

**TEACHERS COLLEGE**  

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**COLUMBIA UNIVERSITY**

**ACADEMIC CATALOG 2013-2014**

**DEPARTMENT OF EDUCATION POLICY & SOCIAL ANALYSIS**

*Contact:* Professor Jeffrey Henig  
*Email:* epsa@tc.columbia.edu  
*Phone:* (212) 678-3165  
*Fax:* (212) 678-3589  
*Address:* 212 Zankel  
*Box:* 11

**PROGRAMS**

- ECONOMICS AND EDUCATION..... 3
- LEADERSHIP POLICY AND POLITICS ..... 11
- POLITICS AND EDUCATION ..... 22
- SOCIOLOGY AND EDUCATION..... 30

## DEPARTMENT OF EDUCATION POLICY & SOCIAL ANALYSIS

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### DEPARTMENT MISSION

The mission of *The Department of Education Policy and Social Analysis* is to engage in cutting-edge research and teaching to address critical problems affecting education and to contribute to informed analysis and action to promote educational achievement and equity.

EPSA starts out with a broad and inclusive view of the kinds of issues that its faculty and students might consider important to address. Explicitly, we are interested in both formal institutions of schooling and the political, bureaucratic, organizational, economic, and social factors that profoundly affect both schools and the broader educational enterprise. We are interested in the role that families, communities, and civil society can play in promoting education outside the school building walls. We have a special interest and capability in addressing issues from pre-K through higher education, in identifying ways in which laws and institutions affect education, and in understanding the growing role of private for-profit and nonprofit organizations in delivering education technologies and services.

Students in this department will develop general skills of policy research and analysis, along with general perspectives on policy development and implementation that are widely applicable to other domains of public policy. We do hope to link education policy with other social issues and domains such as health policy. Social analysis grounded in disciplinary studies in sociology, political science, and economics should inform applied policy studies and vice versa.

### CONTACT INFORMATION

*Contact:* Professor Jeffrey Henig

*Email:* [epsa@tc.columbia.edu](mailto:epsa@tc.columbia.edu)

*Phone:* 212.678.3165

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[Education Policy & Social Analysis](#) »

## ECONOMICS AND EDUCATION

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Economics is a powerful tool for scholars and educational practitioners who wish to develop a better understanding of educational institutions and decisions. The program in Economics and Education at Teachers College was one of the first of its kind and has maintained its position of leadership in this rapidly growing field.

Graduates hold teaching positions in university and college faculties, and administrative or research positions in a variety of settings, including foundations, government departments, and international agencies. Increasingly, schools and universities are appointing economists with a special appreciation of educational goals and procedures to conduct institutional research. Some have gone into private business.

Students in the program develop an array of skills in the application of economic concepts and theory, in benefit-cost analysis and other evaluative procedures, and in the statistical treatment of mass data. Within broad college and university guidelines, students may pursue individually designed programs that satisfy their unique interests and career objectives.

With the help of an academic advisor, students select courses from those offered within the program of economics and education and supplement these with courses outside the department, including courses offered in other schools of Columbia University.

### DEGREES OFFERED

Economics and Education (ECON)

Master of Arts (M.A.)  
Master of Education (Ed.M.)  
Doctor of Philosophy (Ph.D.)

(Education Policy option available for degree levels above)

### CONTACT INFORMATION

*Phone:* (212) 678-3165

*Fax:* (212) 678-3589

*Email:* [mct27@tc.columbia.edu](mailto:mct27@tc.columbia.edu)

*Coordinator:* Professor Mun Tsang

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## ECONOMICS AND EDUCATION

### DEGREE INFORMATION/REQUIREMENTS

- [Master of Arts in Economics and Education \(ECON\)](#)
- [Master of Education in Economics and Education \(ECON\)](#)
- [Doctor of Philosophy in Economics and Education \(ECON\)](#)

#### Master of Arts (M.A., 32 points)

##### Master of Arts

The objective of the 32-point Program in Economics and Education is to equip educational professionals and policy-makers with the skills required for the effective design and implementation of educational policy. The program has a strong emphasis on the financial, managerial, and developmental challenges facing educational institutions in developing countries and economies in transition.

The program can be completed within one year and is highly focused to accommodate the demands of promising professionals and policy-makers. The course of study is designed to convey the lessons of educational research and practice as well as management science through the intensive study of actual educational policy successes and failures. The curriculum of the program assumes that students possess some measure of intellectual maturity and exposure to the problems of educational policy-making.

The program begins in September and concludes in August of the following year. It consists of two semesters and a summer session.

The curriculum of the program aims to:

- build students' technical competence in the basic tools of educational management and policy making;
- provide the academic and professional environment for students to apply these skills; and
- educate students about the global educational landscape, including current thinking on educational reform and the financing of education.

In order to achieve these goals, the program begins in September with an intensive two-semester session in which students are taught skills that are essential building blocks for their career development. The program is skills-oriented and students will be asked to take courses in three topics: economic analysis and research skills, statistical tools for policy-makers, and management skills for educational policy. In addition to these three topics, students, in collaboration with their faculty advisor, will design their own programs of study in five areas of concentration:

##### *Economic and Financial Policy Analysis in Education:*

This concentration covers the fundamentals of cost-benefit analysis in education, fiscal accountability, and the principles and practice of financial educational policy.

##### *Human Capital and Labor Markets:*

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The various impacts of human capital on labor market outcomes are studied in this concentration. Methods of estimating rates of return to education are examined, and case studies on the demand for education are presented.

*Education and Economic Development:*

Current trends and challenges facing international educational development are discussed in this concentration. It offers a cross-national, comparative analysis of school finance and the role of education on economic development.

*Privatization and the Governance of Educational Systems:*

This concentration provides a comprehensive discussion of alternative governance systems in education and their impact on student achievement and other educational outcomes. Decentralization, school choice, and vouchers are discussed, among others.

*Economics and Finance of Higher Education:*

This concentration focuses on the analysis of higher education institutions and the financing of tertiary education, including coverage of cost recovery in higher education institutions, community colleges, financial aid, and equity issues.

A limited number of scholarships are available through the Joint Japan/World Bank Graduate Scholarship Program. For information about the program, call the Program Coordinator.

A student may also pursue a Master of Arts program in Economics and Education, without a concentration in Educational Policy. The student will design that program under the guidance of the academic advisor.

### **Master of Education (Ed.M., 60 points)**

#### **Master of Education**

This 60-point program is intended for individuals interested in the applications and practices in the economics of education. The program is flexible and is designed by the student, under the guidance of the academic advisor. It is particularly suitable for individuals who want to go beyond the coursework of the M.A. program but do not want the advanced training of the Ph.D. program.

### **Doctor of Philosophy ( Ph.D.,75 points)**

#### **Doctor of Philosophy**

This 75-point program is intended for individuals who want to acquire advanced training in the theory, methods, and practices in the economics of education. It is a selective program to prepare individuals for leadership roles in teaching, research, or administrative settings.

The coursework for this program consists of three parts: core courses, courses in research methods, and courses in a specialized area of study. The available specialized areas include: education and economic development, education and transition to work, economics of higher education, educational finance, economic evaluation and cost analysis in education, economics of urban and minority education, economics of educational technology, teachers labor markets, and others.

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## ECONOMICS AND EDUCATION

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### APPLICATION INFORMATION

The GRE General Test is required for the Ph.D. program. A strong background in economics is also required. The Ph.D. program prefers applicants with a solid background in mathematics.

Applications are reviewed on an ongoing basis and will be reviewed throughout the year. Preference in scholarship awards will be for those applicants who meet the early application deadline.

[Apply Now](#)

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## ECONOMICS AND EDUCATION

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### PROGRAM FACULTY

#### FACULTY

- [Bailey, Thomas](#)  
George & Abby O'Neill Professor of Economics and Education
- [Levin, Henry](#)  
William H Kilpatrick Professor of Economics & Education
- [Scott-Clayton, Judith](#)  
Asst Prof in Economics & Education
- [Tsang, Mun](#)  
Professor of Economics and Education Policy

#### ADJUNCT PROFESSORS

- [Roy, Joydeep](#)  
Adjunct Professor of Economics & Education

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## ECONOMICS AND EDUCATION

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### PROGRAM COURSES

#### EDPE 4050 ECONOMICS OF EDUCATION

Teaches the basic economic concepts and methods to be used for further study and analysis of educational finance, education and inequality, education, and economic growth, the impact of educational policies on education; and outcomes, school reform, and school choice.

