

Academic Catalog 2019-2020

Education Policy & Social Analysis

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Education Policy & Social Analysis

Contact Information

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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. Issues relating to racial and socioeconomic equity are central to the research and teaching interests of many of our faculty members and students.

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.

Economics and Education

Department of - Education Policy & Social Analysis

Contact Information

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Director: Prof. Judith Scott-Clayton

Program Description

Why Economics & Education?

Economic concepts and analytic methods are increasingly influential in education policy and administration, and graduates who can combine quantitative skills with substantive expertise are in high demand. Our program prepares students to apply the economic approach, as well as its methodological tools, to contemporary education policy issues both domestically and globally.

Why Teachers College, Columbia University?

If you want examples of how economic concepts and methods can be applied to real-world education research and policy, check out some of the work highlighted in our faculty profiles. Our faculty includes renowned scholars studying higher education, K-12 educational institutions, educational markets and privatization, and international education and economic development, among other areas. Our scholars play prominent roles in their respective areas of specialization and their work is featured regularly not only in academic publications but also in policy conversations around the world.

Our program is situated in a dynamic intellectual environment: a world-class institution in a world-class city. Students in the Economics & Education program benefit from the rich, multidisciplinary environment within TC's Department of Education Policy and Social Analysis (EPSA), which also includes programs in Education Policy, Politics and Education, and Sociology and Education. Students and

faculty across the four programs interact around shared research and policy interests, and students in the Economics and Education program are encouraged to take advantage of the broader resources in EPSA. These broader resources include not just relevant course offerings, but also policy events, seminars, student-led "pop-up" conversations on current topics, job networking events, and social gatherings. And of course, the infinite social, cultural, and intellectual opportunities of New York City are all right outside your doorstep.

What will I do in the program?

Students in our M.A., Ed.M. and Ph.D. programs take courses in core areas including applied microeconomics, the economics of education, education and economic development, econometrics, statistical analysis, and benefit-cost analysis. Beyond required coursework, students in each degree program can choose from a range of elective courses to individualize their experience and 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.

What do graduates do with their degrees?

Our M.A. and Ed.M. graduates have gone on to work policy, administration, and data analysis roles within government agencies, schools, education research and advocacy organizations, foundations, and educational technology companies, as well as to pursue further study in related fields.

Our PhD graduates have gone on to research, leadership, and academic teaching positions in a range of settings. Recent PhD graduates are currently employed as tenure-track faculty members at both domestic and international postsecondary institutions, as research associates at leading policy research organizations, and as institutional researchers for large urban school districts and colleges and universities.

Degree Summary

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)

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

Degree Requirements

Master of Arts

Master of Arts

The objective of the 33-point M.A. Program in Economics and Education is to equip education professionals and policy-makers with the skills required to interpret and synthesize education-related research, to design and implement effective educational policy, and to assess the consequences of education policy, both domestically and in international settings.

The program begins in the Fall term and can be completed within one calendar year with enrollment during the summer and careful course planning, although many students choose to take longer (for example, by taking the summer to work in a related area and returning to complete coursework in the subsequent fall term). Some students are able to work full-time while pursuing their degree, although this requires a flexible schedule since many courses are only held in the afternoon.

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. Please click on the course planning worksheet link below for specific course offerings and requirements.
<https://www.tc.columbia.edu/education-policy-and-social-analysis/economics-and-education/degrees/>

In addition to completing required coursework, all M.A. students must complete an Integrative Project (I.P.) on a topic of their choice, under the guidance of a faculty advisor. The I.P. may take the form of original research and data analysis on a topic of interest or may entail a review and synthesis of the theory and evidence around a specific education-policy question. The goal of the I.P. is for the student to apply concepts and methodologies from the Economics and Education curriculum

to a real-world issue in education.

All applications to enter the program are evaluated on an individual and holistic basis. However, the curriculum of the program assumes that students have some previous coursework (at least at the undergraduate level) in economics and basic statistics, possess intellectual maturity, and demonstrate an interest in education policy and practice. Compelling applications for admission demonstrate the applicant's capacity for success and also clearly explain how the Economics and Education curriculum fits with the applicant's past experiences and future goals.

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

Master of Education

This 60-point program is intended for individuals who already have a graduate degree in a related field, who would like to build upon that foundation with additional training in Economics and Education. Required coursework mirrors the requirements for the M.A. degree but gives students room to take more advanced courses in the economics and education concentration and related programs (including the other programs in EPSA as well as relevant courses in other departments/programs). <https://www.tc.columbia.edu/education-policy-and-social-analysis/economics-and-education/degrees/master-of-education-in-economics-and-education-econ/>

All applications to enter the program are evaluated on an individual and holistic basis. However, the curriculum of the program assumes that students have some previous coursework (at least at the undergraduate level) in economics and basic statistics, possess intellectual maturity, and demonstrate an interest in education policy and practice. Compelling applications for admission demonstrate the applicant's capacity for success and also clearly explain how the Economics and Education curriculum fits with the applicant's past experiences and future goals.

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 highly 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, such as higher education, early childhood education, field experimentation, or a regional focus. Students work on their dissertation under the guidance of faculty advisors within the program; additional members of the dissertation committee may be drawn from other TC departments, and at least one committee member must be from Columbia's Graduate School of Arts and Sciences. All degrees are conferred by Columbia University. <https://www.tc.columbia.edu/education-policy-and-social-analysis/economics-and-education/degrees/doctor-of-philosophy-in-economics-and-education-econ/>

Admission to the Ph.D. program is highly selective. All applications to enter the program are evaluated on an individual and holistic basis. However, the curriculum of the program assumes that students have some previous coursework in economics and statistics, possess intellectual maturity, and demonstrate an interest in education policy and practice. Compelling applications for admission demonstrate the applicant's capacity for success and also clearly explain how the Economics and Education curriculum fits with the applicant's past experiences and future goals.

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.

