points

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

Research Training and Apprenticeship

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

Application Information

The Nutrition Program has ongoing admissions and will review applications throughout the year. Preference in scholarship awards will be for those applicants who meet a February 1 deadline. The GRE General Test is required for all degrees. A writing sample is required for doctoral applicants, preferably a master's thesis, course paper, or published article.

For full admittance, applicants must also provide evidence of completion of prerequisite courses, including introductory nutrition, statistics, general and organic chemistry with labs, biochemistry (requiring organic chemistry as a prerequisite), and two semesters of human physiology with labs. Introductory nutrition, biochemistry, and human physiology must have been taken within five years with a grade of B or better. Courses in food science and in food management and a course in microbiology are also required for students wishing to become registered dietitians.

Students in Nutrition may also complete a Dietetic Internship option accredited by the Commission on Dietetic Registration. Applicants who wish to complete the Dietetic Internship (DI) option must submit an application through the centralized dietetic internship application system (DICAS). Applications are due February 15th each year for a September start date. The DI program participates in the computer matching system for dietetic internship through D & D Digital systems. (See Nutrition website for more information). Applicants to the DI must apply and be fully admitted to the M.S. program. For students who do not have a bachelor's degree that satisfies DPD, the needed coursework can be completed through a combination of undergraduate courses and master's courses. Our academic program advisor will work with students to develop an integrated plan of study and to facilitate the process.

Admission to the doctoral programs is based upon the applicant's academic and work record. Normally a student will be formally admitted to the doctoral program only after completion of coursework equivalent to the 40-50-point Master of Science degrees or the 60-point Master of Education degree.

Faculty List

Faculty

ISOBEL R. CONTENTO

([HTTP://TC.EDU/FACULTY/IRC6](http://tc.edu/faculty/irc6))

Mary Swartz Rose Professor of Nutrition and Education

RANDI L. WOLF ([HTTP://TC.EDU/FACULTY/RLW118](http://tc.edu/faculty/rlw118))

Associate Professor of Human Nutrition, Ella McCollum Vahlteich Endowment

PAMELA ANN KOCH

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Executive Director/Associate Research Professor

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Lecturer

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Lecturer

Adjunct

EVAN SPENCER BERK

([HTTP://TC.EDU/FACULTY/ESB2003](http://tc.edu/faculty/esb2003))

Adjunct Assistant Professor of Nutrition Education

JOAN DYE GUSSOW ([HTTP://TC.EDU/FACULTY/JEG30](http://tc.edu/faculty/jeg30))

Adjunct Professor

JOHN PINTO ([HTTP://TC.EDU/FACULTY/JP904](http://tc.edu/faculty/jp904))

Adjunct Professor

Instructors

SHELLEY MESZNIK

([HTTP://TC.EDU/FACULTY/SM1196](http://tc.edu/faculty/sm1196))

DEBORAH L. ROSENBAUM

([HTTP://TC.EDU/FACULTY/DLR2130](http://tc.edu/faculty/dlr2130))

Course List

HBSV 4000 INTRODUCTION TO NUTRITION

(Course is offered to non-majors and to those desiring admission to the Program in Nutrition and to the Dietetic Internship Program.) The course provides an overview of the science of nutrition and its relationship to health promotion and disease prevention. The primary focus is on the essential macro- and micronutrients - their chemical structures, food sources, digestion and absorption, metabolism, storage, and excretion. Students analyze the nutritional quality of their own food intake and develop the knowledge and skills to estimate their daily caloric requirements and nutrient needs using tools such as Dietary Reference Intakes, My Plate, and Dietary Guidelines for Americans.

HBSV 4010 FOOD, NUTRITION AND BEHAVIOR

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

HBSV 4011 WOMEN AND WEIGHT, EATING PROBLEMS AND BODY IMAGE

An intense, two-week short course held in the summer. This course for students and practitioners examines the psychological, sociological, physiological, and nutritional issues related to weight, eating disorders, body image and cultural messages as they relate to women. Potential interventions are also examined. The issues will be discussed using case material, films, and the current research literature. Taught by a licensed psychologist and a nutritionist.

HBSV 4013 NUTRITIONAL ECOLOGY

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

HBSV 4014 COMMUNITY NUTRITION

This course provides an understanding of where and how food and nutrition services are delivered to further the national goal of healthy people in healthy communities and of the roles of nutrition professionals in providing these services. Nutrition services, both private and government-sponsored, will be the primary focus. The course includes 40 hours of concurrent field experience. Nutrition students only.

HBSV 4150 SPORTS NUTRITION

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

HBSV 4902 RESEARCH AND INDEPENDENT STUDY IN NUTRITION EDUCATION

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

HBSV 5010 ADVANCED NUTRITION I

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

HBSV 5011 ADVANCED NUTRITION II

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

HBSV 5013 STRATEGIES FOR NUTRITION EDUCATION AND HEALTH BEHAVIOR CHANGE

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

HBSV 5014 ANALYSIS OF CURRENT LITERATURE AND RESEARCH IN NUTRITION

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

HBSV 5015 NUTRITIONAL EPIDEMIOLOGY

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

HBSV 5018 NUTRITION AND HUMAN DEVELOPMENT

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

HBSV 5033 NUTRITION CARE PROCESS AND MEDICAL NUTRITION THERAPY I

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

HBSV 5034 NUTRITION CARE PROCESS AND MEDICAL NUTRITION THERAPY II

Dr. Sporny. Through this 2-course sequence, students gain the knowledge, professional attitudes and skills required to effectively assess and manage the nutritional needs of acutely, critically, and chronically ill individuals. Pathophysiology of disease and resultant nutritional implications are examined through a variety of case studies. The Nutrition Care Process, which includes nutrition screening, assessment, diagnosis, intervention, monitoring and evaluation, is the tool through which students learn evidence-based adaptation of

diets and lifestyles in the therapeutic management of disease. All the while, the course provides a medical vocabulary that enables students to communicate with members of a healthcare team.

HBSV 5036 NUTRITION COUNSELING

This course focuses on providing students with an understanding of client-centered counseling models and practicing a variety of essential skills: nonverbal, active listening, goal assessment, motivational interviewing, and group counseling. Special fee: \$20.