**Faculty:** TBD

#### EDPE 4051 EDUCATION AND ECONOMIC DEVELOPMENT

This course examines the links between education and various aspects of economic development. Topics include the impact of human capital accumulation on economic growth, the educational attainment of men and women in developing countries, the effects of schooling on labor force participation, wages and fertilities, and the issues of school finance and educational policy in the Third World.

**Faculty:** TBD

#### EDPE 4055 RESOURCE ALLOCATION IN EDUCATION

This course reviews the literature on school effectiveness with respect to the allocation of resources. It addresses and analyzes education production functions and cost-effectiveness analysis in educational decision-making.

**Faculty:** TBD

#### EDPE 4056 MICROECONOMIC THEORY APPLICATIONS EDUCATION

A survey of intermediate microeconomic theory combined with applications of relevance to the economics of education. At the theory level, the course covers utility maximization, income and substitution effects, labor supply, the analytics of market equilibrium, consumer surplus, cost minimization, production and cost functions, the determinants of the demand for factors of production, labor demand and the demand for skilled labor, market imperfections, monopoly pricing, monopolistic competition, externalities and public goods. Applications are included for each of these topics in the area of education.

Instructor(s): Francisco Rivera-Batiz

**Faculty:** TBD

#### EDPE 4057 ECONOMICS OF URBAN AND MINORITY EDUCATION

Policy-oriented approach to the connections between education and the economy in an urban context. Topics include urban industrial restructuring and socioeconomic trends, equity in school finance, teacher salaries, public versus private roles in education, linkages between schools and the business sector, the economics of discrimination, and immigration policy issues.

**Faculty:** TBD

#### EDPE 4058 ECONOMICS OF HIGHER EDUCATION

This course uses theoretical and empirical economic analysis to analyze the behavior of higher education students and institutions and to study private and public policy related to post-secondary education.

**Faculty:** TBD

#### EDPE 4097 INTERNATIONAL AND COMPARATIVE STUDIES IN

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### EDUCATIONAL FINANCE

Educational finance in international settings. Financing role of international development agencies. International and comparative studies in educational finance.

**Faculty:** TBD

### EDPE 4151 SPECIAL TOPICS IN THE ECONOMICS OF EDUCATION

Professors Bailey, Levin, Rivera-Batiz and Tsang. A seminar on topics in the economics of education. Themes to be announced each term.

**Faculty:** TBD

### EDPE 4155 EVALUATING EDUCATIONAL PRIVATIZATION AND SCHOOL CHOICE

This course addresses the increasing emphasis on market-type choice systems including educational vouchers, for-profit educational firms, and charter schools. It places great emphasis on the theory of emerging empirical evidence underlying these developments in education.

**Faculty:** TBD

### EDPE 5430 INTERNSHIP IN ECONOMICS AND EDUCATION

Permission of advisor required. Supervised training in diverse settings designed to gain work experience and/or research skills related to economics of education.

**Faculty:** TBD

### EDPE 5550 WORKSHOP IN ECONOMICS AND EDUCATION

For doctoral students and others with research projects or potential research projects in the field. Participation required for doctoral students writing their dissertation. Students who are beginning to think about their dissertation topic or working on proposals are also encouraged to participate. Faculty members may also be invited from within or outside the department to present their work.

**Faculty:** TBD

### EDPE 5650 READINGS IN THE ECONOMICS OF EDUCATION

Selected readings in the economics of education. Recommended for students with background in economics or a related discipline. As the selection of readings differs in different semesters, a student may register for more than one semester of ITSF 5650.

**Faculty:** TBD

### EDPE 6000 ADVANCED ANALYSIS IN ECONOMICS OF EDUCATION

The course focuses on the evaluation of state-of-the art research papers in the economics of education. The purpose is to provide critical readings and reviews of articles and papers across many different methods.

**Faculty:** TBD

### EDPE 6023 QUANTITATIVE METHODS FOR CAUSAL INFERENCE IN EDUCATION RESEARCH

This doctoral course covers the design, implementation, and interpretation of econometric methods used for evaluating causal relationships in education research, reading and discussing applied methodological texts as well as journal articles using advanced causal methods. The course covers randomized experiments, natural experiments, differences-in-differences, instrumental variables, regression discontinuity, and propensity score matching.

**Faculty:** TBD

### EDPE 6050 EDUCATION AND ECONOMIC DEVELOPMENT:

#### ADVANCED TOPICS

This course provides an advanced discussion of the links between education and economic development, including both theoretical frameworks and empirical models.

**Faculty:** TBD

### EDPE 6052 LABOR ECONOMICS

This course covers important concepts in labor economics, with a focus on how those concepts can be applied and tested in practice. The course will provide an overview of labor market topics such as the returns to education and training, non-monetary forms of compensation, models of labor migration, and models of imperfect or asymmetric information about skills. For each topic, we will examine influential papers and the empirical methods they use. The course is intended for doctoral students and will count towards the Labor Economics requirement for the Economics of Education Ph.D. program.

**Faculty:** TBD

#### EDPE 6151 ADVANCED MICROECONOMICS WITH APPLICATIONS TO EDUCATION

A doctoral-level survey of microeconomic theory with applications of relevance to the economics of education. Includes the theory of the firm and its implications regarding factor demands, educational production functions, and the demand for education. Consumer theory and the theory of labor supply. Human capital externalities. Intertemporal decision-making. Public finance and local public goods.

**Faculty:** TBD

#### EDPE 8900 DISSERTATION ADVISEMENT IN ECONOMICS AND EDUCATION

Individual advisement on doctoral dissertations. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration for Ed.D./ Ph.D. degrees. Instructor(s): Thomas Bailey, Hank Levin, Francisco Rivera-Batiz, Judith Scott-Clayton, Mun Tsang

**Faculty:** TBD

#### EDPE 6590 DOCTORAL RESEARCH SEMINAR ON ECONOMICS OF EDUCATION

Through presentation and discussion of their research studies, students learn research skills and improve their understanding of various issues in the research process from the initial stage to dissemination.

**Faculty:** TBD

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## EDUCATION POLICY/LEADERSHIP, POLICY AND POLITICS

The course of study in Education Policy/Leadership, Policy, and Politics prepares students for such positions as policy analyst, policy advocate, and educational researcher. It develops students' skills in the political, economic, social, and legal analysis of education policy issues, while focusing on the role of leadership. Students are required to explore one policy topic in depth as part of a field experience. Coursework includes a research methods sequence suitable to the requirements of education policy professionals and experience writing policy briefs for a variety of audiences. M.A. students select a substantive specialization tied to students' professional and academic goals, in four areas: Early Childhood Education Policy, K-12 Education Reform Policy, Higher Education Policy, and Law and Education Policy. Doctoral students complete the master's-level core courses, a two-part advancement to candidacy process, and a research dissertation. Coursework beyond the core is chosen individually in conjunction with a faculty advisor. Most coursework is offered during the school year. Contact Professor Luis Huerta at [huerta@tc.columbia.edu](mailto:huerta@tc.columbia.edu). For individual degree program planners and special applications go to [www.tc.edu/epsa/LPP](http://www.tc.edu/epsa/LPP).

Please note that, at the time this catalog was prepared, the Ph.D. program in Education Policy has received full approval from Columbia University, but approval from the New York State Education Department is still pending. Please contact the program office for further information.

### DEGREES OFFERED

Education Policy (EPOL)

Master of Arts (M.A.)

Leadership, Policy, and Politics  
(ELPL)

Master of Education (Ed.M.)  
Doctor of Education (Ed.D)\*

\*Not accepting applications 2014-15.

