

Family and Community Education

CHAIRMAN: Professor Hope Jensen Leichter, 274 Dodge Hall

PROFESSORS

Hope Jensen Leichter
William C. Sayres (*Curriculum
and Teaching*)
Rosalea Schonbar (*Psychology*)

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Paul Byers

ASSISTANT PROFESSOR

Hervé Varenne

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Arnold Shore

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Terry N. Saario

ASSOCIATE PROFESSORS

Joseph C. Grannis (*Applied Hu-
man Development and Guid-
ance*)
Ann Lieberman (*Curriculum
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James R. Sheffield (*International
Educational Development*)
Paul Vahanian

LECTURERS

Alex Gitterman (*Columbia
School of Social Work*)
Ruth Westheimer

The Department of Family and Community Education is founded on the premise that education proceeds through many institutions—families, day-care centers, churches and synagogues, libraries, museums, clinics, businesses, prisons, and community agencies as well as schools, colleges, and universities—and that individuals learn from many significant others in their social networks—parents, siblings, grandparents, peers, clergy, and other professionals as well as school teachers. The assumption is that those working in any particular educative institution need to understand the ways in which education proceeds in other educative institutions and settings as well as the processes of linkage and mediation among educative institutions. Thus, for example, those interested in familial education would be concerned not only with the ways a family's educational activities are organized in time and space, but also with the processes by which television and other forms of mass communication are mediated within the family.

The department offers a variety of courses and research opportunities for students throughout the College and the University who are interested in increasing their understanding of the way in which education

proceeds in diverse institutions and of the processes of educational linkage and mediation.

The department prepares majors for a variety of existing positions and, since new opportunities are emerging as changes take place in the relationships among educational institutions, the department prepares its majors to search for and create new positions. Departmental graduates may work through schools as parent educators, school-community coordinators, family workers, paraprofessional trainers, visiting teachers, and day-care workers, or they may serve as educational program directors in a variety of agencies, such as community arts, health, and cultural centers, museums, libraries, prisons, senior citizens' organizations, businesses, churches, synagogues, half-way houses, and youth, public service, and apprenticeship programs. In many of these situations the special function of family and community educators is to mediate among educational institutions, for example, between families and day-care centers, prisons and half-way houses, schools and museums, and families and health care agencies. The department also prepares those who would attempt to set up new learning facilities outside existing institutions. The emphasis in many of these positions may be regarded as a new form of urban or rural extension education, aiming to increase access to knowledge on the part of parents and other community members.

Since the educational issues with which the department is concerned are new and complex and since knowledge is limited in many of these areas, the department emphasizes research and new forms of inquiry. A variety of research opportunities are available in connection with faculty projects and through the Center for the Study of the Family as Educator (see below). The department takes advantage of the especially rich opportunities to observe and participate in community education in its various forms in the New York City area. Many of the courses also approach the problems of family and community education in comparative perspective, drawing upon data and experience from a wide range of differing societies.

The department offers an interdisciplinary program drawing upon knowledge of the family and the community from the perspective of several disciplines; the basic disciplines are anthropology, psychology, and sociology, but programs are developed so that knowledge is also derived from other fields including economics, history, law, political science, and biology. Courses may be taken not only in the department and in other departments of Teachers College, but also in the Graduate School of Arts and Sciences, Columbia School of Social Work (prior approval necessary), the Columbia School of Business, the School of Public Health, and Union Theological Seminary.

Flexibility in planning a course of study is emphasized because the department trains for new areas of professional practice and for a variety of functions. In order to allow this flexibility, while at the same time assuring that the study plans are carefully structured, students are expected to prepare a written statement outlining their plan of study and indicating its relation to anticipated professional activities and the

knowledge needed for this work. These plans are prepared in consultation with an advisor. This flexibility applies to the M.A., the Ed.M. and the Ed.D. degrees, although the requirements of each degree vary to some extent.

FOR THE M.A. DEGREE IN FAMILY AND COMMUNITY EDUCATION

The program follows the general plan set forth in the *Degree Requirements* section, and requires 32 points of graduate work, all within Columbia University. A more detailed guide may be obtained from the department office.

FOR THE ED.M. DEGREE IN FAMILY AND COMMUNITY EDUCATION

The general course plan of degree requirements is described in *Degree Requirements* section. Of the 60 points of graduate course work required, at least 30 must be completed under the auspices of Teachers College. A more detailed guide may be obtained from the department office.

FOR THE ED.D. DEGREE IN FAMILY AND COMMUNITY EDUCATION

See *Degree Requirements* section and request information from the Office of Doctoral Studies. Those interested should consult a faculty adviser at an early date. Up to 45 points of graduate credit for courses taken elsewhere may be transferred, if appropriate, to an approved program plan.