HBSV 5231 EXTENDED FIELDWORK IN NUTRITION AND EDUCATION, NUTRITION AND PUBLIC HEALTH, AND NUTRITION AND EXERCISE PHYSIOLOGY

A block of supervised field experience required of all degrees. Fieldwork is taken near completion of coursework.

HBSV 5232 EXTENDED FIELDWORK IN NUTRITION AND EDUCATION, NUTRITION AND PUBLIC HEALTH, AND NUTRITION AND EXERCISE PHYSIOLOGY

A block of supervised field experience required of all degrees. Fieldwork is taken near completion of coursework.

HBSV 5233 EXTENDED FIELDWORK IN NUTRITION AND EDUCATION, NUTRITION AND PUBLIC HEALTH, AND NUTRITION AND EXERCISE PHYSIOLOGY

A block of supervised field experience required of all degrees. Fieldwork is taken near completion of coursework.

HBSV 5241 DIETETIC INTERNSHIP IN NUTRITION: MODULE I

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

HBSV 5242 DIETETIC INTERNSHIP IN NUTRITION: MODULE II

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

HBSV 5243 DIETETIC INTERNSHIP IN NUTRITION: RESEARCH AND INDEPENDENT PRACTICE

Internship in service settings in metropolitan New York, Rockland and Westchester counties, and Southern Connecticut. It includes experiences in research in dietetics, clinical nutrition, community nutrition, and food service management. Cumulative experience totals 1200 hours. Malpractice/personal liability insurance, health insurance, lab coat, and physical exam required. Special fee: \$20

HBSV 5244 DIETETIC INTERNSHIP IN NUTRITION: INTERNSHIP IN FOOD SERVICE

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

HBSV 5333 PRACTICUM IN COMMUNITY SERVICE

Practical experiences in community, food, and nutrition programs.

HBSV 5513 SEMINAR IN NUTRITION EDUCATION: THEORY AND APPLICATIONS

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

HBSV 5593 NUTRITION IN EXERCISE AND SPORT

Discussions of interactions between exercise and nutrition as applied to health and fitness. Controversial topics emphasized. Majors in nutrition are eligible to enroll during their second year of study. (See also section on the interdisciplinary Applied Physiology and Nutrition degree program in this catalog.)

HBSV 5902 GUIDED STUDY IN NUTRITION

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

HBSV 6550 RESEARCH SEMINAR IN NUTRITION

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

HBSV 6551 RESEARCH SEMINAR IN NUTRITION

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

HBSV 6902 RESEARCH AND INDEPENDENT STUDY IN NUTRITION

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

HBSV 7502 DISSERTATION SEMINAR IN NUTRITION

Development of doctoral dissertations and presentation of plans for approval.

HBSV 8900 DISSERTATION ADVISEMENT IN NUTRITION

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

Nutrition and Exercise Physiology

Department of - Health & Behavior Studies

Contact Information

Phone: (212) 678-3950

Email: irc6@tc.columbia.edu

Director: Professor Carol Garber (Applied Physiology)

Program Description

The Program in Nutrition and the Program in Applied Physiology (in the Department of Biobehavioral Sciences) offer a joint 53 to 57- point Master of Science degree program.

There are two main rationales for this program. First, both disciplines are concerned with the theory of energy intake, transformation, and liberation. Second, there are many practical problems that can be more satisfactorily addressed by attending to both nutrition and exercise than by attending to either one alone. Most prominent are health problems such as obesity, cardiovascular disease, diabetes, and osteoporosis.

Health professionals and educators need to know how these two aspects of lifestyle interact in children and adults to enhance health and prevent disease. Another application is to sports performance, physical fitness, and ergonomics. Coaches, athletes, teachers, and work physiologists can profit from an understanding of how nutrition and exercise interact to influence work capacity. To be effective in applying these concepts, professionals must be aware of appropriate educational and behavioral change theory and strategies.

The program prepares students to:

- Provide individual counseling and group instruction in nutrition and exercise.
- Design, implement, and evaluate exercise and nutrition programs in schools, weight control centers, work sites, recreational agencies, sports teams, health centers, and hospitals.
- Evaluate and apply research.

Degree Summary

Nutrition and Exercise Physiology (NUTE)

Master of Science (M.S.)

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

Degree Requirements

Master of Science (M.S.)

Students take a set of core courses in both nutrition and applied physiology. While the program provides a solid foundation in the scientific basis of nutrition and exercise, it also emphasizes practical applications in all courses. The applied physiology lab courses provide hands-on experience in physiological measurement techniques. The interviewing and assessment courses provide firsthand experience in the collection of nutritional data. Courses in behavioral or educational methods provide insight into how applications are made in clinical or educational settings.

Students participate in fieldwork in some setting that provides services/education in both exercise and sports nutrition, such as work site fitness programs, health promotion projects, sports teams, etc. Such fieldwork develops concrete application skills. Our location in New York City provides ready access to a wide range of field experiences and professional contacts that are helpful in securing employment after graduation.

The Program in Nutrition offers a Dietetic Internship. Students may work concurrently on the requirements for the M.S. degree and the Dietetic Internship. Students must satisfy all academic requirements for the degree award and the Dietetic Internship. Our advisor will work with students to develop an integrated plan of study and to facilitate the process.

Core Requirements for all M.S. Nutrition and Exercise Physiology Majors:

- BBSR 4095-4195 Applied physiology I and lab I
- BBS 5060 Neuromuscular responses and adaptation to exercise
- BBS 5068 Brain and behavior I
- BBSR 5095 Exercise and health
- BBSR 5194 Applied physiology lab II
- HBSS 5040 Research methods in health and behavior studies I

or

- BBSR 5582 Research design in the movement sciences
- HBSV 4010 Food, nutrition, and behavior
- HBSV 4013 Nutritional ecology
- HBSV 4014 Community nutrition
- HBSV 5010-5011 Advanced nutrition I and II
- HBSV 5013 Strategies for nutrition education and health behavior change
- HBSV 5014 Analysis of current literature and research in nutrition
- HBSV 5015 Nutritional epidemiology
- HBSV 5033-5034 Nutrition care process and medical nutrition therapy I and II
- HBSV 5036 Nutrition counseling
- HBSV 5314 Practicum in sports nutrition
- HBSV 5233 Extended fieldwork in nutrition and exercise physiology
- HBSV 5593 Nutrition for exercise and sport

Application Information

This program has ongoing admissions and will review applications throughout the year. Preference in scholarship awards will be for those applicants who meet the College early deadline.