Faculty List

Faculty

THOMAS R BAILEY
President; George and Abby O'Neill
Professor of Economics and Education

HENRY M. LEVIN
William H Kilpatrick Professor of
Economics and Education

PETER LEOPOLD S BERGMAN
Assistant Professor of Economics and
Education

JORDAN DMITRI MATSUDAIRA
Associate Professor of Economics and
Education

SARAH R. COHODES
Associate Professor of Education Policy
and Economics

AMRA SABIC-EL-RAYESS
Associate Professor of Practice

ALEXANDER JAMES EBLE
Assistant Professor of Economics and
Education

JUDITH E. SCOTT-CLAYTON
Associate Professor of Economics and
Education

Adjunct

SAMUEL ELI ABRAMS
Adjunct Assistant Professor of Education
(POLC)

JOYDEEP ROY
Adjunct Professor of Economics and
Education

Instructors

YUEN TING LIU
Post Doctoral Research Associate

QIAO WEN

Course List

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. Offered annually in the fall.

EDPE 4051 Education and economic development

This course teaches students key perspectives on development and economic growth; the theoretical and empirical arguments linking education to economic growth; the main economic issues behind persistently low education levels in the developing world; the progress in raising these education levels being made through deliberate intervention and market responses; how students can become professionally involved in this progress; and a core set of empirical and theoretical skills useful in parsing these topics. Offered annually in the spring.

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. Offered occasionally.

EDPE 4056 Microeconomic Theory Applications to Education

The purpose of the course is to provide students with the main theoretical tools and concepts for microeconomic analysis in the field of education and elsewhere, and to make students conversant in their application to real world issues and in the debates surrounding their strengths and weaknesses. These are powerful, yet controversial, tools, and are at the heart of much of today's education and social policy debate. Topics covered include supply, demand, consumer optimization, expected value, uncertainty, insurance, producer optimization, equilibrium, perfect competition, monopoly, imperfect competition, externalities, and public goods.

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. Offered regularly, typically in the fall.

EDPE 4097 International and comparative studies in educational finance

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

EDPE 4155 Evaluating educational privatization and school choice

Educational privatization and school choice raise fundamental questions about the purposes of education, the nature of community, and the boundaries of the market. Through close reading of court decisions and legislative acts as well as works in economics, sociology, history, political science, pedagogy, and investigative journalism, students in this course address these questions. Requirements include four essays and one research paper. Offered regularly, typically in the spring.

EDPE 4500 Research, Writing and Professional Seminar in Economics of Education

This seminar is intended to develop students' research and writing skills as applied to an in-depth independent project in the Economics of Education, to develop professional skills, and to promote a supportive scholarly and professional community among Econ & Ed students. The course will examine the stages of research development and provide structured guidance to students as they develop an independent project and prepare for their careers after graduation. Since the course will be run as a seminar, students are expected to contribute to class discussions as well as to provide critical and thoughtful feedback on their classmates' work in progress. Priority will be given to master's students in Economics & Education, but the course is open to EPSA students as well.

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.

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.

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.

EDPE 6023 Advanced Causal Methods: Use and Interpretation

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.

EDPE 6025 Conducting Field Experiments: Design and Implementation

The purpose of this course is to introduce students familiar with causal methods to the design and implementation of field experiments in economics and education. In the first part of the course, students will study experimental design. In the second part of the course, students will focus on the practical aspects of running an experiment. The course assignments will lead up to a completed proposal outlining the theory, design, and implementation of a field experiment. In addition, students will complete an IRB application for human-subjects approval and present their proposals.

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. Offered occasionally.

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. Typically offered every other year in the spring.

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, inter-temporal decision-making, public finance and local public goods will also be covered. Offered annually in the fall.

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.

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.

Education Policy

Department of - Education Policy & Social Analysis

Contact Information

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Program Description

The course of study in Education Policy prepares students for such positions as policy analyst, policy advocate, education researcher, and faculty member. It develops students' skills in the political, economic, social, and legal analysis of education policy issues. 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 five areas: Data Analysis and Research Methods, Early Childhood Education Policy, K-12 Education Reform Policy, Higher Education Policy, and Law and Education Policy. Our main master's degree is the M.A. The M.A. is often the first post-baccalaureate degree, and it is also the master's degree that is most widely recognized in the Education Policy field. The overwhelming majority of our non-doctoral students enter this degree program. However, we offer the Ed.M. for students who have already acquired an M.A. with at least some coursework with education policy content. The Ed.M. degree further develops students' knowledge and skills by drawing on interdisciplinary policy studies; the social science disciplines of economics, law, politics, and sociology; and the substantive content of policies and practice in early childhood education, K-12 education, higher education, law and education, and data analysis and research methods. 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.

For more information, contact Gosia Kolb at kolb@tc.columbia.edu. For individual degree program planners and special applications go to <http://www.tc.columbia.edu/epsa/edpolicy/>.

Degree Summary

Education Policy (EPOL)

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

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

Degree Requirements

M.A. in Education Policy (33 points)

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 Master 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, law and education, and data analysis and research methods.

Culminating Requirement: Students entering in summer or fall 2019 will write a reflective essay on what they have learned through their Education Policy M.A. program. The reflective essay represents an opportunity for students to consolidate what they have done in separate classes and present a comprehensive and critical assessment of the core ideas and skills they have encountered; the intellectual, professional, and personal changes they have experienced; and their ideas and plans for the future. The reflective essay will be assessed as Pass or Fail by the student's advisor, and students may be asked to revise the essay until it is acceptable. Criteria for the assessment will be: evidence of substantive engagement with program content and efforts to synthesize important ideas; evidence of describing and reflecting on specific experiences and insights from the degree program in the essay (rather than simply describing general impressions or ideas); evidence of a thoughtful comparison of current thinking with perspectives held at the beginning of the degree program; and evidence of careful attention to writing quality.

Ed.M. in Education Policy (60 points)

The 60-point Ed.M. degree is intended for educators and non-educators seeking careers in education policy in either the private or the public sector. We offer the Ed.M. for students who have already acquired an M.A. with at least some coursework with education policy content. The program of study builds on the required M.A. course sequence and draws on interdisciplinary policy studies, the social science disciplines of economics, law, politics, and sociology and substantive content of policies and practice in early childhood, K-12, higher education, law and education, and data analysis and research methods, 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.

Culminating Requirement: Students will discuss details of this requirement with their advisor, as it will differ from the one that is asked of M.A. degree students.