THE CENTER FOR THE STUDY OF THE FAMILY AS EDUCATOR

The Center for the Study of the Family as Educator is an organization designed to facilitate the pursuit of various lines of systematic research and inquiry that bring the behavioral sciences to bear in illuminating the educational functions of the family and the relationships between the family and other educative institutions. The Center offers research opportunities to faculty members and graduate students and aims to make possible more effective coordination of research efforts in a variety of related areas and from a variety of disciplinary perspectives. The Center is also intended as a forum for the initiation of new kinds of inquiry into the family as educator and for the consideration of policy inferences that derive from specific studies as well as the research questions inherent in policy concerns. The Center participates with the Department of Family and Community Education and with other departments at Teachers College and other schools in the University in the training of pre-doctoral and post-doctoral scholars interested in pursuing research on the family as educator. Although students must enroll for their basic course work through a department, the Center co-sponsors seminars and numerous research opportunities together with departmental programs. For further information on the Center for the Study of the Family as Educator write Professor Hope Jensen Leichter, Director.

► ADMISSION

Students wishing to apply for admission should write to the Admissions Office of the College for application forms. All general admission requirements of the College apply to Family and Community Education. Priority will be given to students with superior academic records and to those who have demonstrated innovative leadership in some area of professional practice.

► COURSES OF INSTRUCTION AND RESEARCH

COURSES FOR MAJORS AND NON-MAJORS

TH3000-3001. Dynamics of family interaction (3 each)

ITBA: Autumn/Spring Tu 7:20-9 p.m.
Dynamics of marital and family interaction at each stage in the family life cycle from birth through bereavement. Topics include sex and gender; impact of family interaction on object choice, learning; patterns of marital interaction; divorce and re-marriage.

TH3002. Family and kinship in social and cultural context (3)

PROFESSOR VARENNE: Autumn Tu 11-12:50.
An examination of the nature of the family in its cultural, class, and ethnic contexts.

TH3003. Family, school, and community in the socialization process (2 or 3)

PROFESSOR GRANNIS: Autumn W 5:10-6:50.
The nature of the socialization process, application to current issues concerning the linkage of family, school, and community (including work) in individuals' lives.

TH3004. Out-of-school education for youth (3)

PROFESSOR SHEFFIELD: Autumn M 3-4:40.
Analysis of the problems of out-of-school youth and programs designed to prepare youth for employment. Non-formal education, on-the-job training, national service schemes.

TH3200. Future alternatives in marriage and the family (3)

PROFESSOR BYERS: Autumn M 1-2:40.
Science and custom both point to a wide diversity of styles of interpersonal and familial association in the future. These will be explored, in part, through analysis of class experience.

TH3201. Paraprofessional roles in education (3)

DR. WESTHEIMER: Spring Th 10-12:40. 7-9
Roles of teacher-aides, educational assistants, teaching assistants, family workers, and educational auxiliaries and volunteers. For trainers of paraprofessionals and teachers and administrators working with auxiliary personnel. Logs, videotapes, reports and other materials on paraprofessional activities are analyzed in light of concepts deriving from behavioral science theory.

TH3202. Parent education and parent counseling (3)

PROFESSOR VAHANIAN: Spring Tu 5:10-6:50.
Discussion and analysis of the aims and nature of parent education. Evaluation of programs and procedures employed in schools, churches and other community agencies. Role playing will be utilized for demonstration and growth facilitating purposes. Intended for those students who seek to become more effective in working with parents.

TH3203. Parent and community participation in education (3)

ITBA: Autumn W 7:20-9 p.m.
Empirical treatment of selected issues about parent and community involvement. Examination of strategies to enhance such involvement including parent education.

TH3204. Education and sex roles (3)

PROFESSOR SCHONBAR: Autumn Tu 1-2:40.
Sex differences in education from the point of view of behavioral science theory and educational policy and practice. The relation between education and social roles of women, particularly in periods of change in family structure and women's occupational and community roles.

TH3205. Women, work and the professions (3)

PROFESSOR LIEBERMAN: Spring Tu 7:20-9 p.m.
An introduction to the social roots of woman's role as it is related to work. Includes topics such as: working women in America; roots of feminism; woman's family roles, traditional and changing; women in the professions, problems and prospects of social change.

TH3400 (Formerly TH5506). New directions in urban education: family and community issues (3)

PROFESSOR JAMESON: Spring Th 5:10-6:50.
Major educational concerns of inner-city families with emphasis on curriculum and methods for more relevant family education programs.

TH4100-4101. An interdisciplinary study of the family (3 each)

PROFESSOR VAHANIAN: Autumn/Spring W 1-2:40.
Registration only by permission of the instructor.
Critical examination of the interaction of various internal and external forces and their effects upon individuals and families. Attention will be drawn to the needs of family members and the extent to which various family life styles seem to fulfill or frustrate them.

