

Academic Catalog 2020-2021

Other Areas of Interest

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THE DEPARTMENT OF OTHER AREAS OF INTEREST

Our Mission

Teachers College degree programs have always provided a way for students to pursue formal study in a wide array of conventional disciplines. In addition, the College offers a number of non-degree programs and opportunities to explore a range of areas of interest that provide education in and out of the classroom and across the lifespan.

INTERDISCIPLINARY STUDIES IN EDUCATION

Department of Other Areas of Interest

Program Description

This program is designed for students who have interests in an area of specialization not offered at the College, but for which a coherent and integrated program may be developed through the selection of a combination of current course offerings from several different disciplines or programs at Teachers College.

Limited to areas of study at Teachers College, admission to the Interdisciplinary Studies in Education program is granted only if the designed program of study cannot be pursued through one of the established areas of specialization, many of which have a sufficient degree of flexibility to permit an interdisciplinary approach to a field of study. All Teachers College professors are eligible to serve as advisors and the applicant is required to seek the support of a minimum of two advisors from the relevant disciplines represented in the proposed program of study as part of the application process. For the M.A. or Ed.M. degree a comprehensive examination, essay, or special integrative project is required.

Contact the Admission Office (212) 678-3710 for a more detailed description of the program and procedures for applying.

INTERDEPARTMENTAL DOCTORAL SPECIALIZATION IN TEACHER EDUCATION

Department of Other Areas of Interest

Program Description

No Description Exists in the Catalog for this Program

CONFLICT RESOLUTION

Department of Other Areas of Interest

Program Description

Conflict Resolution is a concentration of courses aimed at developing core competencies for reflective scholars/practitioners. It is offered both as a track in the Master of Arts and Doctoral programs in Social-Organizational Psychology and, in whole or in part, as a complement to the studies of students throughout the College. The courses are offered by the International Center for Cooperation and Conflict Resolution (ICCCR), whose mission is to help individuals, schools, communities, businesses and governments better understand the nature of conflict and how to achieve its constructive resolution.

Advanced Certificate in Cooperation and Conflict Resolution

Students interested in receiving an Advanced Certificate in Cooperation and Conflict Resolution must complete a sequence of six courses:

- ORLJ 5340 Basic practicum in conflict resolution and mediation
- ORLJ 6040 Fundamentals of cooperation, conflict resolution and mediation in different institutional settings
- ORLJ 6350 Advanced practicum in conflict resolution, Part I and II
- ORLJ Elective An ICCCR-sponsored elective course; electives vary semester to semester
- ORLJ 5012 Organizational internship (in community mediation or an organizational setting)

For more information regarding graduate studies in cooperation and conflict resolution, visit our website: www.tc.edu/icccr. If you have questions, please contact the ICCCR office at (212) 678-3402, or email us: icccr@tc.edu.

Note: Students who take these courses on a non-credit basis will be awarded a Cooperation and Conflict Resolution Certificate of Completion.

CONTINUING PROFESSIONAL STUDIES

Department of Other Areas of Interest

Program Description

Teachers College, Columbia University's Continuing Professional Studies (CPS) offers non-credit programs that are designed to take both a practical and innovative approach to professional development and learning. We offer educational programs that leverage TC's world-renowned faculty and thought leadership in the College's four core areas of expertise: health, education, leadership, and psychology. Several online programs and courses are available allowing professionals to access Teachers College from around the world.

EDUCATION POLICY STUDIES

Department of Other Areas of Interest

Program Description

The breadth and depth of education policy studies at Teachers College is unmatched at any other school of education in the United States. Teachers College faculty who teach education policy courses include economists, lawyers, political scientists, psychologists, and sociologists as well as specialists in a wide range of interdisciplinary areas such as early childhood education, K-12 school reform, higher education policy, and law and education policy. Thus, policy courses and research at Teachers College are grounded in a full range of disciplinary and interdisciplinary perspectives.

Many education policy faculty members focus on the U.S., particularly the special challenges facing large cities, but we also have a very strong cadre with research and teaching interests in comparative and international education. Methodologically, we prepare students in quantitative, qualitative and mixed-methods approaches, and we encourage students to learn methods by doing original research of their own or through organized team projects. In addition to our emphasis on research and teaching, Teachers College policy faculty work closely with legislators, governors and other policy makers

and provide opportunities for students to participate in this important work. Thus, through coursework, seminars and internship opportunities, Teachers College students can examine the politics of social and educational change, how policies should be evaluated, and how climates of support for policies are created.