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 higher education institutions can be organized and led most effectively. A deeper understanding of how policies, politics, and the law can advance the twin goals of excellence and equity, how schools and higher education institutions 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 policy, the program requires extensive preparation in quantitative and qualitative research methods and in one of the cognate social sciences offered by Columbia University, for example, Political Science, Sociology, or Economics. For information, please contact Gosia Kolb at kolb@tc.columbia.edu.

Non-Degree Programs

Non-Degree Programs

In addition to the degree programs previously described, the Department of Education Policy and Social Analysis (EPSA) offers courses and professional development opportunities to current students, alumni, and practicing professionals:

School Law Institute

One of the most popular offerings at Teachers College, this nationally known, one-week program, held this year at Columbia Law School during a week of July, is available for 3 graduate credits or on a non-credit basis. The School Law Institute offers public K-12 educators (board members, school and district leaders, teachers, guidance counselors, special educators, ELL staff, etc.), policy analysts, policymakers, union reps, advocates and others tools to address provocative current issues of law, policy, research, and practice. The Institute's eminent national faculty members explore such issues as charter schools; high-stakes testing; cyberbullying; fiscal equity; safety and order (harassment, child abuse, tort liability, search and seizure); issues of race and poverty in education; the rights and needs of students with disabilities and English-language learners; promoting diversity in

public schools; and the school-to-prison pipeline. For more information, please visit www.tc.edu/schoollaw or contact Professor Jay Heubert at jay.heubert@columbia.edu.

Concurrent Programs in Education and Law

There is **no program at Columbia Law School through which a student may concurrently or jointly earn an education degree at TC and a law degree at Columbia Law School**. The Department of Education Policy and Social Analysis (EPSA), however, offers a specialization in education law and policy and several courses are offered both at TC and Columbia Law School. For information, contact Professor Jay Heubert at jay.heubert@columbia.edu.

Application Information

You will be able to apply to our programs via the Admissions Office website.

Faculty List

Faculty

KEVIN J. DOUGHERTY

Professor of Higher Education and
Education Policy

DOUGLAS DAVID READY

Associate Professor of Education and
Public Policy

JAY HEUBERT

Professor of Law and Education

MICHAEL A. REBELL

Professor of Law and Educational Practice

LUIS A HUERTA

Associate Professor of Education and
Public Policy

CAROLYN J. RIEHL

Associate Professor of Sociology &
Education Policy

SHARON L KAGAN

Virginia and Leonard Marx Professor of
Early Childhood and Family Policy and
Co-Director of the National Center for
Children and Families

PRISCILLA WOHLSTETTER

Distinguished Research Professor

Course List

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.

EDPA 4013 Education Policy and the Management of Instruction

This course uses a backward-mapping approach to examine how federal, state, and local education policies affect the learning environments of schools and classrooms, teacher quality and pedagogy, and ultimately student learning in schools. We review important milestones in instructional policy in the United States and consider their impact on educational equity. 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 in schools and districts.

EDPA 4017 Higher Education and the Law

This multidisciplinary survey course explores significant recent developments in public and private higher-education law, policy, and practice. Designed for practicing and aspiring higher-education administrators, policy analysts, advocates, and researchers, it covers many issues that are now the subject of spirited, polarized national debates in the U.S., including access to higher education; student and faculty free speech and academic freedom; DACA, immigration and English learners; using race, ethnicity and gender to promote diversity; HBCUs and single-sex education; and harassment, cyber-bullying, and discrimination based on race, national origin, religion, gender, sexual orientation, gender identity, and disability. Other topics include aspects of safety and order: institutional authority to regulate on- and off-campus student and staff misconduct; tort liability (for suicide, hazing, drug and alcohol abuse); search and seizure; and due process. Current administrators at Columbia and other universities are welcome.

EDPA 4025 Higher Education Policy

This course provides an introduction to major policy enactments in higher education both in the United States and abroad. The policies reviewed include provision of different types of colleges including community colleges and private higher education, tuition and student financial aid, affirmative action, higher education finance, and quality assurance and performance accountability. The course examines the forms, political origins, implementation, and impacts of these policies. The aim is to help students develop a broad and deep understanding of the main directions of – but also limitations to – higher educational policymaking in the United States and abroad.

EDPA 4033 Comprehensive Educational Opportunity

The course will provide students an overview of the concept of comprehensive educational opportunity, which seeks to provide meaningful educational opportunities for children from poverty backgrounds 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; the current attempts of large-scale "collective impact" initiatives to deal with these issues, and the economic, political, administrative, educational, and legal issues that must be considered to advance this concept on a large scale.

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.

EDPA 4047 Politics and Public Policy

What are the various stages of the policy process, from the recognition of certain problems as public issues to the adoption of policies to address those problems and the implementation and evaluation of those policies? This course touches on all these stages but focuses on policy origins: problem recognition and agenda setting, consideration of possible policy solutions, and policy adoption. The course examines policy origins through the lenses of various theoretical perspectives drawn from political science, sociology, economics, and law, including policy entrepreneurship theory, the advocacy coalition framework, punctuated equilibrium theory, diffusion theory,

institutional theory, and the theory of the state. These perspectives are grounded by looking at the origins of particular policies concerning early childhood, K-12, and higher education.

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.

EDPA 4050 The Logic and Design of Research in Education Policy and Social Analysis

This course is an introduction to understanding, designing, and writing about empirical research in education. We will explore the philosophical foundations of the positivist, interpretive, and critical knowledge paradigms for research and the relationship between theory and evidence in research. Students will learn about different genres of research and will explore strategies for sampling, data collection, and analysis in quantitative, qualitative, and mixed methods research. The final project will be a literature review of research on a topic of interest to the student. The course will help students to make choices for the kind of research they want to pursue and to synthesize and write about published bodies of research.

EDPA 4086 EDPA 4086: Law and Education: Regulation, Religion, Free Speech, and Safety

This multidisciplinary survey course explores significant recent developments in K-12 public and private education law, policy, and practice. It covers many issues that are now the focus of polarized national debates. The class will include students from Teachers College, Columbia Law School, and other Columbia University graduate schools. public- and private-school practitioners, current and aspiring, are welcome, as are policy analysts, researchers, and policy makers.