TH4123. Communication with families across culture, class, and race (3)

PROFESSOR LEICHTER: Spring Th 11-12:40.
Registration only by permission of the instructor. Enrollment limited.
Theories relevant to verbal and nonverbal communication, crossing culture, class, and race. Family social structure and cultural values as related to styles of communication. Field observations of interpersonal relationships among individuals of varying backgrounds.

TH4124. The family as an educational system (3)

PROFESSOR LEICHTER: Autumn Th 11-12:40.
Registration only by permission of the instructor.
Sociological analysis of the family as an educational system and its interrelations with schools and other educational institutions, in cross-cultural and historical perspective. Emphasis on inquiry deriving from educational practice and behavioral science theory.

TH4225. The family as an educational system (3)

PROFESSORS SHEFFIELD and VARENNE: See TF4225 (Department of Philosophy and the Social Sciences).

TH6203. Seminar in the family and community as educational systems (3)

PROFESSOR LEICHTER: See TF6203 (Philosophy and the Social Sciences).

TH4707. Non-professional roles in education (3)

ITBA: Spring M 7:20-9 p.m.
Non-professional roles in educational processes. Educational systems not involving teachers or other professionals. Learning and education in non-institutional settings.

See also: *TI4348. Law and educational institutions: family relations; non-school agencies* (Educational Institutions and Programs).

COLLOQUIA, PRACTICA, FIELD WORK, AND INTERNSHIPS

TH4104. Cultural perspectives on individualism and community (3) Not offered 1976-77.

TH5204-5205. Practicum in family and community education (1-4 each)

PROFESSOR VAHANIAN (autumn), ITBA (Spring): HTBA.
Supervised practice in setting up and leading parent education programs.

TH5206. Field work in family and community education (3)

DR. WESTHEIMER: Autumn Th 10-12:40 (seminar).
Registration only by permission of the instructor.
Field trips, Interviews and observations of new programs designed to improve relations between educational institutions and the family and community. Observations include roles of school-community coordinators, parent associations, parent education programs, store-front academies, paraprofessional programs, teachers' organizations. Observations are analyzed and related to relevant literature in a weekly seminar.

TH5207-5208. Internship in family and community education (1-4 each)

ITBA: Autumn/Spring HTBA.
Registration by permission.
Supervised participation in programs in various community education settings, particularly those developing new roles of mediation among educative institutions, for example, between families and schools, prisons and half-way houses, museums and schools, families and health agencies, and schools and youth programs.

TH6102-6103. Colloquium in family and community education (1-3 each)

ITBA: Autumn/Spring HTBA.
Registration by permission of the instructor.
A seminar on the interrelationships of kinship with social service, educational and health systems of the society, particularly in urban, industrial settings. Analysis of the process of intervention by change agents.

RESEARCH AND INDEPENDENT STUDY**TH4900-4901. Independent study in family and community education (1-4 each)**

DEPARTMENT STAFF: Autumn/Spring HTBA.
Registration only by permission of the instructor under whose guidance work will be undertaken.
Qualified students may register for intensive individual study or work in small groups on some aspect of their specialization. Registration is not limited to one or two semesters.

TH5903. Review of research and theory in family and community education (0-3)

PROFESSOR VARENNE: Autumn/Spring F 3-4:40.
Registration by permission of the instructor.
A seminar intended primarily as preparation for certification examination and dissertation research.

TH6900-6901. Research methods in family and community education (3 each)

PROFESSOR VARENNE: Autumn/Spring F 1-2:40.
Registration only by permission of the instructor.
Basic methods of behavioral science research applicable to the study of family and community relations.

TH6903. Advanced research methods: structural analysis (3)

PROFESSOR BYERS: Spring M 5:10-6:50.
Registration only by permission of the instructor.
Epistemology and methods of research using structural or systems theory. Procedures for analysis of directly observed data. Discussion of individual projects.

TH6904. Advanced research methods: qualitative and theory discovering research (3 each)

PROFESSOR LEICHTER: Autumn Tu 11-12:40. PROFESSOR VARENNE: Spring W 1-2:40.
Registration by permission of the instructor. Prerequisite: Some knowledge of quantitative methods.
Qualitative and theory discovering methods of research; comparison with verification research; observational and other data gathering methods; the nature of qualitative theory and procedures for qualitative analysis.

TH7000. Dissertation seminar in family and community education (1)

ITBA: Autumn/Spring W 5:10-6:50.
Discussion of doctoral dissertation plans and presentation of plans for approval.

TH8000. Dissertation advisement in family and community education (0)

FACULTY: Autumn/Spring HTBA.
Fee: to equal 3 points at current tuition rate for each academic year term or summer enrollment. For requirement, see page 35. Individual advisement on doctoral dissertation.