The GRE General Test is required. Acceptable substitutes to the GRE are: GMAT, MCAT and DAT. Prerequisites for admission include a strong academic background, including at least one course each in statistics, general and organic chemistry, introduction to nutrition, human physiology, and biochemistry (the latter three taken within the last five years, in which grades of B or better were earned). The biochemistry course must have at least a one-semester course in organic chemistry as a prerequisite.

Faculty List

Faculty

ISOBEL R. CONTENTO

([HTTP://TC.EDU/FACULTY/IRC6](http://tc.edu/faculty/irc6))

Mary Swartz Rose Professor of Nutrition and Education

RANDI L. WOLF ([HTTP://TC.EDU/FACULTY/RLW118](http://tc.edu/faculty/rlw118))

Associate Professor of Human Nutrition, Ella McCollum Vahlteich Endowment

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([HTTP://TC.EDU/FACULTY/KRD7](http://tc.edu/faculty/krd7))

Lecturer

LORA ANN SPORNY

([HTTP://TC.EDU/FACULTY/LAS71](http://tc.edu/faculty/las71))

Lecturer

Adjunct

EVAN SPENCER BERK

([HTTP://TC.EDU/FACULTY/ESB2003](http://tc.edu/faculty/esb2003))

Adjunct Assistant Professor of Nutrition Education

JOHN PINTO ([HTTP://TC.EDU/FACULTY/JP904](http://tc.edu/faculty/jp904))

Adjunct Professor

JOAN DYE GUSSOW ([HTTP://TC.EDU/FACULTY/JEG30](http://tc.edu/faculty/jeg30))

Adjunct Professor

Instructors

SHELLEY MESZNIK

([HTTP://TC.EDU/FACULTY/SM1196](http://tc.edu/faculty/sm1196))

Course List

HBSV 4000 INTRODUCTION TO NUTRITION

(Course is offered to non-majors and to those desiring admission to the Program in Nutrition and to the Dietetic Internship Program.) The course provides an overview of the science of nutrition and its relationship to health promotion and disease prevention. The primary focus is on the essential macro- and micronutrients - their chemical structures, food sources, digestion and absorption, metabolism, storage, and excretion. Students analyze the nutritional quality of their own food intake and develop the knowledge and skills to estimate their daily caloric requirements and nutrient needs using tools such as Dietary Reference Intakes, My Plate, and Dietary Guidelines for Americans.

HBSV 4010 FOOD, NUTRITION AND BEHAVIOR

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

HBSV 4011 WOMEN AND WEIGHT, EATING PROBLEMS AND BODY IMAGE

An intense, two-week short course held in the summer. This course for students and practitioners examines the psychological, sociological, physiological, and nutritional issues related to weight, eating disorders, body image and cultural messages as they relate to women. Potential interventions are also examined. The issues will be discussed using case material, films, and the current research literature. Taught by a licensed psychologist and a nutritionist.

HBSV 4013 NUTRITIONAL ECOLOGY

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

HBSV 4014 COMMUNITY NUTRITION

This course provides an understanding of where and how food and nutrition services are delivered to further the national goal of healthy people in healthy communities and of the roles of nutrition professionals in providing these services. Nutrition services, both private and government-sponsored, will be the primary focus. The course includes 40 hours of concurrent field experience. Nutrition students only.

HBSV 4150 SPORTS NUTRITION

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

HBSV 4902 RESEARCH AND INDEPENDENT STUDY IN NUTRITION EDUCATION

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

HBSV 5010 ADVANCED NUTRITION I

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

HBSV 5011 ADVANCED NUTRITION II

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

HBSV 5013 STRATEGIES FOR NUTRITION EDUCATION AND HEALTH BEHAVIOR CHANGE

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

HBSV 5014 ANALYSIS OF CURRENT LITERATURE AND RESEARCH IN NUTRITION

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

HBSV 5015 NUTRITIONAL EPIDEMIOLOGY

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

HBSV 5018 NUTRITION AND HUMAN DEVELOPMENT

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

HBSV 5033 NUTRITION CARE PROCESS AND MEDICAL NUTRITION THERAPY I

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

HBSV 5034 NUTRITION CARE PROCESS AND MEDICAL NUTRITION THERAPY II

Dr. Sporny. Through this 2-course sequence, students gain the knowledge, professional attitudes and skills required to effectively assess and manage the nutritional needs of acutely, critically, and chronically ill individuals. Pathophysiology of disease and resultant nutritional implications are examined through a variety of case studies. The Nutrition Care Process, which includes nutrition screening, assessment, diagnosis, intervention, monitoring and evaluation, is the tool through which students learn evidence-based adaptation of

diets and lifestyles in the therapeutic management of disease. All the while, the course provides a medical vocabulary that enables students to communicate with members of a healthcare team.

HBSV 5036 NUTRITION COUNSELING

This course focuses on providing students with an understanding of client-centered counseling models and practicing a variety of essential skills: nonverbal, active listening, goal assessment, motivational interviewing, and group counseling. Special fee: \$20.

HBSV 5231 EXTENDED FIELDWORK IN NUTRITION AND EDUCATION, NUTRITION AND PUBLIC HEALTH, AND NUTRITION AND EXERCISE PHYSIOLOGY

A block of supervised field experience required of all degrees. Fieldwork is taken near completion of coursework.

HBSV 5232 EXTENDED FIELDWORK IN NUTRITION AND EDUCATION, NUTRITION AND PUBLIC HEALTH, AND NUTRITION AND EXERCISE PHYSIOLOGY

A block of supervised field experience required of all degrees. Fieldwork is taken near completion of coursework.

HBSV 5233 EXTENDED FIELDWORK IN NUTRITION AND EDUCATION, NUTRITION AND PUBLIC HEALTH, AND NUTRITION AND EXERCISE PHYSIOLOGY

A block of supervised field experience required of all degrees. Fieldwork is taken near completion of coursework.