Topics include limits on public regulation and funding of private schools; charter schools and voucher programs; religious conflicts in public schools over public funding, prayer, and curriculum; and free-speech rights of students and teachers. The course will also focus on school safety: bullying and cyberbullying; child abuse; the schools' authority to make and enforce rules governing on- and off-campus student and staff misconduct, including drug/

alcohol abuse, hazing, and sexual misconduct; tort liability; and educational malpractice; search & seizure/drug testing; racially disproportionate school discipline; the school-to-prison pipeline; and due process rights of students and staff.

The course will be multidisciplinary, drawing on sources in law, social science, policy, and education practice. We will consider how to avoid unnecessary litigation and, equally important, how to use the law to advance important educational values and objectives.

EDPA 4503 Schools, Courts, and Civic Participation

Although historically, America's public school system was established primarily to prepare young people to become citizens capable of maintaining a democratic society, in recent decades, most schools have done a poor job of preparing students for effective civic participation. This course will consider the reasons for the decline in the schools' traditional civic preparation role, and how schools can prepare students to be effective civic participants in the 21st century. Based on the instructor's belief that civic preparation will not actually become a priority of American schools unless the courts declare that students have a constitutional right to an adequate education for capable citizenship, the course will also will examine the legal and policy justifications for the courts' role in reforming public education institutions, briefly consider the history of judicial intervention in other areas of educational policy like desegregation, bilingual education and fiscal equity reform and then closely analyze *Cook v. Raimondo*, a pending federal case that seeks to establish such a federal right, and in which the instructor is lead counsel for the plaintiffs.

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.

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 residual analysis, modeling non-linear relationships and interactions

using regression, logistic regression, missing data analyses, multilevel models, and principal components analysis. Prerequisite: Students should have completed at least one graduate-level course in applied statistics or data analysis (e.g., EDPA 4002) and have experience with Stata software.

EDPA 5016 Educational Equality: the Role of Law

This multidisciplinary survey course explores significant recent developments in public K-12 education law, policy, and practice. It covers many issues that are now the focus of polarized national debates. The class will include students from Teachers College, Columbia Law School, and other Columbia University graduate schools. Current and aspiring practitioners are welcome, as are policy analysts, researchers, policy makers, and advocates.

Topics include: (1) growing inequality and segregation based on race, national origin, and socioeconomic status; (2) promoting racial and ethnic diversity and redressing discrimination after *Parents Involved* and *Fisher II*; (3) DACA, immigration, and educational programs for English learners; (4) special education and other supports for students with disabilities; (5) discrimination and harassment based on gender, sexual orientation, gender identity, race, national origin, religion, and disability; (6) evidence on how *choice* measures – charter schools, voucher programs, tax supports for private-school tuition – may reduce or promote racial or socioeconomic inequality and stratification; (7) school-finance reform and the legal right to an adequate education; (8) discrepancies in school discipline and the school-to-prison pipeline; (9) high-stakes testing and accountability, including the recently enacted ESSA and testing for tracking, promotion, and graduation; and (10) discrimination in education-related sectors such as housing, credit, and employment.

The course will be multidisciplinary, drawing on sources in law, social science, policy, and education practice. We will consider how to avoid unnecessary litigation and, equally important, how to use the law to advance important educational values and objectives.

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, student outreach programs such as GEAR UP, state Common Core curriculum standards, and guided student pathways through college. 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.

EDPA 5030 Social Science, Education Policy, and the Courts

For the past century there have been debates over the proper role of social-science evidence in judicial proceedings, especially in the context of education reform litigation. This interdisciplinary course will start with *Brown v. Board of Education* and trace the evolution of the use of social science by courts, focusing on decisions in such vital areas of education policy as school desegregation, student testing, special education, language services for English-language learners, education finance, and affirmative action. It explores how social science evidence has influenced judicial decision making; how judicial decision making has influenced the directions of social science research; how courts have influenced the development of educational policy in statutes and regulations; how courts, legislatures, and administrative agencies engage in social science fact finding; and how courts use presumptions, burdens of proof, and other legal mechanisms that may reduce their need to consider social science evidence.

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, bi-lingual education and special education cases in the federal courts, education adequacy litigations in the state courts, and whether and how courts might induce schools to act more effectively in fulfilling their constitutional obligations to prepare all students to become capable voters and to function productively as civic participants.

EDPA 5515 Fieldwork in Education Policy

(Restricted for Education Policy program students.) 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. 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 by engaging a guided fieldwork research project.

EDPA 5645 Craft of Policy Analysis

The purpose of this course is to help students learn more about the techniques of policy analysis --identifying a public problem, researching solutions to the problem, weighing costs and benefits of various alternatives, and developing a policy recommendation aimed at addressing the problem. The emphasis is on how policy analysts think and do, rather than the study of the policy process in general. The course is organized to help students understand and become more informed about the nature of education policy in the United States.

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.

EDPA 6002 Quantitative Methods for Evaluating Education Policies and Programs

This advanced master's course addresses a key issue in evaluating education programs and policies: determining whether a policy causes an impact on student trajectories that would not have occurred in absence of the policy. The course will cover experimental and quasi-experimental techniques used to attribute causal relationships between educational programs and student outcomes. Students will become sophisticated consumers of quantitative educational research and will practice statistical techniques in problems sets. There will be an exam and a final project. Prerequisites: Successful completion of 4002 and 5002 or equivalent and familiarity with the Stata statistical software package. No prior exposure to causal inference methods is expected.

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.)

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.

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.

EDPA 6542 Education Policy Foundations Seminar

(Required for all Education Policy program students and restricted to Education Policy students) The purpose of this introductory seminar is to begin to build a learning community for students enrolled in Education Policy degree programs and faculty in EDPA's Education Policy program. Students will learn about the research interests of professors who teach education policy courses and also about their methods of investigation. Further, students will have the opportunity to expand their knowledge of education policy -- what it is and how it develops. Readings will draw on seminal books and articles to provide a foundation for future Education Policy courses. Assignments will focus on developing students' understanding of public policies at all levels of the U.S. education system.

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.

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.