Advancing both theoretical and applied dimensions of policy, our internationally renowned policy faculty teach courses, undertake path-breaking research, and help shape policy debates through their publications and commentary. TC students augment their theoretical training with fellowships, internships, colloquia, and policy student network activities. Some put their primary emphasis on studying education policy by enrolling in one of the degree programs that, beginning in Fall 2011, will be housed in the new Department of Education Policy and Social Analysis. Others concentrate their efforts on important issues dealt with in depth by other programs and sample selectively from the array of policy-focused courses and activities available to all students. Given the strength of faculty and students, and the unique opportunities offered, TC provides a dynamic policy experience.

From taking one or two policy courses to enrolling in one of the six policy related programs, students at Teachers College have a range of options when it comes to studying educational policy:

- **Dabbling in Policy Study:** Students enroll in individual policy courses that are open to everyone at Teachers College. The bulk of these courses are in the six policy programs; however, some are located in other programs, including Measurement and Special Education.
- **College-wide Policy Activities:** The Policy Student Network (PSN) is a student-run group which offers students an informal forum to share thoughts, policy experiences, internships and job opportunities, course advice, and recent work. The PSN regularly sponsors and organizes events for academic and professional advice and networking, and broadcasts opportunities for internships and jobs.

The Brown Bag Lunches are colloquia open to the Teachers College community and the broader New York education community. The colloquium series expands the education dialog at TC by introducing students to noted academics, researchers, and policymakers from across the country.

To find out about policy internships, students may sign up with TC Policy Connections. The goal is to connect students with “real world” experience and understanding of education policy through public, private, and non-profit organizations. In order to participate in the TC Policy Connections internship program you must have completed one graduate level policy course. For international and comparative education students, the requirement is one ITSF course. For more information about this opportunity, please visit the website at: <http://www.tc.columbia.edu/edpolicy/>

Info=Internships

- **College-Wide Policy Concentration:** (Non-programmatic Concentration offered through the Sociology and Education Program): Students from any program at Teachers College can enroll in a specified sequence of policy courses within the Sociology and Education Program (Department of Education Policy and Social Analysis) and complete a Policy Concentration (see description below).
- **Policy-Related Programs:** Students who want educational policy to be more central to their graduate studies can apply to one of six degree programs that weave many policy classes into their required curriculum. Four of these programs are housed in the newly created Department of Education Policy and Social Analysis:
 - Economics and Education
 - Leadership, Policy, and Politics
 - Politics and Education
 - Sociology and Education

Early Childhood Education is housed in the Department of Curriculum and Teaching.

International Educational Development is housed in the Department of International and

Transcultural Studies.

Whether students are enrolled in a policy related program or interested in taking only one or two policy courses, the list of policy courses at Teachers College is long and impressive. For more information about the College-wide policy experience, please visit www.tc.edu/edpolicy.

FAMILY AND COMMUNITY EDUCATION

Department of Other Areas of Interest

Program Description

Teachers College has long recognized that the family is a fundamental educational institution. Those concerned with education can benefit from considering how education proceeds within families and how families are linked with other educational institutions in the community: e.g., schools, daycare centers, healthcare and social service agencies, the media, libraries and museums, parks, and religious institutions.

Values, attitudes, norms, self-concepts, and expectations are formed, sustained, and modified in families as different generations teach and learn from each other through observation, participation, and instruction.

Families also mediate and thereby transform the influences of other educational institutions on their members. Since education takes place in a broad range of institutional and interpersonal settings, it is also important to understand how individuals engage in, move through, and combine these various educational experiences over a lifetime. Moreover, efforts to improve education often entail attempts to change families or their connections with other institutions. Thus, an understanding of families is significant for educational policy, practice, and research. Families are subject to numerous sources of change. The household composition, interpersonal relationships, and kin networks of the same family may change significantly from one stage of the life-cycle to another and in connection with geographic and social mobility. During periods of rapid demographic, economic, and technological change, it becomes especially important for educators to examine families and to consider such issues as how new forms of transportation and communication technology are modifying information processing in family settings.

Given the complex connections of families with other institutions in the community, the variety of forms of the family in modern societies, and the numerous teaching and learning activities that take place in family settings, insights from a wide range of scholarly disciplines can be utilized in attempting to understand and help shape the educational role of modern families. Teachers College has a distinguished tradition of study and research on families and communities as educators.