HBSV 5241 DIETETIC INTERNSHIP IN NUTRITION: MODULE I

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

HBSV 5242 DIETETIC INTERNSHIP IN NUTRITION: MODULE II

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

HBSV 5243 DIETETIC INTERNSHIP IN NUTRITION: RESEARCH AND INDEPENDENT PRACTICE

Internship in service settings in metropolitan New York, Rockland and Westchester counties, and Southern Connecticut. It includes experiences in research in dietetics, clinical nutrition, community nutrition, and food service management. Cumulative experience totals 1200 hours. Malpractice/personal liability insurance, health insurance, lab coat, and physical exam required. Special fee: \$20

HBSV 5244 DIETETIC INTERNSHIP IN NUTRITION: INTERNSHIP IN FOOD SERVICE

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

HBSV 5333 PRACTICUM IN COMMUNITY SERVICE

Practical experiences in community, food, and nutrition programs.

HBSV 5513 SEMINAR IN NUTRITION EDUCATION: THEORY AND APPLICATIONS

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

HBSV 5593 NUTRITION IN EXERCISE AND SPORT

Discussions of interactions between exercise and nutrition as applied to health and fitness. Controversial topics emphasized. Majors in nutrition are eligible to enroll during their second year of study. (See also section on the interdisciplinary Applied Physiology and Nutrition degree program in this catalog.)

HBSV 5902 GUIDED STUDY IN NUTRITION

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

HBSV 6550 RESEARCH SEMINAR IN NUTRITION

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

HBSV 6551 RESEARCH SEMINAR IN NUTRITION

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

HBSV 6902 RESEARCH AND INDEPENDENT STUDY IN NUTRITION

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

HBSV 7502 DISSERTATION SEMINAR IN NUTRITION

Development of doctoral dissertations and presentation of plans for approval.

HBSV 8900 DISSERTATION ADVISEMENT IN NUTRITION

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

Reading Specialist

Department of - Health & Behavior Studies

Contact Information

Phone: (212) 678-3942

Email: perin@tc.edu

Director: Professor Dolores Perin

Program Description

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

Key program characteristics include the following:

- Accredited by the International Dyslexia Association
- Preparation for two New York State certifications: Teacher of Literacy, Birth-6 and Teacher of Literacy, 5-12.
- Individualized and small group focus: Students are prepared to teach reading and writing to struggling readers both individually and in small groups. This prepares them to provide literacy instruction in pull-out programs, inclusion classrooms, and regular classrooms.
- Balanced literacy focus: Integration of rigorous, evidence-based word study training with authentic literacy, encompassing phonemic awareness, decoding, word recognition, reading comprehension, fluency, vocabulary development, spelling, and expressive writing.
- Assessment and intervention focus: Students learn to deploy a battery of classroom-based and standardized assessment measures to identify strengths and weaknesses of individual students and groups and then to develop an intervention plan based on the assessment findings.
- Preparation to diagnose dyslexia: Students analyze a battery of standardized tests and formulate a diagnosis.
- Psychology focus: Understanding of typically developing and delayed literacy development from the vantage point of cognitive processes and their relation to race, ethnicity, language proficiency, and socio-economic status.
- Research focus: Emphasis on evidence-based (scientifically sound) intervention strategies for struggling readers.
- Lifespan perspective: Students learn to deliver assessment and intervention to individuals from preschool emergent literacy through adolescence and adulthood. Adults include adult literacy students and college dyslexics.
- Clinical experience: Students take practica in a clinic at Teachers College where they deliver services to struggling readers of all ages, who come from low-income households.
- School experience: The advanced practicum may be taken at the student's own school or another selected school.
- Professional development focus: Preparation for professional development in advanced seminar.
- Full-time students (four courses in each academic semester and summer courses) complete the program in 1 1/2 calendar years.

Degree Summary

READING SPECIALIST- INITIAL CERTIFICATION (READ-INIT)

- Master of Arts (M.A.)

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

Degree Requirements

Master of Arts

The Reading Specialist Master of Arts consists of approximately 34 points (minimum 12 courses: 10 required, 2 elective) depending on course selections and can be pursued either part-time or full-time. Completion of a Master's Integrative Project is required for graduation.

Required Courses (10 required courses, minimum total 28 points) - See examples of electives on FAQ link at www.tc.columbia.edu/hbs/Reading-Specialist (<http://www.tc.columbia.edu/academic/hbs/Reading-Specialist>)

- HBSK 4072 Theory and techniques of assessment and intervention in reading (3)
- HBSK 4074 Reading comprehension strategies and study skills (3)
- HBSK 5099 Writing intervention theory and practice (3) OR
- HBSK 5077 Adult literacy and developmental/remedial education (3)
 - Students wishing to take both of these courses should speak to an advisor about a program modification.
- HBSK 5098 Diagnosis of reading and writing disabilities (3)
 - Pre-requisite: HBSK 4072
- HBSK 5373 Practicum in literacy assessment and intervention I (3)
 - Pre-or co-requisite HBSK 4072
- HBSK 5376 Practicum in literacy assessment and intervention II (3)
 - Pre-requisites: HBSK 4072 and HBSK 5373
- HBSK 5377 Practicum in literacy assessment and intervention III (3)
 - Pre-requisites: HBSK 4072 and HBSK 5376
- A&HL 4000 Introduction to linguistics (3) OR
- HBSE 4001 Teaching students with disabilities in the regular classroom (3)
 - This course is taken only by students without prior special education coursework in teaching students with disabilities in the regular classroom.

Psychology core requirement: Choose one from the following for 2 or 3 points –

- HUDK 4022 Developmental psychology: Childhood
- HUDK 4023 Developmental psychology: Adolescence
- HUDK 4029 Cognition and Learning
- HUDK 5023 Cognitive Psychology
- HUDK 5024 Psychology of Language
- HUDK 5090 Psychology of language and reading
- HUDK 4029 Cognition and learning

If none of these courses are being offered, another appropriate course can be substituted with approval.

- HBSK 5580 Seminar in consultation and evaluation in reading (3)
 - Taken during the final spring of enrollment in the program. The MA Integrative Project is also written this semester.