### CONTACT INFORMATION

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*Email:* kolb@tc.columbia.edu

*Coordinator:* Dr. Luis Huerta

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## EDUCATION POLICY/LEADERSHIP, POLICY AND POLITICS

### DEGREE INFORMATION/REQUIREMENTS

- [M.A. in Education Policy](#)
- [Ed.M. in Leadership, Policy, and Politics](#)
- [Ed.D. in Leadership, Policy and Politics](#)
- [Ph.D. in Education Policy](#)
- [Non-Degree Programs](#)

#### **M.A. in Education Policy (33 points)**

Applicable for students starting Fall 2012 and later

The 33-point degree aims to build a cadre of education policy experts whose deep grounding in a range of educational policy issues is matched by their understanding of the policy process and the tools of policy analysis. The Masters of Arts (M.A.) degree offered by the Education Policy Program is focused on the preparation of policy analysts, policy advocates, and education researchers. The program develops students' knowledge and skills by drawing on interdisciplinary policy studies, the social science disciplines of economics, law, politics, and sociology, and substantive content on policies and practice in early childhood education, K-12 education, higher education, and law and education.

#### **Ed.M. in Leadership, Policy, and Politics (60 points)**

The 60-point degree is intended for educators and non-educators seeking careers in education policy in either the private or the public sector. The program of study builds on the required M.A. course sequence with additional work in a policy area relevant to the student's interests. Up to 30 points of eligible coursework from another graduate institution or program may be applied to the Ed.M. degree.

#### **Ed.D. in Leadership, Policy, and Politics (90 points)**

(not accepting applications for 2014-2015)

The 90-point degree in Leadership, Policy, and Politics, is intended for aspiring experts in the political, economic, or legal analysis of educational issues, emphasizing the practice of education leadership as policy analysts, researchers, or advisors. The program anticipates strong commitments to education from applicants and prepares candidates to excel in the integration of theory and practice. It requires the completion of the Leadership, Policy, and Politics master's degree core curriculum, a substantial methodological strand, and a two-part (theory and practice) advancement to candidacy process before students may begin a research dissertation. Applicants experienced in the practice of education are expected to focus on developing their skills in policy analysis, while those with policy-related experience are expected to develop a solid understanding of the unique ways that schools function and are governed. Up to 40 points of acceptable credit may be

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transferred from another graduate institution with an advisor's approval, and required coursework may be completed on a full- or part-time basis.

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### **Ph.D. in Education Policy (75 points)**

In the rapidly changing and increasingly complex world of education, a crucial need exists for better knowledge about how schools and school systems can be organized and led most effectively. We need to reach deeper understandings of how policies, politics, and the law can advance the twin goals of excellence and equity, how schools and school systems can best acquire and use resources, how leaders can support teacher development and student achievement, and how education policymakers and leaders can make best use of information from student assessments, program evaluations, and analytical research. This knowledge should be based on thoughtful reasoning and solid evidence; it should be theoretical in scope but also have clear implications for education practice.

The school-year Ph.D. degree in Education Policy responds to these knowledge demands by focusing on the scholarly study of education leadership and policy. This degree program provides the opportunity to develop expertise in many interconnected subject areas, as preparation for careers in academic research and teaching or in applied policy development and research. Graduates of the Ph.D. program are able to build new knowledge, teach new leaders, and craft new policies.

In the Education Policy program, students will consider how laws and policies can impact the reform of educational systems and how they support or impede improvements in curriculum, teaching, and student achievement. Furthermore, students will analyze the political, social, economic and legal dynamics that affect policy development and implementation.

The program may be completed in 75 points, of which up to 30 acceptable credits may be transferred from another graduate institution. In addition to study in education leadership, policy, and politics, the program requires extensive preparation in quantitative and qualitative research methods and in one of the cognate social sciences offered by the University, for example, Political Science, Sociology, or Economics. For information, please contact Professor Luis Huerta at (212) 678-4199 or via email at [lah2013@tc.columbia.edu](mailto:lah2013@tc.columbia.edu).

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### **Non-Degree Programs**

In addition to the degree programs previously described, the Department of Education Policy and Social Analysis offers several professional development opportunities to both first-time students and to alumni interested in continuing their graduate education. These are listed below.

#### **School Law Institute**

For over 20 years, this five-day program has offered public- and charter-school educators (administrators, teachers, guidance counselors, etc.), policy analysts, policymakers, union reps, advocates and others the tools they need to address important current issues of law, policy, research, and practice. Available for 3 graduate credits or on a non-credit basis, nationally eminent faculty members use lectures, discussions and simulations to explore such issues as charter schools, fiscal equity and educational adequacy; safety and order (harassment, child abuse, tort liability, search and seizure, and cyber-bullying); race, poverty, and education; NCLB and Race to the Top; the rights and needs of students with disabilities and English-language learners; and promoting diversity in education after Parents Involved. For more information, visit [www.tc.edu/schoollaw](http://www.tc.edu/schoollaw) or contact Professor Jay Heubert at [heubert@tc.edu](mailto:heubert@tc.edu).

#### **Concurrent Programs in Education and Law**

The Education Policy and Social Analysis Department and Columbia Law School offer courses that prepare students for positions that require knowledge and expertise in education law. There are at present no formal joint-degree programs between Teachers College and Columbia Law School, but students admitted to both schools may be eligible

(through ad hoc arrangements) to pursue education and law degrees concurrently. For information, contact Professor Jay Heubert at [heubert@tc.edu](mailto:heubert@tc.edu).

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## EDUCATION POLICY/LEADERSHIP, POLICY AND POLITICS

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### APPLICATION INFORMATION

You will be able to apply to our programs via the [Admissions Office website](#).

[Apply Now](#)

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## EDUCATION POLICY/LEADERSHIP, POLICY AND POLITICS

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### FINANCIAL AID

See the [Office of Financial Aid](#) for more information.

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## EDUCATION POLICY/LEADERSHIP, POLICY AND POLITICS

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### PROGRAM FACULTY

#### FACULTY

- [Dougherty, Kevin](#)  
Associate Professor of Higher Education and Education Policy
- [Heubert, Jay](#)  
Professor of Law and Education
- [Huerta, Luis](#)  
Associate Professor of Education
- [Kagan, Sharon](#)  
Prof Early Childhood Policy/Co -Dir Ntl.Ctr. Children & Fam Assoc./Dean/Policy/ Dir. Office Policy & Research
- [Ready, Douglas](#)  
Associate Professor of Education and Public Policy
- [Rebell, Michael](#)  
Professor of Law and Education Practice
- [Riehl, Carolyn](#)  
Associate Professor of Sociology & Education Policy
- [Wohlstetter, Priscilla](#)  
Distinguished Research Professor and Senior Research Fellow, CPRE

#### ADJUNCT PROFESSORS

- [Hollands, Fiona](#)  
Adjunct Associate Professor of Education
- [Sigall, Elana](#)  
Adjunct Associate Professor of Social Studies

#### INSTRUCTORS

- [Alcala, Robert](#)

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## EDUCATION POLICY/LEADERSHIP, POLICY AND POLITICS

### PROGRAM COURSES

#### EDPA 4002 DATA ANALYSIS FOR POLICY AND DECISION MAKING I

This is an introductory course in quantitative research methods that focus on non-experimental designs and the analysis of large-scale longitudinal datasets, especially those related to education policy. Students become familiar with the logic of inferential statistics and the application of basic analytic techniques. No prior knowledge of statistics or quantitative methods is required.

**Faculty:** [Ready, Douglas](#)

#### EDPA 4013 EDUCATION POLICY AND THE MANAGEMENT OF INSTRUCTION

This course explores current ideas about desirable goals for student learning and development in K-12 education and will use a backward-mapping approach to consider how curriculum and instruction; classroom and school environments; organizational strategies; leadership practices; and local, state, and federal education policies can facilitate progress towards those goals. The course is intended to help students develop and articulate ambitious theories of action for school improvement and the management of instruction that can be useful in their work as education policy makers or analysts, academic researchers, and practitioners.

**Faculty:** [Riehl, Carolyn](#)

#### EDPA 4025 HIGHER EDUCATION POLICY

An introduction to the higher education policy making process. Main topics: the general nature of policy making with examples and readings from higher education; key actors, institutional structures and processes in the federal, state, and local higher education policy arenas; and the origins and consequences of key policy enactments affecting college access and success, instruction, performance accountability, and the economic development role of higher education.