Politics and Education

Department of - Education Policy & Social Analysis

Contact Information

Phone: (212) 678-3751

Fax: (212) 678-3589

Email: kolb@tc.columbia.edu

Director: Professor Jeffrey Henig

Program Description

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. Ph.D. students are expected to master the discipline of political science in addition to the specialty of politics in education. 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 graduates in Politics and Education teach in colleges and universities, conduct research in think-tanks and research centers, and advise public officials. Although students from all of the degree programs in politics 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. For profiles of some recent alumni please visit our website at <http://www.tc.columbia.edu/epsa/politics/>

Degree Summary

Politics and Education (POLC)

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

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

Degree Requirements

Master of Arts (M.A., 33 points) and Master of Education (Ed.M., 60 points)

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.

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 are asked to participate in a set of core political science and general foundation courses in education policy. These are selected with the approval of the faculty advisor in order to best meet each individual student interests and professional goals. Students may be required to take as many as 12 points of coursework at Columbia University in the Political Science Department.

Ph.D. students must 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,* 4) an approved two-course sequence in formal modeling or advanced multivariate statistics, 5) a comparable level of proficiency in a research tool approved by the college.

For further information on specific program requirements consult the program website at www.tc.edu/epsa/Politics.

* *Satisfied by meeting 6-point statistics requirement.*

Application Information

Doctoral applications **must** include GRE General Test scores and 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.

For Fall 2020 admissions **Master's** applications **will no longer be required to submit GREs**. Master's applications that are complete and that 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.

Faculty List

Faculty

SARAH R. COHODES

Associate Professor of Education Policy and Economics

AARON M PALLAS

Arthur I. Gates Professor of Sociology and Education

KEVIN J. DOUGHERTY

Professor of Higher Education and Education Policy

DOUGLAS DAVID READY

Associate Professor of Education and Public Policy

JEFFREY HENIG

Professor of Political Science and Education

MICHAEL A. REBELL

Professor of Law and Educational Practice

JAY HEUBERT

Professor of Law and Education

AMY STUART WELLS

Professor of Sociology and Education

LUIS A HUERTA

Associate Professor of Education and Public Policy

PRISCILLA WOHLSTETTER

Distinguished Research Professor

Adjunct

CATHERINE GUERRIERO

Adjunct Associate Professor of Education

Course List

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.

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.

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.

EDPP 5042 Urban Politics and Education

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

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.

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.

EDPP 5642 Colloquium in Political Economy and Education

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

EDPP 6540 Seminar in Politics of Education

Permission required. Selected topics in the politics of education.

EDPP 6900 Research and Independent Study in Politics and Education

Permission required.

EDPP 6940 Studies in Politics and Education

Permission required. Independent study.

EDPP 7503 Dissertation seminar

Permission required. Development of doctoral dissertation proposals.

EDPP 8900 Dissertation Advisement in Politics 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.

Sociology and Education

Department of - Education Policy & Social Analysis

Contact Information

Phone: (212) 678-3677

Fax: (212) 678-3677

Email: kc2610@tc.columbia.edu

Director: Prof. Amy Stuart Wells

Program Description

Teachers College was founded in 1887 and chartered two years later under the principle of joining the systematic study of education with the practical arts of pedagogy. In the College's initial years, through its faculty appointments, departmental structure, and curriculum, it introduced sociology as a partner to the disciplines of history, philosophy, and psychology in providing foundational perspectives for understanding education as a profession and social enterprise.

The Sociology and Education Program continues this tradition with its emphasis on developing theoretical and empirical knowledge about education using a sociological lens and linking that knowledge to improving the lives of students and educators and advancing the practices of policymaking, teaching, leading, and learning. Primary attention is given to public elementary and secondary education and higher education in the United States, but the sociological focus extends also to early childhood, education in settings other than schools, education in other countries, and to the organizational contexts of school districts, charter management organizations, and state and national departments of education.

Located in New York City and amidst the country's largest and most vibrant, diverse, complex, and often unequal metropolitan area, Teachers College honors its long-standing commitment to furthering education that confronts inequality head on and offers high-quality opportunities across social boundaries. The curriculum of the Sociology and Education program reflects these values and emphasizes topics in social inequality, social change, the organization of schooling and education within different

institutional forms and contexts, the effects of education on individuals and populations, and alternative models of effective and equitable education. Currently, students can study issues such as gentrification and the landscape of urban and suburban schooling; educational opportunities for students of color living in high-poverty areas; accountability-based control of teaching as a profession and its effects on students and teachers; schools and school districts as effective and equitable learning organizations; and the role of education in the life course of individuals.

The program prepares students to become thoughtful analysts of education who can perceive and interpret the actions of individuals and systems, who understand these systems within broader social contexts, and who can propose and implement more effective and equitable approaches to education. The master's and doctoral Sociology and Education programs provide training and hands-on experience in the conceptual foundations of research; research design; qualitative data collection and analysis strategies; basic and advanced statistical analysis methods; program evaluation; and policy analysis. Program graduates apply these skills and knowledge in various professional settings, ranging from classrooms in schools and colleges, to research and evaluation offices in government, foundations, and academia, and to governmental policy offices, school district and charter school organizations, non-profit agencies, and student-serving organizations.

Faculty are actively engaged in research on issues related to the program's core themes, using critical race theory, organization theory, school effects theory, and others to generate scholarship that is conceptually rich and relevant to policy and practice. Students also have access to faculty in other programs at the College who employ a sociological perspective in their work and to faculty in the Department of Sociology at Columbia University.

As one of four programs in the Department of Education Policy and Social Analysis, the Sociology and Education Program has close ties to faculty and students who study education with a focus on political science, economics, law, and policy. This provides students the opportunity to develop their sociological viewpoint along with other important perspectives on the challenges facing education.

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 education institutions, the program does not offer professional certification for teaching or school/district leadership. Certification programs are available in other departments at Teachers College.