Elective Courses (2 or 3 courses, total 6 points): See FAQ available at www.tc.edu/hbs/Reading-Specialist (<http://www.tc.edu/hbs/Reading-Specialist>)

Course grades: All courses must be taken for a letter grade, not pass/fail.

Completion of M.A. Project. The Master's Integrative Project addresses areas related to literacy and related learning difficulties among children, adolescents, and adults. This culminating project is conducted under the supervision of an advisor.

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

Application Information

Students who apply to the Program must possess an undergraduate degree in a field relevant to literacy. Applicants are reviewed based on their undergraduate and any other academic performance, a personal statement, and at least two references. Students who wish to be recommended by TC for New York State Literacy Teacher certification upon completion of the M.A. requirements must enter the program with prior certification in a regular education area. Applicants who do not have this certification are asked to contact Professor Dolores Perin (perin@tc.edu). Information about New York State certification is also available from the Office of Teacher Education (ote@tc.edu).

Financial Aid

See the Office of Financial Aid (<http://www.tc.columbia.edu/financialaid/>) for more information.

Faculty List

Faculty

DOLORES PERIN ([HTTP://TC.EDU/FACULTY/DP111](http://tc.edu/faculty/dp111))
Professor of Psychology and Education

Lecturers

SUSAN GARNI MASULLO
([HTTP://TC.EDU/FACULTY/SM2053](http://tc.edu/faculty/smg2053))
Lecturer

Instructors

VIDYA RADHIKA BHAT
([HTTP://TC.EDU/FACULTY/VRB2003](http://tc.edu/faculty/vrb2003))

SAMANTHA AIMEE MOSHER
([HTTP://TC.EDU/FACULTY/SAM2118](http://tc.edu/faculty/sam2118))

NEGAR FARAKISH ([HTTP://TC.EDU/FACULTY/NF118](http://tc.edu/faculty/nf118))

ROBIN LESLIE O'LEARY
([HTTP://TC.EDU/FACULTY/RLO2109](http://tc.edu/faculty/rlo2109))

SALLY M GOYETTE
([HTTP://TC.EDU/FACULTY/SMG2149](http://tc.edu/faculty/smg2149))

POOJA MANSUKHBHAL PATEL
([HTTP://TC.EDU/FACULTY/PMP2101](http://tc.edu/faculty/pmp2101))

ESTHER HELLMANN
([HTTP://TC.EDU/FACULTY/EH2603](http://tc.edu/faculty/eh2603))

Course List

HBSE 4001 TEACHING STUDENTS WITH DISABILITIES IN THE GENERAL EDUCATION CLASSROOM

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

HBSK 4072 THEORY AND TECHNIQUES OF ASSESSMENT AND INTERVENTION IN READING

Provides an overview of theories and research pertaining to reading acquisition and assessment and intervention techniques for reading across the lifespan. Content is organized according to four major themes: the psychology of reading development, language structures, assessment, and intervention. Materials fee: \$25.

HBSK 4074 DEVELOPMENT OF READING COMPREHENSION STRATEGIES AND STUDY SKILLS

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

HBSK 5077 ADULT LITERACY AND DEVELOPMENTAL/REMEDIAL EDUCATION

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

HBSK 5098 DIAGNOSIS OF READING AND WRITING DISABILITIES

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

HBSK 5099 WRITING INTERVENTIONS THEORY AND PRACTICE

This is a literacy course that applies research on cognitive, linguistic, affective, social, and cultural processes underlying writing performance to the development of writing interventions. Writing is discussed within a larger context of reading comprehension and subject-matter knowledge. Students learn to evaluate and design content-area writing interventions for both typically-developing and special-needs populations of differing ages and in various educational settings. Materials fee: \$25.

HBSK 5373 PRACTICUM IN LITERACY ASSESSMENT AND INTERVENTION I

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

HBSK 5376 PRACTICUM IN LITERACY ASSESSMENT AND INTERVENTION II

Prerequisites: HBSK 4072, HBSK 5373 with grade of B+ or better. This course is the second of three practica that prepare students to assess and remediate literacy difficulties. HBSK 5376 utilizes a more advanced learning model in which a student works to assess and tutor a client at the Dean-Hope Center for Educational and Psychological Services (CEPS). In class sessions, students continue to learn techniques, skills, and materials for assessment and intervention for use with those who struggle with reading and writing. Students are expected to apply class content in clinical sessions with an individual with literacy difficulties. Attendance at supervision sessions is also mandatory.

HBSK 5377 PRACTICUM IN LITERACY ASSESSMENT AND INTERVENTION III

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

HBSK 5580 SEMINAR IN CONSULTATION AND EVALUATION IN READING

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

School Psychology

Department of - Health & Behavior Studies

Contact Information

Phone: (212) 678-3942

Fax: (212) 678-4034

Email: Brassard@tc.edu, Saigh@tc.edu

Director: Professor Marla Brassard (Ph.D.), Professor Philip Saigh (Ed.M.)

Program Description

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

The goal of the doctoral program is to train beginning-level doctoral school psychologists to work in schools, universities, research centers, testing companies and clinics that serve children, youth, and their families. Our scientist-practitioner training model is one of both formal instruction and apprenticeship. Course work provides students with a strong foundation in psychological theory and research as well as its application to (a) the instruction and learning of school-related subjects, particularly reading, and (b) the understanding, promotion, and treatment of mental health problems. Practica and internship experiences provide students with the opportunity to apply this knowledge directly to their work with clients. Clients are seen in a variety of contexts, including the Dean Hope Center (our college clinic) in the first year, collaborating schools in the second year (we provide school psychological services to children and youth in schools that serve children from ethnically and linguistically diverse low- and middle-income environments), organized externships in public schools, hospitals, and clinics in the New York City area in the third and fourth years, and a formal internship in the 5th year. Under close supervision by faculty, doctoral students apprentice in teaching (labs, modules for assessment courses) and clinical supervision of first-year students with practicum clients in the Dean Hope Center. Students also take on leadership roles in research labs, admissions, faculty searches, and in mentoring younger Ph.D. students. Faculty research, all of which is cognitively, behaviorally, and/or developmentally oriented, provides yet another vehicle for students to develop and apply their knowledge.