**Faculty:** [Dougherty, Kevin](#)

#### EDPA 4033 COMPREHENSIVE EDUCATIONAL OPPORTUNITY

The course will provide students an overview of the concept of comprehensive educational opportunity and will analyze the feasibility of its implementation. Topics will include the impact of poverty on children's opportunities to succeed in school, the role of early childhood learning, out of school time, health factors, and family and community support on school success; the history of past attempts to overcome socioeconomic disadvantages; and the economic, political, administrative, educational, and legal issues that must be considered to advance this concept on a large scale.

**Faculty:** [Rebell, Michael](#)

#### EDPA 4046 SCHOOL FINANCE: POLICY AND PRACTICE

Examination of the judicial and legislative involvement in school finance reform, taxation, and the equity and efficiency of local, state, and federal finance policies and systems.

**Faculty:** TBD

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*Coordinator:* Dr. Luis Huerta

### EDPA 4047 POLITICS AND PUBLIC POLICY

What are the relative roles of research and politics in determining public policy? One tradition considers public policy from the perspective of rational decision-making and considers research to be a source of objective enlightenment. A second tradition considers public policy as the outcome of battles among organized interests and portrays research as a weapon exploited by the powerful to further their own ends. This course addresses these and other issues as they relate to each of the stages in the policy process and as manifested in contemporary education policy debates such as that around school choice.

**Faculty:** [Dougherty, Kevin](#)

### EDPA 4048 EDUCATION POLICY ANALYSIS AND IMPLEMENTATION

Explores the issues of policy (or reform) implementation in schools and districts by focusing on the political reactions and organizational buffers to policy change and the ways that policies become adapted and changed to fit locally defined problems. Distinctions between implementation issues in bottom-up and top-down policy change are explored.

**Faculty:** [Huerta, Luis](#)

### EDPA 4050 THE LOGIC AND DESIGN OF RESEARCH IN EDUCATION POLICY

An introduction to understanding, designing, and conducting empirical research for educational policy and the social sciences. Students explore philosophical foundations of research, the relationship between theory and evidence in research, and the mechanics of designing and conducting research, including strategies for sampling, data collection, and analysis. Quantitative, qualitative, and mixed methods approaches to research are addressed. This course is appropriate for students with little prior exposure to social science research.

**Faculty:** [Riehl, Carolyn](#)

### EDPA 4086 LAW AND EDUCATION: REGULATION, RELIGION, FREE SPEECH, AND SAFETY

This survey course focuses on legal issues that arise in public and private schools. Topics include governmental regulation of public and private schools; church-state issues (prayer, vouchers, evolution); free-speech rights of students, teachers, and extracurricular groups; who controls the curriculum; the school's authority to make and enforce rules governing student and staff conduct on and off school grounds; the duty to protect the safety of students and others; child abuse; search and seizure; and due process. The course draws on the multidisciplinary perspectives of law, policy, research, and educational practice.

**Faculty:** [Heubert, Jay](#) [Sigall, Elana](#)

### EDPA 4899 FEDERAL POLICY INSTITUTE

The purpose of the Federal Policy Institute is to examine three themes: the enduring values of American education, contemporary issues in national school reform efforts, and the role of the federal government. During a week-long program in Washington, students will have the opportunity to identify a policy issue of personal interest and to explore that issue with the nation's senior policymakers. Introductory and concluding sessions meet at the College.

**Faculty:** [Kagan, Sharon](#)

### EDPA 5002 DATA ANALYSIS FOR POLICY AND DECISION MAKING II

This is an intermediate-level course in non-experimental quantitative research methods, especially those related to education policy. The class examines such topics as factor analysis, modeling non-linear relationships and interactions using regression, analyses of change, logistic and multinomial logistic regression, missing data analyses, and fixed effects models. Prerequisite: students should have completed at least one graduate-level course in applied statistics or data analysis (e.g., EDPA 4002).

**Faculty:** [Ready, Douglas](#)

### EDPA 5016 EDUCATIONAL EQUALITY: ROLE OF LAW

Historically, many barriers to educational equality and many important efforts to overcome such barriers have involved the law. This course examines major efforts to use law to

attack discrimination and to ensure high-quality education for all children. Topics include: addressing racial segregation and concentrated poverty; the standards movement and high-stakes testing; the right to an adequate education; sex and gender discrimination; harassment; services for English-language learners; special education; and affirmative action. The course draws on the multidisciplinary perspectives of law, policy, research, and educational practice.

**Faculty:** [Heubert, Jay](#) [Sigall, Elana](#)

### EDPA 5023 POLICYMAKING FOR EFFECTIVE HIGH SCHOOL TO COLLEGE TRANSITION

The course examines policymaking efforts by the federal and state governments to facilitate the movement of students from high school to college and their effective preparation to meet college requirements. The policies reviewed include student financial aid, the TRIO and GEAR UP programs, state common core curriculum standards, accelerated learning programs, and state longitudinal data systems. The course examines the content of these policies, their political origins and implementation, and their impacts. The aim is to help students develop a broad and deep understanding of the main directions of – but also limitations to – national and state policymaking with respect to high school to college transition.

**Faculty:** TBD

### EDPA 5086 THE ROLE OF COURTS IN EDUCATION REFORM

Beginning with the school desegregation decrees issued by the federal courts in the wake of *Brown v. Board of Education*, the federal and state courts have been called upon to consider a range of asserted educational rights and to oversee far-reaching institutional reforms that bear little relationship to traditional judicial remedies. This course will examine the legal and political justifications for the courts' role in making educational policy and reforming public institutions, as well as the courts' capacity to undertake these functions. The course will give particular attention to school desegregation and special education cases in the federal courts and education adequacy litigations in the state courts, including the recent decisions of the New York State Court of Appeals in *CFE v. State of New York*.

**Faculty:** [Rebell, Michael](#)

### EDPA 5515 MASTER'S SEMINAR IN LEADERSHIP, POLICY, AND POLITICS

This seminar is designed to give students the opportunity to demonstrate a theoretical and analytical understanding of the practical problems inherent in conducting policy research for education clients. Policy analysis requires its practitioners to evaluate available information, to weigh the possible impacts of alternative policies; to understand political, legal, and/or economic ramifications; and to produce plans for action that are organizationally feasible and publicly valuable.

**Faculty:** [Huerta, Luis](#)

### EDPA 5880 SCHOOL LAW INSTITUTE

Explore important, timely issues of education law, including issues of race and poverty in education; serving English-language learners; the legal rights of students with disabilities; the right to an adequate education; and issues of safety and order (harassment, child abuse, tort liability, search and seizure, and cyber-bullying). For more information, visit SLI website at <http://www.tc.edu/schoollaw>, and/or contact Professor Jay Heubert at [heubert@tc.edu](mailto:heubert@tc.edu).

**Faculty:** [Heubert, Jay](#)

### EDPA 6013 EARLY CHILDHOOD DEVELOPMENT AND EDUCATION: INTEGRATING RESEARCH AND POLICY PERSPECTIVES

First section of a two-semester course with students participating in both semesters. Focuses on diverse perspectives framing the field and in so doing will present the most critical issues that require policy attention. Building on this background, the second semester will address steps that have been taken to ameliorate these issues, focusing heavily on research. By design, then, the first semester will present an array of issues and perspectives in order to provide the conceptual foundation for an exploration of salient strategies to address them in the second semester. By looking at early childhood

development and learning from this stance, students will not only be exposed to diverse ideas about the content but will also be armed to address pressing challenges the field faces with them all in mind. (The second semester course is HUDK 6013, taught by Professor Jeanne Brooks-Gunn in the Department of Human Development.)

**Faculty:** [Kagan, Sharon](#)

### EDPA 6027 INTERNATIONAL PERSPECTIVES ON EARLY CHILDHOOD POLICY

This course looks at early childhood education policy through an international lens, addressing often neglected—but highly salient—policy questions, including: What have been the real effects of the Millennium Development Goals and the Education for All goals on education systems in general and on early childhood education in particular? How have poverty, gender, and the needs of marginalized populations/cultures shaped early childhood policy in diverse countries? What are the unique policy properties that must be considered when developing policies for young children and their families? To what extent do the policy contexts of nations differ, and how do these differences impact early childhood policies directly? To what extent can lessons learned in one context be faithfully transported across national boundaries? Based on readings and discussions of these issues, students will demonstrate their understanding of the role of policy in shaping early childhood education in a given country through the final paper, a situation analysis. Building on sequenced assignments, this paper will provide the platform for students to use policy tools and make recommendations for concrete early childhood policy improvements.