The Elbenwood Center for the Study of the Family as Educator (Professor Hope Jensen Leichter, Director), The Institute for Urban and Minority Education, (Professor Ernest Morrell, Director), The Rita Gold Early Childhood Center (Professor Susan Recchia, Faculty Director), the Center for Children and Families (Professors Sharon Lynn Kagan and Jeanne Brooks-Gunn, Co-Directors), and

several departments within the college offer opportunities for study and research related to families. Additional opportunities for the interdisciplinary study of families and communities as educators can be arranged with advisors.

Students interested in including elective studies in Family and Community Education in their degree programs should talk with Professor Hope Jensen Leichter.

Other interested faculty members include:

- Professor Jeanne Brooks-Gunn
- Professor Sharon L. Kagan
- Professor Michelle Knight-Diop
- Professor Victoria J. Marsick
- Professor Susan Recchia
- Professor Hervé Varenne
- Professor Barbara Wallace

GENERAL OFFERINGS

Department of Other Areas of Interest

Program Description

Master's and Doctoral Candidates

IND 4000. Masters candidate (0)

This course is open to all degree students in programs who need to maintain registration but are not registering for any courses in a given semester. Students should review their status with an advisor prior to registration. Registration is limited to four terms. Fee: current Teachers College fee for the semester of registration.

IND 6000. Doctoral candidate (0)

This course is open to all degree students in doctoral programs who need to maintain registration but are not registering for any courses in a given semester. Students should review their status with an advisor prior to registration. Registration in this course does not satisfy a student's obligation for continuous doctoral dissertation registration. Registration is limited to six terms. Fee: current Teachers College fee for the semester of registration.

LAW AND EDUCATIONAL INSTITUTIONS

Department of Other Areas of Interest

Program Description

In schools and postsecondary institutions, public and private, legal considerations play a central role in questions of educational governance, finance, curriculum, instruction, admission, staffing, accountability, equality of opportunity, and school reform. It is therefore important for policy analysts, administrators, policy makers, advocates, teachers, and communities to understand law in its many forms – constitutional provisions, statutes, regulations, policies, court decisions, administrative regulations, and collective bargaining agreements, among others. There is also a growing need for effective collaboration between educators, lawyers, and researchers; such collaboration not only helps avoid costly and divisive litigation but provides a powerful tool that can be used to advance important educational objectives.

This is not a degree program, nor is it a certificate program. Coursework in education law can be taken in connection with degree programs in most Teachers College departments. For course descriptions, please see course listing in the Department of Education Policy and Social Analysis.

EDPA 4086 Law and education: Regulation, religion, free speech, and safety (3)

Professor Heubert or Professor Sigall.

EDPA 5016 Educational equality: The role of law (3)

Professor Heubert or Professor Sigall.

EDPA 4033 Comprehensive Educational Opportunity (3)

Professor Rebell.

EDPA 5880 School Law Institute (3)

Professors Heubert, Rebell, and a national faculty.

Various topics courses, including Social Science, Education Policy, and the Courts (3) Professor Heubert and/or Professor Rebell.

For further information, contact Professor Jay P. Heubert at jay.heubert@columbia.edu.

URBAN EDUCATION

Department of Other Areas of Interest

Program Description

Through its various departments and programs, Teachers College, located in the heart of one of the world's largest cities, has a wide range of opportunities for instruction, research, and service in the field of urban education. Individual programs of study can be arranged for students whose major interest is in this area—teaching, bilingual education, counseling, administration, supervision, special education, research, teacher education, and other professional roles. Special attention is given to prospective teachers and other school personnel; to persons with leadership responsibility for educational planning and program development; and to individuals interested in research and experimentation.

Most departments and programs at Teachers College give special attention to students primarily concerned with education in the urban setting. In addition to courses which focus primarily on urban education, many courses include attention to education in urban settings.

For study possibilities, students should contact the coordinator of the program in which their professional interests lie. The Ed.D. program in Curriculum and Teaching offers a concentration in Urban Education for those primarily concerned with instruction, whether in schools or in other educational environments.

Teachers College is also involved in educational program development and evaluation of urban programs. This research-service function is carried on with selected New York City schools and with other school systems in metropolitan areas.

Of particular interest in this regard is the Institute for Urban and Minority Education, which gives special emphasis to research, development, training and service programs designed to improve education in the nation's cities and for minority group members.

The Institute investigates a wide range of factors that influence educational success and failure. It provides technical assistance to schools; opportunities for students and faculty to engage in research and development activities; and, supervised and independent study jointly arranged between the Institute and appropriate academic departments.

For further information, address inquiries to the department chair of the area of specialization.

General offering

IND 4033. Problems and programs in urban education (2-3)

Knowledge, insights, and understandings emerging from theory, research, and practice, concerning urban education.