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

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

Specifically, we prepare school psychologists who:

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

Degree Summary

APPLIED DEVELOPMENTAL AND LEARNING PSYCHOLOGY- SCHOOL PSYCHOLOGY (SPSM)

- Master of Education (Ed.M.)

SCHOOL PSYCHOLOGY (SPSD)

- Doctor of Philosophy (Ph.D.)

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

Degree Requirements

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

Master of Education (Ed.M.)

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

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

Suggested sequence of courses by year and semester:

First Year:

Fall

- HBSK 4025 (3) Professional and Ethical Functions of School Psychologists
- HBSK 4072 (3) Theory/Techniques of Reading Assessment/Intervention **or**
- HBSE 4015 (3) Applied Behavior Analysis I
- HBSK 5320 (3) Individual Psychological Testing I*
- HBSK 5378 (3) Practicum in Psychoeducational Assessment of School Subject Diff.*
- HBSK 5031 (3) Families as a Context for Child Development **or**
- HBSK 4073 (3) Childhood Disorders*

Spring

- HBSK 5321 (3) Individual Psychological Testing II*
- HBSK 6380 (3) Practicum in Psychoeducational Assessment of Culturally Diverse Students*
- HBSS 6100 (3) Measurement and Program Evaluation
- HBSK 5031 (3) Families as a Context for Child Development **or**
- HBSK 4073 (3) Childhood Disorders*
- HBSK 5096 (3) The Psychology of Memory: Cognitive and Affective Bases

Summer

- HBSK 4074 (3) Reading Comprehension Strategies and Study Skills** (or Summer Year 2)
- HBSK 6584 (3) Seminar: School Psychology Consultation
- ORL 5362 (3) Group Dynamics: A Systems Perspective (all semesters) **or**
- HBSK 5050 (3) Therapeutic Interventions for School Psychologists

Second Year:

Fall

- HBSK 5070 (3) Neural Bases for Language and Cognitive Development
- HBSK 5085 (3) Observing and Assessing the Preschool Child**
- ORL 5362 (3) Group Dynamics: A Systems Perspective (all semesters)
- HBSK 5280 (2) Fieldwork in School Psychological Services

- HBSK 6382 (3) Advanced Practicum in Psychoeducational Interventions in Schools
- HBSK 5050 (3) Therapeutic Interventions for School Psychologists (Summer A)

Spring

- HBSK 6383 (3) Neuropsychological Assessment of Children and Adults* **or**
- HBSE 4045 (3) Curricular and pedagogical operations for teaching the foundations of functional academic literacy
- HBSK 4074**Development of reading comprehension strategies and study skills
- HBSK 5051 (3) Child-adolescent PTSD and related disorders
- HBSK 5280 (2) Fieldwork in school psychological services
- HBSK 4030 (3) Multicultural Issues in School Psychology

Summer

- HBSK 5096 (3) The psychology of memory: Cognitive affective bases
- HUDM 4122 (3) Probability and statistical inference

Third Year:

- HBSK 5480 School psychologist internship (full-time placement)

* Includes a lab that is not part of the scheduled time for the course. Lab times are usually decided on a group-by-group basis once lab supervisors are assigned (HBSK 5321 is an exception with a scheduled lab).

**Take HBSK 5085 if you are interested in working with young children; take HBSK 4074 if you are interested in late elementary/middle school and high school populations.

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

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

Our American Psychological Association (APA)- and National Association of School Psychologists (NASP)- accredited doctoral program (Ph.D.) requires a minimum of 90 points. Students may have to complete courses in addition to those included in the curriculum if their advisor deems it necessary (e.g., an extra statistics course). Attainment of the doctoral degree prepares students for certification as a school psychologist and licensure as a psychologist. On average, doctoral students should plan on five years of full-time attendance, including summers. This includes three years of coursework, a two-semester externship in the third year, a full-year internship during the fifth year, and a dissertation.

Suggested sequence of courses by year and semester:

First Year:

Fall

- HBSK 4025 Professional and ethical functions of school psychologists
- HBSK 4072 Theory/Techniques of Reading Assessment/Intervention **or**
- HBSE 4015 Applied Behavior Analysis I
- HBSK 5320 Individual psychological testing I*
- HBSK 5378 Practicum in psycho-educational assessment of school subject difficulties*
- HBSK 6570-HBSK 6578 Research in applied educational psychology
- HUDM 4122 Probability and statistical inference

Spring

- HBSK 4073 Childhood disorders*
- HBSK 5321 Individual psychological testing II*
- HBSK 6380 Practicum in psycho-educational assessment with culturally diverse students
- HBSK 6570-HBSK 6578 Research in applied educational psychology
- HUDM 5122 Applied regression analysis
- ORL 5362 Group dynamics: A systems perspective

Summer

- HUDM 5123 Linear models and experimental design
- HBSK 6584 Seminar: School psychology consultation.

Second Year:

Fall

- HBSK 5050 Therapeutic interventions for school psychologists
- HBSK 5070 Neural bases for language and cognitive development
- HBSK 5280 Fieldwork in school psychological services
- HBSK 6382 Advanced practicum in psycho-educational interventions in schools
- HBSK 6570- HBSK 6578 Research in applied educational psychology
- ORLJ 5040 Research methods in social psychology

Spring

- CCPJ 6362 Group practicum
- HBSK 5031 Family as a context for child development
- HBSK 5280 Fieldwork in school psychological services
- HBSK 6383 (3) Neuropsychological Assessment of Children and Adults* **or**
- HBSE 4045 (3) Curricular and pedagogical operations for teaching the foundations of functional academic literacy
- HBSK 6570-HBSK 6578 Research in applied educational psychology
- HBSK 4030 Multicultural issues in school psychology

Summer

- CCPX 6020 History and systems of psychology, or
- HBSK 5096 The psychology of memory: Cognitive and affective bases
- HUDM 5059 Psychological measurement

Third Year:

Fall

- HBSK 5085 Observing and assessing preschool children
- HBSK 5271 Supervised externship in psycho-educational practice
- HBSK 6570-HBSK 6578 Research in applied educational psychology
- ORLJ 5540 Proseminar in social and organizational psychology