**Faculty:** [Kagan, Sharon](#)

### EDPA 6030 INSTITUTIONAL THEORY: SOCIOLOGICAL PERSPECTIVES ON INSTITUTIONAL CHANGE IN EDUCATION

An introduction to organizational theory as it applies to a variety of institutions with particular attention to the potential of educational activities as a force in formal organizations.

**Faculty:** [Huerta, Luis](#)

### EDPA 6540 TOPICS IN URBAN EDUCATION POLICY

Leadership responsibility in the formulation, implementation, and assessment of urban education policy.

**Faculty:** TBD

### EDPA 6542 EDUCATION POLICY FOUNDATIONS SEMINAR

Over the past century, educators have experienced wave after wave of reforms intended to address the latest education “crisis.” This perpetual cycle of school improvement stems in part from the competing and often contradictory demands placed upon public education. In response, school improvement efforts have alternated between a focus on equity and excellence, progressive and traditional pedagogical approaches, centralized and decentralized governance, and private rights versus public needs. Students in this course will explore the social and political roots of these pendulum swings and examine the historical forces that fuel America’s desire for continual school reform. Issues of race, religion, class, and language—which are intimately tied to these tensions—are woven into the readings, discussions, and course work. Permission of the instructor is required.

**Faculty:** TBD

### EDPA 6900 DIRECTED RESEARCH AND STUDY IN EDUCATION POLICY

For students wishing to pursue independent study or original research as they prepare for their doctoral certification examination and/or dissertation proposal. Permission required from individual faculty.

**Faculty:** TBD

### EDPA 8900 DISSERTATION ADVISEMENT IN EDUCATION POLICY

Individual advisement on the doctoral dissertation. Requires ongoing consultation between the student and dissertation sponsor. The fee equals three points at the current tuition rate for each term. Permission required from individual faculty.

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## POLITICS AND EDUCATION

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The Politics and Education program serves students who wish to study the ways in which governance institutions, political ideologies, and competing interests (both within and outside of the education community) influence the content, form, and functioning of schooling. Schools represent a powerful instrument for shaping the development of future generations of citizens and workers as well as an important source of jobs and investment in many communities. How do societies handle conflicting visions of what schools should and should not be doing, and what are the specific changes in political and governance processes that might facilitate better decision-making and policy implementation?

Students will study in depth the ways power and politics affect and are affected by such issues as reform and innovation, centralization and decentralization within federal systems of governance, privatization and school choice, race and ethnicity, poverty and inequality, professionalization and bureaucratization, and testing and accountability.

Faculty contributing to the program are drawn from throughout the College and possess research and teaching interests in urban, suburban, state, and federal levels of school governance, as well as in cross-national and other comparative settings. The balance of control and cooperation, coalition building and competition, resistance and bargaining in each of these settings, as well as the central roles of power and agency in the political science discipline, inform the perspectives of faculty and students in this program.

In addition to courses listed within the Politics and Education program, the Department of Education Policy and Social Analysis, Teachers College and the Departments of Political Science and School of International and Public Affairs at Columbia University are all resources available to students as they develop their programs of study. Depending on their interests, students with a master's degree in Politics and Education conduct research in think-tanks and education policy shops, teach politics, history or civics in secondary school, or hold public office or other leadership positions in educational settings as diverse as private and public schools, corporations, citizen groups, and foundations. Doctoral recipients in Politics and Education teach in colleges and universities, conduct research in think-tanks and research centers, and advise public officials. Ph.D. students are expected to master the discipline of political science in addition to the specialty of politics in education.

### DEGREES OFFERED

Politics and Education (POLC)

Master of Arts (M.A.)

Master of Education (Ed.M.)

Doctor of Education (Ed.D.)

Doctor of Philosophy (Ph.D.)

### CONTACT INFORMATION

*Phone:* (212) 678-3751

*Fax:* (212) 678-3589

*Email:* kolb@tc.columbia.edu

*Coordinator:* Professor Jeffrey Henig

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## POLITICS AND EDUCATION

### DEGREE INFORMATION/REQUIREMENTS

- [Master of Arts \(M.A., 32 points\) and Master of Education \(Ed.M., 60 points\)](#)
- [Doctor of Education \(Ed.D., 90 points\)](#)
- [Doctor of Philosophy \(Ph.D., 75 points\)](#)

#### Master of Arts (M.A.) and Master of Education (Ed.M.)

Students follow a core program of coursework and other learning experiences developed by the Politics faculty and individually adjusted in consultation with an assigned advisor. Up to 30 points of transfer credit are accepted towards an Ed.M. but only upon approval of an assigned faculty advisor after the student is admitted. Under College policy, no transfer credits are accepted for M.A. students.

For further information on specific program requirements, consult the program website at [www.tc.edu/epsa/politics](http://www.tc.edu/epsa/politics).

Newly admitted students are asked to participate in a set of core political science and general foundation courses in education. Each student will also complete methodological requirements including but not limited to statistics, qualitative, and quantitative methods. After completing the core, each student is expected to focus his or her studies on a set of political debates in education or a particular political arena.

#### Doctor of Education (Ed.D., 90 points)

Students complete a core of coursework at a level of sophistication commensurate with doctoral study. They also must meet the program requirements for advancement to candidacy and complete a research dissertation.

For further information on specific program requirements consult the program website at [www.tc.edu/epsa/Politics](http://www.tc.edu/epsa/Politics).

Newly admitted students are asked to participate in a set of core political science and general foundation courses in education. Each student will also complete methodological requirements including but not limited to statistics, qualitative, and quantitative methods. After completing the core, each student is expected to focus his or her studies on a set of political debates in education or a particular political arena.

#### Doctor of Philosophy (Ph.D., 75 points)

Students complete a core of coursework at a level of sophistication commensurate with doctoral study. They also demonstrate command of two research tools, selected from the following list:

1. a reading knowledge of a foreign language,
2. a reading knowledge of a second foreign language,
3. an approved two-course sequence in quantitative analysis,

#### DEGREES OFFERED

Politics and Education (POLC)

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Master of Education (Ed.M.)

Doctor of Education (Ed.D.)

Doctor of Philosophy (Ph.D.)

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*Coordinator:* Professor Jeffrey Henig

4. an approved two-course sequence in formal modeling, or
5. a comparable level of proficiency in a comparable research tool approved by the College.

Ph.D. students may be required to take as many as 12 points of coursework at Columbia University in the Political Science Department.

For further information on specific program requirements consult the program website at [www.tc.edu/epsa/Politics](http://www.tc.edu/epsa/Politics).

Newly admitted students are asked to participate in a set of core political science and general foundation courses in education. Each student will also complete methodological requirements including but not limited to statistics, qualitative, and quantitative methods. After completing the core, each student is expected to focus his or her studies on a set of political debates in education or a particular political arena.

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## POLITICS AND EDUCATION

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### APPLICATION INFORMATION

All applicants are required to submit GRE General Test scores. Doctoral applications must include three letters of reference, which focus on academic skills and potential. Doctoral applications received after the early deadline as advertised by the College will be considered for admission, but not scholarship aid, on a space-available basis. Master's applications that are complete and have been received by the Admissions Office by the early deadline will be considered for both admission and any available scholarship aid. All complete applications received by the final deadline for the master's program will be considered for admission only.

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### DEGREES OFFERED

Politics and Education (POLC)

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Master of Education (Ed.M.)

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Doctor of Philosophy (Ph.D.)

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## POLITICS AND EDUCATION

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### FINANCIAL AID

See the [Office of Financial Aid](#) for more information.