Master of Arts

The Master of Arts program in sociology and education provides an introduction to the application of sociological perspectives to contemporary education issues. The program provides coverage of the core principles and methods of sociology as they are applied to research and analysis. An optional policy concentration enables students to focus more closely on the design and effects of education policies. 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 is an advanced master's degree typically 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 education issues. Through an optional policy concentration, students can examine a variety of education policy questions in more depth. 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 strong background and interest in the discipline of sociology and its application to education. The Ph.D. is a highly specialized degree that requires substantial coursework to be done in daytime classes at Teachers College and 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 education 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 education research, policy making, advocacy, consulting, and management of educational activities.

Degree Summary

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

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

Degree Requirements

Master of Arts

Program Requirements

Master of Arts Degree in the Program in Sociology and Education – minimum of 33 points

Requirements for the M.A. program *without* the education policy option:

I. Core Courses (minimum 15 points)

A. Foundational Coursework in Social Analysis of Education (6 points)

EDPS 4021 Sociology of Education (3) **(Required)**

EDPS 4620 Introductory Colloquium in Sociology and Education (3) **(Required)**

EDPS 5503 Classical Social Theory

B. Education and Social Inequality (minimum 3 points)

EDPS 4022 Sociology of Urban Education (3)

EDPP 5045 Race, Ethnicity and US Educational Policy (3)

EDPS 4024 Social Stratification and Education (3)

EDPS 4032 Gender, Difference and Curriculum (3)

C&T 4032 Gender, Difference and Curriculum (3)

EDPS 5053 Race, Gender and Education (3)

Topical course work on Race, Culture, and Educational Inequality

ITSF 4060 Latinos in Urban Schools

EDP 4023 Reimagining Education (may be used either for Education and Social Inequality or Education and Social Change, but not both)

C. Education and Social Organization (minimum 3 points)

EDPS 4029 Sociology of Schools (3)

EDPS 4030 Sociology of Organizations (3)

EDPS 5022 Sociology of Education Systems (3)

EDPS Organizing Schools for Diversity (3)

EDPA 6030 Institutional Theory: Sociological Perspectives on Institutional Change in Education (3)

EDPS 5005 Sociology of Teaching and Leadership in Education (3)

ITSF 5023 Family as Educator (3)

ITSF 5026 Family and Television (3)

ITSF 5120 Education in Community Settings (3)

HUDK 4031 Sociology of Evaluation (3)

ITSF 5035 Social Analysis of International Large-Scale Assessments

D. Education and Social Change (minimum 3 points)

EDPS 4000 Education and Public Policy (3)

EDPS 4028 Sociology of the Life Course (3)

EDPS 5050 Sociology of Knowledge (3)

HUDK 4011 Sociology of Online Learning (3)

HUDK 5621 Technology and Society (3)

Topical course work on Higher Education and Social Change (3)

ITSF 5031 Education and Sustainable Development

EDP 4023 Reimagining Education (may be used either for Education and Social Inequality or Education and Social Change, but not both)

II. Research Methods (9 points)

A. Quantitative Research Methods (3 points)

EDPA 4002 Data Analysis for Policy & Decision Making I (3), *or*

HUDM 4122 Probability and Statistical Inference (3)

B. Qualitative Research Methods (3 points)

EDPS 5057 Qualitative Methods for Education Policy and Social Analysis (3), *or*

ITSF 5000 Methods of Inquiry: Ethnography and Participant Observation (3), *or*

C&T 5502 Introduction to Qualitative Research in Curriculum and Teaching (3)

ITSF 4092 Qualitative Research and Evaluation in International Education

ITSF 5001 Ethnography and Participant Observation

C. Advanced Research Methods (3 points)

EDPA 5002 Data Analysis for Policy & Decision Making II (3)

HUDM 5122 Applied Regression Analysis (3)

EDPA 4050 Logic & Design of Research in Educational Policy & Social Analysis (3)

EDPS 5646 Evaluation of Educational and Social Programs (3)

ORL 5522 Evaluation Methods I (3)

HBSS 6100 Program Evaluation (3)

CUSSW T6416 Program Evaluation in Social Services (at Columbia School of Social Work) (3)

EDPS 5020 Survey Research Methods (3)

Topical course work on Econometric Methods for Policy Research and Program Evaluation

EDPA 6002 Quantitative Methods for Evaluating Education Policies and Programs

A&HL 4014 Discourse Analysis

ITSF 5040 Mixed Methods for Disciplined Inquiry

III. Electives/Concentration (6-9 points)

IV. Culminating Integrative Experience (0-3 points)

Master's comprehensive examination (0), *or*

Master's integrative project and EDPS 6021 Master's Integrative Project in Sociology and Education (1 point in the fall and 2 points in the spring, for a total of 3 points)

Additional requirements for the M.A. program *with* the policy concentration:

Choose one course from each of the following four categories:

I. Foundational Studies in Education Policy

EDPS 4000 Education and Public Policy

AH&H 5063 Seminar: U.S. Education Policy in Historic Perspective

II. Policy Analysis

EDPA 5645 Craft of Policy Analysis

EDPA 4047 Politics and Public Policy

EDPA 4048 Education Policy Analysis & Implementation

III. Program Evaluation

EDPS 5646 Evaluation of Educational and Social Programs

ORL 5522 Evaluation Methods I

HBSS 6100 Program Evaluation

CUSSW T6416 Program Evaluation in Social Services (at Columbia School of Social Work)

Topical course work on Econometric Methods for Policy Research and Program Evaluation

EDPA 6002 Quantitative Methods for Evaluating Education Policies and Programs

IV. Topics in Education and Social Policy

EDPA 4013 Education Policy and the Management of Instruction

EDPA 4017 Topics in Higher Education Law

EDPA 4025 Higher Education Policy

EDPA 4033 Comprehensive Educational Opportunity

EDPA 4046 School Finance Policy and Practice

EDPA 4086 Law and Education: Regulation, Religion, Free Speech and Safety

EDPA 4899 Federal Policy Institute

EDPA 5016 Educational Equality: The Rule of Law

EDPA 5023 Policymaking for Effective High School to College Transition

EDPA 5086 Educational Policymaking and the Courts

EDPA 5880 School Law Institute

EDPA 6013 Early Childhood Development and Education

EDPA 6027 International Perspectives on Early Childhood Policy

EDPE 4058 Economics of Higher Education

EDPE 4155 Evaluating Educational Privatization and School Choice

EDPP 5041 Politics of Centralization and Decentralization

EDPP 5045 Race, Ethnicity and US Educational Policy

C&T 4615 Young Children, Families and Social Policy

C&T 5050 Education Policy: Prologue to the Future

C&T 5074 Curriculum and Teaching Policy

HBSS 4112 Social Policy and Prevention

ITSF 4060 Latinos in Urban Schools

ITSF 4098 Education Development Policies in China

ITSF 4160 Human Rights Education in Africa: Politics, Policies and Pedagogies

ITSF 5006 International Education Policy Studies

EDP 5001 and EDP 5031 CPRL Seminar and Practicum in Public Sector Structural Improvement