Spring

- HBSK 4074 Development of reading comprehension strategies and study skills
- HBSK 5051 Child-adolescent PTSD and related disorders
- HBSK 5271 Supervised externship in psychoeducational practice
- HBSK 5273 Supervised experience in supervision
- HBSK 6570-HBSK 6578 Research in applied educational psychology*

Summer

- CCPX 6020 History and systems of psychology, or
- HBSK 5096 The psychology of memory: Cognitive and affective bases

Fourth Year:

Fall

- HBSK 7503 Dissertation seminar: Schooling and reading**
- HBSK 5271 Supervised externship in psychoeducational practice
- HUDK 6520 Seminar in lifespan developmental psychology

Spring

- HBSK 8902 Dissertation advisement: Schooling and reading
- HBSK 5271 Supervised externship in psychoeducational practice

Fifth Year:

- HBSK 6480 School psychologist internship
- HBSK 8902 Dissertation advisement: Schooling and reading

* Includes a lab that is not part of the scheduled time for the course. Lab times are usually decided on a group-by-group basis once lab supervisors are assigned (HBSK 5321 is an exception with a scheduled lab).

** If the student has a proposal hearing after one semester of HBSK 7503, s/he must enroll in HBSK 8902. HBSK 7503 cannot be taken more than twice.

There are many opportunities for fieldwork and internship experiences in the New York City area including public schools, residential schools, and hospitals.

Application Information

The GRE General Test and an academic writing sample (a paper from an undergraduate or prior graduate class) are required for applicants to the Ed.M. and Ph.D. degrees.

Financial Aid

See the Office of Financial Aid (<http://www.tc.columbia.edu/financialaid/>) for more information.

Faculty List

Faculty

MARLA RUTH BRASSARD
([HTTP://TC.EDU/FACULTY/MRB29](http://tc.edu/faculty/mrb29))
Professor of Psychology and Education

STEPHEN T PEVERLY
([HTTP://TC.EDU/FACULTY/STP4](http://tc.edu/faculty/stp4))
Professor of Psychology and Education

DOLORES PERIN ([HTTP://TC.EDU/FACULTY/DP111](http://tc.edu/faculty/dp111))
Professor of Psychology and Education

PHILIP A SAIGH ([HTTP://TC.EDU/FACULTY/PS2121](http://tc.edu/faculty/ps2121))
Professor of Psychology and Education

Lecturers

GARDITH-EILEEN MARCELIN
([HTTP://TC.EDU/FACULTY/GM179](http://tc.edu/faculty/gm179))
Lecturer

HELEN STEVENS ([HTTP://TC.EDU/FACULTY/HS2834](http://tc.edu/faculty/hs2834))
Lecturer

Adjunct

MARIA D. S. COX ([HTTP://TC.EDU/FACULTY/MDC31](http://tc.edu/faculty/mdc31))
Adjunct Assistant Professor of Education

KELLY LYNN MULE
([HTTP://TC.EDU/FACULTY/KLS2144](http://tc.edu/faculty/kls2144))
Adjunct Assistant Professor

JENNIFER HOPE ([HTTP://TC.EDU/FACULTY/JH313](http://tc.edu/faculty/jh313))
Adjunct Assistant Professor of Psychology and
Education

ERIN RIVELIS ([HTTP://TC.EDU/FACULTY/ER2085](http://tc.edu/faculty/er2085))
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MICHAEL JEROME KOSKI
([HTTP://TC.EDU/FACULTY/MJK38](http://tc.edu/faculty/mjk38))
Adjunct Assistant Professor

JAMES FRANCIS SUMOWSKI
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LEAH ANNE MCGUIRE
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Education

MARY MARGARET WHELLEY
([HTTP://TC.EDU/FACULTY/MMW18](http://tc.edu/faculty/mmw18))
Adjunct Assistant Professor of Education & Psych.

ERICA M. MILLER
([HTTP://TC.EDU/FACULTY/EMM2182](http://tc.edu/faculty/emm2182))
Adjunct Assistant Professor of Psychology and
Education

Instructors

NOELLE REGINA LEONARD
([HTTP://TC.EDU/FACULTY/NRL2101](http://tc.edu/faculty/nrl2101))

SUZANNE SALZINGER
([HTTP://TC.EDU/FACULTY/SS73](http://tc.edu/faculty/ss73))

Course List

HBSK 4025 PROFESSIONAL AND ETHICAL FUNCTIONS OF SCHOOL PSYCHOLOGISTS

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

HBSK 4072 THEORY AND TECHNIQUES OF ASSESSMENT AND INTERVENTION IN READING

Provides an overview of theories and research pertaining to reading acquisition and assessment and intervention techniques for reading across the lifespan. Content is organized according to four major themes: the psychology of reading development, language structures, assessment, and intervention. Materials fee: \$25.

HBSK 4073 CHILDHOOD DISORDERS

Permission required. Information involving the symptoms, life-course, prevalence, and etiology of a number of psychiatric disorders that are manifested in childhood and adolescence is presented. Information involving assessment and treatment is also considered. This course considers psycho-educational assessment, diagnosis, and treatment of child and adolescent disorders. A testing lab is included. Materials fee: \$75.

HBSK 4074 DEVELOPMENT OF READING COMPREHENSION STRATEGIES AND STUDY SKILLS

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

HBSK 5031 FAMILY AS A CONTEXT FOR CHILD DEVELOPMENT

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

HBSK 5050 THERAPEUTIC INTERVENTIONS FOR SCHOOL PSYCHOLOGISTS

This course is intended to provide school psychology students with information about applied behavior analysis, behavior therapy, and cognitive-behavior therapy. Information pertaining to behavioral assessment, single-case research designs and behavioral and cognitive-behavioral approaches to the treatment of childhood disorders and problems is considered. Information involving treatment efficacy is a major focus of the course.

HBSK 5051 CHILD-ADOLESCENT PTSD AND RELATED DISORDERS

Permission required. This course presents information about the history, epidemiology, etiology, assessment, prevention, and cognitive-behavioral treatment of child-adolescent post-traumatic stress disorder (PTSD) and related internalizing disorders. Analogue diagnostic and treatment training is provided.

HBSK 5070 NEURAL BASES FOR LANGUAGE AND COGNITIVE DEVELOPMENT

Permission required. Examination of neural mechanisms involved in language, reading, and the acquisition of academic skills. Particular attention is paid to language disorders, variations in cerebral organization, and hemisphere specialization.