### DEGREES OFFERED

Politics and Education (POLC)

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*Phone:* (212) 678-3751

*Fax:* (212) 678-3589

*Email:* [kolb@tc.columbia.edu](mailto:kolb@tc.columbia.edu)

*Coordinator:* Professor Jeffrey Henig

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## POLITICS AND EDUCATION

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### PROGRAM FACULTY

#### FACULTY

- [Dougherty, Kevin](#)  
Associate Professor of Higher Education and Education Policy
- [Henig, Jeffrey](#)  
Professor of Political Science and Education
- [Heubert, Jay](#)  
Professor of Law and Education
- [Huerta, Luis](#)  
Associate Professor of Education
- [Pallas, Aaron](#)  
Arthur I. Gates Professor of Sociology and Education
- [Ready, Douglas](#)  
Associate Professor of Education and Public Policy
- [Rebell, Michael](#)  
Professor of Law and Education Practice
- [Wells, Amy](#)  
Professor of Sociology and Education
- [Wohlstetter, Priscilla](#)  
Distinguished Research Professor and Senior Research Fellow, CPRE

#### ADJUNCT PROFESSORS

- [Guerriero, Catherine](#)  
Adjunct Associate Professor of Social Studies

#### INSTRUCTORS

- [Wright, David](#)

#### DEGREES OFFERED

Politics and Education (POLC)

Master of Arts (M.A.)  
Master of Education (Ed.M.)  
Doctor of Education (Ed.D.)  
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## POLITICS AND EDUCATION

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### PROGRAM COURSES

#### EDPP 4040 AMERICAN POLITICS AND EDUCATION

Introduction to the basic analytical categories of political science as they apply to the politics of education, including the influence of federal, state, and local governments in school policy-making, decentralization, school finance, and desegregation.

**Faculty:** [Guerriero, Catherine](#)

#### EDPP 4042 COMPARATIVE POLITICS AND EDUCATION

The politics of education in settings outside the U.S. topics, including the role of education in political development, political socialization, and student politics.

**Faculty:** TBD

#### EDPP 5041 POLITICS OF CENTRALIZATION AND DECENTRALIZATION

Analyzes the political underpinnings and consequences of centralization versus decentralization at various levels of governance with special but not exclusive attention to educational decision-making.

**Faculty:** [Henig, Jeffrey](#)

#### EDPP 5042 URBAN POLITICS AND EDUCATION

Politics in the nation's largest cities with a particular focus on educational politics and policy.

**Faculty:** TBD

#### EDPP 5045 RACE, ETHNICITY, AND U.S. EDUCATIONAL POLICY

Examination of the impact of race and ethnicity on the formation and implementation of policies such as desegregation, affirmative action, bilingual education, and choice.

**Faculty:** TBD

#### EDPP 5640 COLLOQUIUM ON THE POLITICS OF EDUCATION

Continuous participation required of doctoral students until their dissertation proposals are accepted. A critical review of important works in politics and education, discussions with invited guests, presentations of work in progress. Advanced

**Faculty:** TBD

#### EDPP 5642 COLLOQUIUM IN POLITICAL ECONOMY AND EDUCATION

Political and economic perspectives on contemporary problems of public policy and education.

**Faculty:** TBD

#### EDPP 6540 SEMINAR IN POLITICS OF EDUCATION

Permission required. Selected topics in the politics of education.

**Faculty:** TBD

#### EDPP 6900 RESEARCH AND INDEPENDENT STUDY

Permission required.

**Faculty:** TBD

### DEGREES OFFERED

Politics and Education (POLC)

Master of Arts (M.A.)

Master of Education (Ed.M.)

Doctor of Education (Ed.D.)

Doctor of Philosophy (Ph.D.)

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*Phone:* (212) 678-3751

*Fax:* (212) 678-3589

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*Coordinator:* Professor Jeffrey Henig

**EDPP 6940 STUDIES IN POLITICS AND EDUCATION**

Permission required. Independent study.

**Faculty:** TBD

**EDPP 7503 DISSERTATION SEMINAR**

Permission required. Development of doctoral dissertation proposals.

**Faculty:** TBD

**EDPP 8900 DISSERTATION ADVISEMENT**

Individual advisement on doctoral dissertations. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration for Ed.D./Ph.D. degrees.

**Faculty:** TBD

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## SOCIOLOGY AND EDUCATION

The sociological study of education began at Teachers College in the first decade of the twentieth century. Sociology was established as the first social science discipline providing a basic framework for the study of education, complementing the long-established reliance on psychology. Over this period, the Sociology and Education Program has applied research findings to education and has examined basic issues in education from a sociological perspective. Although the program's theory and research have emphasized schools and colleges, attention also has been given to education in other contexts.

The faculty for Sociology and Education includes sociologists from other programs at the College and the Department of Sociology of the Graduate School of Arts and Sciences. Faculty strengths are in education and social stratification; the social organization and design of schools, classrooms, and other learning environments; urban education; school desegregation and school choice; education and the life course; and the social analysis of education policy. The program provides training and hands-on experience in evaluation methods and both quantitative and qualitative research methods.

The curriculum of the Sociology and Education program emphasizes issues in urban education, including the social organization of urban schools and school systems, and the success or failure of urban schools in meeting the educational needs of the diverse populations they serve. The program faculty are actively engaged in the analysis and evaluation of educational policies and programs designed to serve educationally disadvantaged populations.

The program in Sociology and Education also offers a Policy Studies Concentration for students in the M.A. and Ed.M. programs. For more information on this concentration, which is open to students throughout Teachers College, please contact Professor Aaron M. Pallas.

### Degree Programs

The graduate program in Sociology and Education offers four degree programs: the M.A., the Ed.M., the Ed.D., and the Ph.D. Each program is designed to meet the needs of students with a particular combination of prior experience and career objectives. The M.A., Ed.M., and Ed.D. programs may be completed on a part-time basis with classes offered in the evening hours. The Ph.D. program requires full-time study. Although students from all of the degree programs in sociology and education are prepared to assume positions in educational institutions, the program does not offer teacher certification. Certification programs are available in other departments at Teachers College.

### Master of Arts

The Master of Arts program in sociology and education (with a policy concentration option) provides an introduction to the application of sociological perspectives to contemporary educational policy issues. The program provides coverage of the core principles and methods of sociology as they are applied to policy research and analysis. Students completing this program are prepared to assume positions as general analysts in a variety of organizations devoted to applied educational research, policy making, advocacy, consulting, and direct educational service.

### Master of Education

The Master of Education in sociology and education (with a policy concentration option) is

### DEGREES OFFERED

Sociology and Education (SOCL)

Master of Arts (M.A.)\*  
Master of Education (Ed.M.)\*  
Doctor of Education (Ed.D.)  
Doctor of Philosophy (Ph.D.)

\*Policy Studies in Sociology  
concentration available

### CONTACT INFORMATION

*Phone:* (212) 678-3165

*Fax:* (212) 678-3589

*Email:* amp155@columbia.edu

*Coordinator:* Professor Aaron M. Pallas

an advanced master's degree pursued by students who already possess a master's degree in a substantive area of education or by students without a prior master's degree who want an opportunity to combine study in sociology and education with another area in education. The program involves study of sociological perspectives and methods in the context of contemporary educational policy issues. Current substantive areas that can be combined with study in sociology and policy include evaluation and institutional analysis, human development, technology, curriculum, administration, and foundations. Students completing this program are prepared to assume positions as specialists in a variety of organizations devoted to applied educational research, policy making, advocacy, consulting, and management of educational activities.

**Doctor of Philosophy**

The Doctor of Philosophy in Education (Ph.D.) program is designed for students with substantial background and interest in the discipline of sociology and its application to education. The Ph.D. is a highly specialized degree with few electives and requires substantial coursework to be done in daytime classes at the Graduate School of Arts and Sciences at Columbia University. This program, therefore, requires full-time study. Students completing this program are prepared to assume positions in college and university programs focused on sociological research in the field of education.

**Doctor of Education**

The Doctor of Education (Ed.D.) program is designed to provide broad training in the social sciences, education, and educational policy. The program prepares students for positions in teaching, research, and policy through interdisciplinary study grounded in the sociological perspective. All coursework is available at Teachers College, and both part-time and full-time study is possible. Students completing this program are prepared to assume positions in college and university programs in education as well as leadership positions in a variety of organizations devoted to applied educational research, policy making, advocacy, consulting, and management of educational activities.