ITSF 5035 Social Analysis of International Large-Scale Assessments

EDPE 4051 Education and Economic Development

Topical course work on Schools, Courts, and Civic Participation

Topical course work on Higher Education and Social Change

EDP 4023 Reimagining Education

ITSF 5031 Education and Sustainable Development

***Please note that all master's students must complete a culminating experience.**

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

Program Requirements

Ed.M. Degree in the Program in Sociology and Education – minimum of 60 points

Requirements for the Ed.M. program *without* the education policy option:

I. Core Courses (Minimum of 14 points)

A. Foundational Coursework in Social Analysis of Education

EDPS 4021 Sociology of Education (3) **(Required)**

EDPA 4050 Logic & Design of Research in Educational Policy & Social Analysis (3)

EDPS 4620 Introductory Colloquium in Sociology and Education (2 or 3)
(Required)

EDPS 5620 Advanced Colloquium in Sociology and Education (3)

EDPS 5503 Classical Social Theory (3)

B. Education and Social Inequality (minimum 3 points)

EDPS 4022 Sociology of Urban Education (3)

EDPP 5045 Race, Ethnicity and US Educational Policy (3)

EDPS 4024 Social Stratification and Education (3)

EDPS 4032 Gender, Difference and Curriculum (3)

C&T 4032 Gender, Difference and Curriculum (3)

EDPS 5053 Race, Culture, and Educational Inequality

ITSF 4060 Latinos in Urban Schools

EDP 4023 Reimagining Education (may be used either for Education and Social Inequality or Education and Social Change, but not both)

C. Education and Social Organization (minimum 3 points)

EDPS 4029 Sociology of Schools (3)

EDPS 4030 Sociology of Organizations (3)

EDPS 5022 Sociology of Education Systems (3)

Topical course work on Organizing Schools for Diversity (3)

EDPA 6030 Institutional Theory: Sociological Perspectives on Institutional Change in Education (3)

EDPS 5005 Sociology of Teaching and Leadership in Education (3)

ITSF 5023 Family as Educator (3)

ITSF 5026 Family and Television (3)

ITSF 5120 Education in Community Settings (3)

HUDK 4031 Sociology of Evaluation (3)

ITSF 5035 Social Analysis of International Large-Scale Assessments

D. Education and Social Change (minimum 3 points)

EDPS 4000 Education and Public Policy (3)

EDPS 4028 Sociology of the Life Course (3)

EDPS 5050 Sociology of Knowledge (3)

HUDK 4011 Sociology of Online Learning (3)

HUDK 5621 Technology and Society (3)

Topical course work on Higher Education and Social Change

ITSF 5031 Education and Sustainable Development

EDP 4023 Reimagining Education (may be used either for Education and Social Inequality or Education and Social Change, but not both)

II. Research Methods (12 points)

A. Quantitative Research Methods (6 points)

EDPA 4002 Data Analysis for Policy & Decision Making I (3), *or*

HUDM 4122 Probability and Statistical Inference (3), *and*

EDPA 5002 Data Analysis for Policy & Decision Making II (3), *or*

HUDM 5122 Applied Regression Analysis (3)

B. Qualitative Research Methods (3 points)

EDPS 5057 Qualitative Methods for Education Policy and Social Analysis (3), *or*

ITSF 5000 Methods of Inquiry: Ethnography and Participant Observation (3), *or*

C&T 5502 Introduction to Qualitative Research in Curriculum and Teaching (3)

C. Advanced Research Methods (3 points)

EDPA 4050 Logic & Design of Research in Educational Policy & Social Analysis (3)

EDPS 5646 Evaluation of Educational and Social Programs (3)

ORL 5522 Evaluation Methods I (3)

HBSS 6100 Program Evaluation (3)

Topical course work on Econometric Methods for Policy Research and Program Evaluation

EDPA 6002 Quantitative Methods for Evaluating Education Policies and Programs

CUSSW T6416 Program Evaluation in Social Services (at Columbia School of Social Work) (3)

EDPS 5020 Survey Research Methods (3)

III. Electives/Concentration (28-31 points)

IV. Culminating Integrative Experience (0-3 points)

Master's comprehensive examination (0), or

Master's integrative project and EDPS 6021 Master's Integrative Project in Sociology and Education (1 point in the fall and 2 points in the spring, for a total of 3 points)

Additional requirements for the Ed.M. program *with* the policy concentration:

Choose one course from each of the following four categories:

I. Foundational Studies in Education Policy

EDPS 4000 Education and Public Policy

A&HH 5063 Seminar: U.S. Education Policy in Historic Perspective

II. Policy Analysis

EDPA 5645 Craft of Policy Analysis

EDPA 4047 Politics and Public Policy

EDPA 4048 Policy Analysis & Implementation

III. Program Evaluation

EDPS 5646 Evaluation of Educational and Social Programs

ORL 5522 Evaluation Methods I

HBSS 6100 Program Evaluation

CUSSW T6416 Program Evaluation in Social Services (at Columbia School of Social Work)

Topical course work on Econometric Methods for Policy Research and Program Evaluation