HBSK 5085 OBSERVING AND ASSESSING PRESCHOOL CHILDREN

Overview of assessment procedures used with preschool and kindergarten-age children including review of related tests, the development of observation procedures, and the development of screening programs. Materials

fee: \$75.

HBSK 5096 THE PSYCHOLOGY OF MEMORY: COGNITIVE AND AFFECTIVE BASES

An analysis of perspectives on human memory with particular attention to knowledge, attention, strategic processes, meta-cognition, transfer, and context. The application of this information to practice is stressed.

HBSK 5273 SUPERVISED FIELDWORK IN REMEDIAL READING AND SCHOOL DIFFICULTIES: SUPERVISED EXPERIENCE IN SUPERVISION

Advanced doctoral students are supervised in their supervision of the comprehensive psychoeducational assessments with clients in the Center for Educational and Psychological Services performed by first-year school psychology students enrolled in HBSK 6380.

HBSK 5280 FIELDWORK IN SCHOOL PSYCHOLOGICAL SERVICES

Permission required. Limited to second-year students in School Psychology. Must be taken concurrently with HBSK 6382-HBSK 6383. Supervised school-based experience in psychoeducational practice (two days per week for the entire academic year). Includes university-based supervision.

HBSK 5320 INDIVIDUAL PSYCHOLOGICAL TESTING I

Permission required. This is a year-long course open to Ed.M. and doctoral students in School Psychology. Background, administration, and interpretation of major psychological tests from both nomothetic and ideographic perspectives. Both courses cover the administration of major cognitive and personality measures and the interpretation and integration of data into case reports. Lecture plus lab/supervisory section. Supervisory fee: \$100; materials fee: \$50 per term.

HBSK 5321 INDIVIDUAL PSYCHOLOGICAL TESTING II

Permission required. This is a year-long course open to Ed.M. and doctoral students in School Psychology. Background, administration, and interpretation of major psychological tests from both nomothetic and ideographic perspectives. Both courses cover the administration of major cognitive and personality measures and the interpretation and integration of data into case reports. Lecture plus lab/supervisory section. Supervisory fee: \$100; materials fee: \$50 per term.

HBSK 6380 PRACTICUM IN PSYCHO-EDUCATIONAL ASSESSMENT WITH CULTURALLY DIVERSE STUDENTS

Permission required. Supervised experience in psychoeducational assessment, including observation, interviewing, and testing of children and youth from culturally diverse backgrounds; integration and interpretation of data. Consideration of intervention procedures. Students work with clients in the Dean Hope Center. Additional supervisory session required. Supervisory fee: \$100. Materials fee: \$50.

HBSK 6382 ADVANCED PRACTICUM IN PSYCHO-EDUCATIONAL INTERVENTIONS IN SCHOOLS

Permission required. Concurrent registration in HBSK 5280 required for all School Psychology students. Cognitive-behavioral interventions with children, adolescents, and their families. Special fee: \$150.

HBSK 6383 NEUROPSYCHOLOGICAL ASSESSMENT OF CHILDREN AND ADULTS

Permission required. Prerequisites: HBSK 5320 and either BBSN 5033 or BBSN 5070. Analysis, administration, and interpretation of special procedures used to assess brain damage/dysfunction in adults and children. Special fee: \$150.

HBSK 6570 RESEARCH IN APPLIED EDUCATIONAL PSYCHOLOGY: NEUROSCIENCES AND EDUCATION

Permission required. Prerequisite: familiarity with statistical procedures and research design. Students participate in ongoing research or other special projects under the direction of a faculty member.

HBSK 6571 RESEARCH IN APPLIED EDUCATIONAL PSYCHOLOGY: COGNITIVE PROCESSES AND STRATEGIES IN YOUNG CHILDREN

Permission required. Prerequisite: familiarity with statistical procedures and research design. Students participate in ongoing research or other special projects under the direction of a faculty member.

HBSK 6572 RESEARCH IN APPLIED EDUCATIONAL PSYCHOLOGY: : POST-TRAUMATIC STRESS DISORDER

Permission required. Prerequisite: familiarity with statistical procedures and research design. Students participate in ongoing research or other special projects under the direction of a faculty member.

HBSK 6574 RESEARCH IN APPLIED EDUCATIONAL PSYCHOLOGY: COGNITIVE PROCESSES RELATED TO STUDYING

Permission required. Prerequisite: familiarity with statistical procedures and research design. Students participate in ongoing research or other special projects under the direction of a faculty member.

HBSK 6576 RESEARCH IN APPLIED EDUCATIONAL PSYCHOLOGY: ACQUISITION OF READING AND WRITING ABILITY

Permission required. Prerequisite: familiarity with statistical procedures and research design. Students participate in ongoing research or other special projects under the direction of a faculty member.

HBSK 6577 RESEARCH IN APPLIED EDUCATIONAL PSYCHOLOGY: PSYCHOEDUCATIONAL ASPECTS OF DEAFNESS

Permission required. Prerequisite: familiarity with statistical procedures and research design. Students participate in ongoing research or other special projects under the direction of a faculty member.

HBSK 6578 RESEARCH IN APPLIED EDUCATIONAL PSYCHOLOGY: FAMILY AND SCHOOL VIOLENCE

Permission required. Prerequisite: familiarity with statistical procedures and research design. Students participate in ongoing research or other special projects under the direction of a faculty member.

HBSK 6584 SEMINAR: SCHOOL PSYCHOLOGY CONSULTATION

In this course, students develop and practice basic skills in school consultation and counseling. Through readings, discussions, presentations, and role plays, students demonstrate an understanding of counseling theories and approaches, approaches to consultation, as well as practices consistent with professional ethics and legal standards. Students reflect on their own cultural background and acquire knowledge relevant to cross-cultural consultations.

HBSK 7503 DISSERTATION SEMINAR: SCHOOLING AND READING

Permission required.

HBSK 8902 DISSERTATION ADVISEMENT: SCHOOLING AND READING

Permission required. Individual advisement on doctoral dissertations. Fee to equal 3 points at current tuition rate for each term. For more information please see section on continuous registration for Ed.D. degree.