[Education Policy & Social Analysis](#) »

## SOCIOLOGY AND EDUCATION

### DEGREE INFORMATION/REQUIREMENTS

- [Master of Arts \(M.A., 32 points\)](#)
- [Master of Education \(Ed.M., 60 points\)](#)
- [Doctor of Education \(Ed.D., 90 points\)](#)
- [Doctor of Philosophy \(Ph.D., 75 points\)](#)

#### Master of Arts (M.A., 32 points)

*Sociology Core Courses (11 points) from among the following:*

- C&T 4032 Gender, Difference, and Curriculum (2-3)
- EDPA 4050 Logic and Design of Research in Educational Policy and Social Analysis (3)
- EDPA 5002 Data Analysis for Policy and Decision Making II (3)
- EDPA 6030 Institutional Theory: Sociological Perspectives on Institutional Change in Education (3)
- EDPP 5045 Race, Ethnicity, and U.S. Educational Policy (3)
- EDPS 4000 Education and Public Policy (3) (required for the policy option)
- EDPS 4021 Sociology of Education (3)
- EDPS 4022 Sociology of Urban Education (3)
- EDPS 4024 Social Stratification and Education (3)
- EDPS 4027 Sociology of Classrooms (3)
- EDPS 4028 Sociology of the Life Course (3)
- EDPS 4029 Sociology of Schools (3)
- EDPS 4030 Sociology of Organizations (3)
- EDPS 4032 Gender, Difference, and Curriculum (3)
- EDPS 4033 School Improvement in the Inner City (2-3)
- EDPS 5020 Survey Research Methods (3)
- EDPS 5022 Sociology of Education Systems (3)
- EDPS 5050 Sociology of Knowledge (3)
- HUDK 4011 Sociology of Online Learning (3)
- HUDK 4031 Sociology of Evaluation (3)
- HUDK 5621 Technology and Society (3)
- ITSF 5023 The Family as Educator (3)
- ITSF 5026 The Family and Television (3)
- ITSF 5120 Education in Community Settings: Museums (2-3)

*Research Methods (6 points):*

- EDPA 4002 Data Analysis for Policy & Decision Making I (3)
- HUDM 4122 Probability and Statistical Inference (3)

#### DEGREES OFFERED

Sociology and Education (SOCL)

Master of Arts (M.A.)\*  
Master of Education (Ed.M.)\*  
Doctor of Education (Ed.D.)  
Doctor of Philosophy (Ph.D.)

\*Policy Studies in Sociology concentration available

#### CONTACT INFORMATION

*Phone:* (212) 678-3165

*Fax:* (212) 678-3589

*Email:* [amp155@columbia.edu](mailto:amp155@columbia.edu)

*Coordinator:* Professor Aaron M. Pallas



And an approved course in qualitative methods, including one or more of the following:

- C&T 5502 Introduction to Qualitative Research in Curriculum and Teaching (3)
- ITSF 5000 Methods of Inquiry: Ethnography and Participant Observation (3)
- ITSF 5001 Ethnography and Participant Observation: Fieldwork, Analysis, Reporting (3)
- ITSF 5007 Race, Class, and Schooling: Ethnographic Approaches (3)

*Policy Sequence (6 points; or 9 points with policy option):*

- EDPS 5645 Craft of Policy Analysis (3) *or*
- EDPA 4048 Education Policy Analysis & Implementation (3) *and*
- EDPS 5646 Evaluation of Educational and Social Programs (3) *or*
- ORL 5522 Evaluation Methods I (3)

For the policy option, both of the above courses plus an approved content-driven policy course. See the Teachers College Office of Policy and Research website for more information.

*Colloquia (3 points):*

- EDPS 4620 Introductory Colloquium in Sociology and Education (3)

*Electives (3-5 points):*

Selected in consultation with an advisor.

*For the policy option:*

- EDPA 4899 Federal Policy Institute (3) (recommended)

*Culminating Experience (0-3 points):*

- Master's comprehensive examination, or
- Master's essay and EDPS 6021, Social Research Methods: Reporting (1 point in fall; 2 points in spring)

### **Master of Education (Ed.M., 60 points)**

*Sociology Core Courses (12 points) from among the following:*

- C&T 4032 Gender, Difference, and Curriculum (3)
- EDPA 4050 Logic and Design of Research in Educational Policy and Social Analysis (3)
- EDPA 6030 Institutional Theory: Sociological Perspectives on Institutional Change in Education (3)
- EDPP 5045 Race, Ethnicity, and U.S. Educational Policy (3)
- EDPS 4000 Education and Public Policy (3) (required for the policy option)
- EDPS 4021 Sociology of Education (3)
- EDPS 4022 Sociology of Urban Education (3)
- EDPS 4024 Social Stratification and Education (3)
- EDPS 4027 Sociology of Classrooms (3)
- EDPS 4028 Sociology of the Life Course (3)
- EDPS 4029 Sociology of Schools (3)
- EDPS 4030 Sociology of Organizations (3)
- EDPS 4032 Gender, Difference, and Curriculum (3)
- EDPS 4033 School Improvement in the Inner City (3)

- EDPS 4620 Introductory Colloquium in Sociology & Education (3)
- EDPS 5020 Survey Research Methods (3)
- EDPS 5022 Sociology of Educational Systems (2-3)
- EDPS 5050 Sociology of Knowledge (3)
- HUDK 4011 Sociology of Online Learning (3)
- HUDK 4031 Sociology of Evaluation (3)
- HUDK 5621 Technology and Society (3)
- ITSF 5023 The Family as Educator (3)
- ITSF 5026 The Family and Television (3)
- ITSF 5120 Education in Community Settings (2-3)

*Research Methods (9 points):*

- EDPA 4002 Data Analysis for Policy and Decision Making I (3) *and*
- EDPA 5002 Data Analysis for Policy and Decision Making II (3) *and*
- An approved course in qualitative methods (3)

*Concentration (9 points):*

Courses in Sociology of Education or an additional area of concentration, selected in consultation with an advisor.

For the policy option, the following Policy Sequence replaces the above concentration:

- EDPS 5645 Craft of Policy Analysis (3) *or*
- EDPA 4048 Education Policy Analysis & Implementation (3) *and*
- EDPS 5646 Evaluation of Educational and Social Programs (3) *or*
- ORL 5522 Evaluation Methods I (3) *and*
- An approved content-driven policy course

*Electives (27 points):*

Selected in consultation with an advisor from offerings at Teachers College or other schools of Columbia University.

*For the policy option:*

- EDPA 4899 Federal Policy Institute (3) (recommended)

*Culminating Experience (0-3 points):*

- Master's comprehensive examination, *or*
- Master's essay and EDPS 6021, Social Research Methods: Reporting (1 point in fall; 2 points in spring)

*Breadth Requirement:*

To satisfy College requirements, all students must complete a minimum of three Teachers College courses (a course for this purpose is one in which at least 2 points are earned) outside of EDPS.

**Doctor of Education (Ed.D., 90 points)**

The coursework for the Ed.D., which totals a minimum of 90 points, has seven components: basic social research design and methods, advanced social research design and methods, social theory, core coursework in the sociology of education, seminars and colloquia, coursework in the social context of teaching and learning, and elective courses. All of the required coursework is offered at Teachers College.

Basic social research design and methods (12 points) involves coursework in research design, probability and statistics, applied regression analysis, and qualitative research methods. Courses in advanced social research design and methods (minimum 6 points) build on these basic courses in the quantitative and/or qualitative domains. Social theory courses (3 points) draw from sociology and other social sciences. Ed.D. students also pursue a minimum of 15 points in core classes in the sociology of education and 6 points in seminars and colloquia designed to prepare students for dissertation research. The balance of the 90-point minimum is earned through elective courses selected in collaboration with the student's advisor.

*Policy Studies in Sociology Concentration Option:*

- EDPS 4000 Education and Public Policy (3)
- EDPS 5645 Craft of Policy Analysis (3)
- EDPS 5646 Evaluation of Educational and Social Programs (3)
- Approved content-driven policy course (3)

**Doctor of Philosophy (Ph.D., 75 points)**

The coursework for the Ph.D., which totals a minimum of 75 points, has seven components: social theory, basic social research design and methods, advanced social research design and methods, foundational coursework in sociology, core coursework in the sociology of education, seminars and colloquia, and elective courses. The required coursework is offered at Teachers College and in the Sociology Department in Columbia's Graduate School of Arts and Sciences. With advisor permission, students may pursue courses in other professional schools at the University or through the Inter-University Doctoral Consortium. (Please refer to the Inter-University Doctoral Consortium section of this bulletin for participating schools.)