EPDA 6002 Quantitative Methods for Evaluating Policies and Programs

IV. Topics in Education and Social Policy

EDPA 4013 Education Policy and the Management of Instruction

EDPA 4017 Topics in Higher Education Law

EDPA 4025 Higher Education Policy

EDPA 4033 Comprehensive Educational Opportunity

EDPA 4046 School Finance Policy and Practice

EDPA 4086 Law and Education: Regulation, Religion, Free Speech and Safety

EDPA 4899 Federal Policy Institute

EDPA 5016 Educational Equality: The Rule of Law

EDPA 5023 Policymaking for Effective High School to College Transition

EDPA 5086 Educational Policymaking and the Courts

EDPA 5880 School Law Institute

EDPA 6013 Early Childhood Development and Education

EDPA 6027 International Perspectives on Early Childhood Policy

EDPE 4058 Economics of Higher Education

EDPE 4155 Evaluating Educational Privatization and School Choice

EDPP 5041 Politics of Centralization and Decentralization

EDPP 5045 Race, Ethnicity and US Educational Policy

C&T 4615 Young Children, Families and Social Policy

C&T 5050 Education Policy: Prologue to the Future

C&T 5074 Curriculum and Teaching Policy

HBSS 4112 Social Policy and Prevention

ITSF 4060 Latinos in Urban Schools

ITSF 4098 Education Development Policies in China

ITSF 4160 Human Rights Education in Africa: Politics, Policies and Pedagogies

ITSF 5006 International Education Policy Studies

***Please note that all master's students must complete a culminating experience.**

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 University'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.

Application Information

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

Faculty List

Faculty

AARON M PALLAS

Arthur I. Gates Professor of Sociology and
Education

AMY STUART WELLS

Professor of Sociology and Education

CAROLYN J. RIEHL

Associate Professor of Sociology &
Education Policy

Lecturers

JEANNIE KIM

Lecturer

Adjunct

ELENI DEMOS NATSIOPOULOU

Adjunct Assistant Professor of Education

ROSALIA CHAVEZ ZARATE

JOAN KASS STAMLER

Adjunct Assistant Professor of Education

Instructors

JESSICA R BRATHWAITE

Senior Research Associate I

JOSEPH DERRICK NELSON

Adjunct Assistant Professor

ABBEY ELIZABETH KEENER

Interim Research Assistant

BASIL ANTHONY SMIKLE

Part Time Instructor

Course List

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.

EDPS 5503 Classical Social Theory

This class is an introduction to classical sociological theory. The epistemological foundations of sociological inquiry as well as its core concepts and methods will be examined. Problems and concepts to be covered will include alienation, class, legitimation, power, anomie, exploitation, culture, ideology, development, and individuation. The texts to be examined will be mainly from the three 'founders' of sociology: Karl Marx, Emile Durkheim and Max Weber. In addition, theorists who worked within the classical sociological tradition and who have played a significant role in shaping contemporary social theory will also be studied; such theorists may include: Friedrich Engels, Marcel Mauss, George Simmel, Sigmund Freud, and Norbert Elias.

EDPS 4000 Education and public policy

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

EDPS 4021 Sociology of education

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

EDPS 4022 Sociology of urban education

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

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.

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.

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.

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.

EDPS 4030 Sociology of organizations

Introduction to concepts, theories, and research in the sociology of organizations and the related interdisciplinary field of organization studies, as they apply to schools and other organizational settings in education. Topics covered will include internal organizational dynamics, organizations and their environments, organizations as contexts for human identity and agency, and organizational learning and improvement.

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.

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.

EDPS 4903 Research and independent study

Permission required.

EDPS 5005 Sociology of teaching and leadership in education

This course covers four broad topics of interest to sociologists of education, as well as to other education practitioners, researchers, and policy makers: (1) how the occupations of teaching and leadership are socially organized within schools and school systems; (2) how the work of teaching and leadership in schools and school systems is affected by, and in turn affects, social forces in the larger social environment; (3) the social dynamics of diversity in teaching and leadership; and (4) the impact of teachers and leaders on school outcomes. The course will explore how the knowledge base about the sociology of teaching and leadership has evolved – how the research questions have changed over time, what the body of theory and empirical evidence looks like, including the methods used to study teaching and leadership, and what the cutting-edge knowledge frontiers are.

EDPS 5020 Survey research methods

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

EDPS 5022 Sociology of education systems

Analysis of local and national education systems through application of sociological perspectives and organization theory, with special attention to problems of equity, effectiveness, and the embeddedness of education systems in their larger contexts.

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.

EDPS 5053 Race, Gender and Education

This course examines how racial discrimination in American education intersects with gender norms and stereotypes in ways that shape everyday school life, particularly how educational policies at the school, district, and federal level either perpetuate or transform these dynamic intersections. After exploring personal histories of race, gender, and schooling through memoir, the course begins with a theoretical and conceptual overview of race, gender,

and sex, and the history of race and patriarchy in the U.S. context. Popular culture and discourse, as well as key issues and debates in the field are taken up thereafter, with a focus on race and gender equality/access in urban school settings, and gender dynamics in relation to racial bias, class privilege, and sexuality (e.g., LGBTQIA issues). The goal of the course is to reconsider what constitutes effective schooling for all students across social and cultural contexts.

EDPS 5057 Qualitative methods for education policy and social research

This course is designed to assist students in conceptualizing and designing research projects – for Master’s Theses or Doctoral Dissertations – that examine, interrogate and evaluate public policies in the fields of education and social welfare through methodological approaches we commonly think of as qualitative. The curriculum emphasizes the benefits and limitations of qualitative methods for studying particular policy issues and programs with the goal of defining when a qualitative approach is most helpful. We will explore qualitative case studies as a research *design* as well as several different data collection *methods* employed by qualitative researchers, including interviews, observations, ethnography, and document analysis. The class also addresses what sort of research questions can best be answered through qualitative data collection, and how qualitative researchers can frame their inquiry in a manner that speaks to public policy debates and issues.

Furthermore, the course will require students to appreciate the significance and meaning of a more *contextual approach* to education policy analysis. This course, therefore, fulfills the qualitative research methods requirement for the Sociology and Education Program and other programs across the EPSA Department.

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.

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.

EDPS 6021 Master's integrative project in sociology and education

Students wishing to complete a master's integrative project instead of taking the master's exam will design a study, provide a relevant literature review of theory and research, collect and analyze data, and write a comprehensive report of their work.

EDPS 6525 Seminar in sociology of education

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

EDPS 6903 Research and independent study

Permission required.

EDPS 7503 Dissertation seminar

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

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.