Social theory (6 points) includes coursework in classical and contemporary sociological theory.

Basic social research design and methods (12 points) involves coursework in research design, probability and statistics, applied regression analysis, and qualitative research methods. Courses in advanced social research design and methods (minimum 6 points) build on these basic courses in the quantitative and/or qualitative domains. Students also enroll in at least one 3-point course offered by the Graduate School of Arts and Sciences at Columbia or a Consortium institution in each of the areas of social stratification/ inequality, social organization, and social change.

Ph.D. students also pursue a minimum of 12 points in core classes in the sociology of education and 6 points in seminars and colloquia designed to prepare students for dissertation research. The balance of the 75-point minimum is earned through elective courses selected in collaboration with the student's advisor.

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## SOCIOLOGY AND EDUCATION

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### APPLICATION INFORMATION

The GRE General Test is required for all doctoral applicants, and doctoral applications are reviewed for fall term only.

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### DEGREES OFFERED

Sociology and Education (SOCL)

Master of Arts (M.A.)\*

Master of Education (Ed.M.)\*

Doctor of Education (Ed.D.)

Doctor of Philosophy (Ph.D.)

\*Policy Studies in Sociology  
concentration available

### CONTACT INFORMATION

*Phone:* (212) 678-3165

*Fax:* (212) 678-3589

*Email:* [amp155@columbia.edu](mailto:amp155@columbia.edu)

*Coordinator:* Professor Aaron M.  
Pallas

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## SOCIOLOGY AND EDUCATION

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### PROGRAM FACULTY

#### FACULTY

- [Pallas, Aaron](#)  
Arthur I. Gates Professor of Sociology and Education
- [Riehl, Carolyn](#)  
Associate Professor of Sociology & Education Policy
- [Wells, Amy](#)  
Professor of Sociology and Education

#### ADJUNCT PROFESSORS

- [Howell, Fanon](#)  
Adjunct Assistant Professor
- [Rapoport, Tamar](#)  
Adjunct Professor of Sociology and Education

#### DEGREES OFFERED

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## SOCIOLOGY AND EDUCATION

### PROGRAM COURSES

#### EDPS 4000 EDUCATION AND PUBLIC POLICY

Examination of the federal role in k-12 educational policy over the course of the 20th century and its impact on states and districts.

**Faculty:** TBD

#### EDPS 4021 SOCIOLOGY OF EDUCATION

A broad analysis of education using basic sociological concepts, including schools as organizations, socialization, stratification, and ethnic relations.

**Faculty:** TBD

#### EDPS 4022 SOCIOLOGY OF URBAN EDUCATION

Analysis of urban schools and districts within the context of urban social and political systems.

**Faculty:** TBD

#### EDPS 4024 SOCIAL STRATIFICATION AND EDUCATION

An examination of the link between education and social inequality in Western societies, questioning whether schools are a mechanism of social mobility, enabling poor and disadvantaged children to get ahead in life, or whether schools perpetuate the hardships faced by poor and minority populations. Topics include the importance of quantity and quality of schooling for adult success; the ways in which race/ethnicity, sex, and social class background structure students' educational experiences; the role of tracking and ability grouping within schools; and the link between schooling and the economy.

**Faculty:** TBD

#### EDPS 4027 SOCIOLOGY OF CLASSROOMS

An examination of sociological research on the structure and operation of classrooms. Particular attention to the processes of stratification, socialization, legitimation, and social organization.

**Faculty:** TBD

#### EDPS 4028 SOCIOLOGY OF THE LIFE COURSE

Sociologists define the life course of individuals by when, and in what order, people assume key social roles, such as becoming an adult or moving from the workforce to retirement. This course looks at the sociology of the life course. Focusing on how historical and societal factors combine with the personal characteristics of individuals to produce unique life course patterns.

**Faculty:** TBD

#### EDPS 4029 SOCIOLOGY OF SCHOOLS

An examination of sociological research on the structure and operation of schools. Particular attention to the processes of socialization, stratification, and legitimation as well as social organization and the sociology of school curriculum.

**Faculty:** TBD

#### EDPS 4030 SOCIOLOGY OF ORGANIZATIONS

An introduction to organizational theory as it applies to a variety of institutions with

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Sociology and Education (SOCL)

Master of Arts (M.A.)\*

Master of Education (Ed.M.)\*

Doctor of Education (Ed.D.)

Doctor of Philosophy (Ph.D.)

\*Policy Studies in Sociology concentration available

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particular attention to the potential of educational activities as a force in formal organizations.

**Faculty:** TBD

#### EDPS 4032 GENDER, DIFFERENCE AND CURRICULUM

A study of the extent and causes of gender inequality in society and the ways in which schools work both to reduce and exacerbate inequality.

**Faculty:** [Alperstein, Janet](#)

#### EDPS 4620 INTRODUCTORY COLLOQUIUM IN SOCIOLOGY OF EDUCATION

Permission required. Intensive readings and discussions of basic literature in sociology of education, with attention to common issues and research strategies.

**Faculty:** TBD

#### EDPS 4903 RESEARCH AND INDEPENDENT STUDY

Permission required.

**Faculty:** TBD

#### EDPS 5020 SURVEY RESEARCH METHODS

Relationship between research problem and study design, choice of population, sampling methods, instrument construction, interviewing, data processing, and analysis.

**Faculty:** TBD

#### EDPS 5022 SOCIOLOGY OF EDUCATIONAL SYSTEMS

Analysis of local and national education systems through application and adaptation of organization theory, with special attention to problems of innovation.

**Faculty:** TBD

#### EDPS 5050 SOCIOLOGY OF KNOWLEDGE

The sociology of knowledge analyzes the process by which "reality" becomes constructed within a social context. With a focus on education and social welfare policies, this class will explore the "reality" of public policies with real material consequences and how this reality has been constructed around a set of assumptions defining the "problems" that need to be solved. This course helps students step back from a focus on "implementing" educational reform and examine instead how such a reform movement became the focus.

**Faculty:** TBD

#### EDPS 5620 ADVANCED COLLOQUIUM IN SOCIOLOGY OF EDUCATION

This course is designed to enhance student knowledge of social theory in sociological research. Particular attention is devoted to deductive models of explanation and their use in the construction of theory and its application as a basis for empirical inquiry.

**Faculty:** TBD

#### EDPS 5645 POLICY SEMINAR I

Conceptualization and identification of social and educational problems that can be subjected to policy interventions. Design and evaluation of alternative policy choices. Effective strategies for presenting policy analysis to multiple audiences.

**Faculty:** TBD

#### EDPS 5646 EVALUATION OF EDUCATIONAL AND SOCIAL PROGRAMS

An introduction to the evaluation of social and educational programs. Topics include evaluation to inform program conceptualization and design; measuring program implementation; impact assessment, including randomized experiments; cost-effectiveness analysis; and the social and political context of program evaluation.

**Faculty:** TBD

#### EDPS 6021 SOCIAL RESEARCH METHODS: REPORTING

Students wishing to complete a master's essay or thesis instead of taking the master's

exam will design a study, collect and analyze data and write an extensive paper.

**Faculty:** TBD

#### EDPS 6525 SEMINAR IN SOCIOLOGY OF EDUCATION

A seminar for doctoral students to further their professional development and to prepare for doctoral research.

**Faculty:** TBD

#### EDPS 6903 RESEARCH AND INDEPENDENT STUDY

Permission required.

**Faculty:** TBD

#### EDPS 7503 DISSERTATION SEMINAR

Permission required. Required of doctoral students in the semester following successful completion of certification examinations.

**Faculty:** TBD

#### EDPS 8903 DISSERTATION ADVISEMENT

Individual advisement on doctoral dissertations. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Registration for Ed.D./Ph.D. degrees.

**Faculty:** TBD