



Teachers College
COLUMBIA UNIVERSITY

Academic Catalog 2023-2024

Education Policy & Social Analysis

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The Department of Education Policy & Social Analysis

Our 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.

History and Education

Department of Education Policy & Social Analysis

Program Description

The Program in History and Education is one of the oldest at Teachers College, the history of education having been one of the first components of the university study of education. Many of the earliest doctoral dissertations at Teachers College dealt with historical subjects, even in the case of students aspiring to careers in curriculum, guidance, and administration.

The Program prepares people to teach in graduate schools of education, undergraduate departments of education, departments of history, theological seminaries, or other academic institutions, and to work as research scholars in institutes, government bureaus, or social service agencies where a deep understanding of education in historical perspective is essential.

The Program addresses important educational questions first, by examining the ideas, individuals, and institutions of the past to determine their influence on their own times and second, by bringing historical knowledge and perspective to bear on current educational issues. The Program offers courses covering the educational history of America, urban areas, women, immigrants, and African-Americans.

The Program is open to students of broad and diverse backgrounds who can give evidence of academic competence and personal qualities suggesting high probability of professional success. Each student in the Program is expected to take courses in the history of education, as well as in the more generalized fields of social, political, and cultural history. Students can also take subject matter courses in cognate areas aimed at complementing and supporting their specialized areas of interest within the history of education. In addition, most students engage in continuous independent research under the supervision of a faculty member.

Students in the Program are encouraged, with their advisor's guidance, to make full use of resources offered by other programs at Teachers College, Columbia University, the Jewish Theological Seminary, and Union Theological Seminary.

Note: Students interested in becoming a certified public school teacher, please see the Program in Teaching of Social Studies in the Arts and Humanities Department. The Program in History and Education does not offer degree programs leading to public school teacher certification.

Degrees

Master of Arts

History and Education

Master of Arts

Points/Credits: 30/32 (depending on course selection)

Entry Terms: Spring/Fall

Degree Requirements

The Master of Arts degree program offers two approaches:

1. 30 points and a formal master's essay, or
2. 32 points and a special project. Topics and preparation of the essay or the special project are to be determined in consultation with the student's advisor. At least 15 of the points taken for the degree must be in the field of history and education. At least three Teachers College courses (for at least 2 points each) must be taken outside of the Program in History and Education.

Master of Education

History and Education

Master of Education

Points/Credits: 60

Entry Terms: Spring/Fall

Degree Requirements

The Master of Education requires 60 points, at least 30 of which must be completed under the auspices of Teachers College. Students must take at least 30 points in history and education and at least three Teachers College courses (for at least 2 points each) outside the program.

Doctor of Philosophy

History and Education

Doctor of Philosophy

Points/Credits: 75

Entry Terms: Fall Only

Degree Requirements

The Doctor of Philosophy degree requires 75 points, including demonstrated proficiency in two foreign languages. The Ph.D. degree program emphasizes historical research in education. Candidates should be in touch with the Office of Doctoral Studies to be certain of complying with the latest procedures, deadlines, and documents.

Faculty

Faculty

- Ansley T. **Erickson** Associate Professor of History and Education Policy
- Thomas **James** Professor of History and Education

Instructors

- Rachel Tamar **Klepper**

Courses

EDP 5063 - US Education Policy in Historical Perspective

This course takes a historical approach to examining educational policy in the U.S., focusing particularly on the interaction between federal policy and local and state contexts, to help students explore and answer these key questions: why and how did schooling become a public, state function in the U.S.? how have U.S. citizens answered the question of who governs schools, and at what scale? How has education policy interacted with and

been shaped by racism, sexism, classism, and heterosexism? Part I of the course focuses on cross-cutting historical questions about the idea and evolution of education policy and governance in the U.S. Part II examines examples of federal policy in education – including those that have attempted to address poverty through and within education, to address segregation by racial category, to support bilingual education, to meet the needs of students with disabilities, to establish standards for academic achievement, and to foster school choice.

EDP 7501 - Dissertation Seminar

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

EDPH 4060 - History of Education in NYC

An examination of the city's educational institutions from the perspective of the different school populations who attended them over the course of the 19th and 20th centuries.

EDPH 4070 - History of Education in the US

Considers the development of American education in the context of American social and intellectual history.

EDPH 4076 - History of Urban Education

Understanding the development of schooling in US cities, with an emphasis on social, economic, and spatial changes in the metropolitan environment and their interactions with schools.

EDPH 4901 - Research and Independent Study: History and Education

Permission of instructor required.

EDPH 5070 - History and Theory of Higher Education

What is the purpose of higher education, and how has its purpose changed over time? In this course, we will investigate this fundamental question by contextualizing how religious, cultural, political, and international dynamics have contoured American higher education since the origins of the first colonial colleges to its present-day policies and issues.

EDPH 5076 - History of African-American Education

An exploration of informal and formal education from slavery to the present.

EDPH 5190 - Old and New Histories of Higher Education Institutions

This research seminar, open to students from any program, supports research on the history of Teachers College as an academic institution. The last history of TC was published in 1954. New histories are vitally needed now. Fresh evidence, more recently published scholarship, and alternative perspectives make this endeavor an excellent opportunity for students to engage in historical research.

EDPH 5195 - Experience, Education and Histories

This seminar takes a historical perspective to explore learning through experience changed with the rise of mass schooling, increasing urbanization and industrialization, and the revolution in technology and communications. Special attention will be given to initiatives aiming to promote learning through experience amidst the ever-expanding built world and the standardization and regimentation of formal education. The seminar examines the history of efforts to foster learning settings that integrate direct experience, spontaneity, creativity, adventure and play more fully into the education of children and young adults.

EDPH 5670 - Colloquium in History and Education

Discussion of research and teaching topics in history and education. Permission of instructor required.

EDPH 6041 - History & Education Historical Method

Methods, principles, and problems of historical research and interpretation. Designed for students throughout the College undertaking systematic inquiries on historical topics.

EDPH 6901 - Research Independent Study: History and Education

Permission of instructor required.

EDPH 8901 - Dissertation Advisement: History & Education

Faculty. 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.

Economics and Education

Department of Education Policy & Social Analysis

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 academic 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.AEd.M. and Ph.D. degree 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 in 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 Ph.D. graduates have gone on to research, leadership, and academic teaching positions in a range of settings. Recent Ph.D. 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.

Please note that our Program is a preferred partner Program for the Joint Japan/World Bank Graduate Scholarship Program. The Program has several eligibility requirements, however. You can find more information about this scholarship program on the TC Financial Aid website, under Merit-Based Aid/External Scholarships, and on the Japan/World Bank Graduate Scholarship program website.

Degrees

Master of Arts

Economics and Education

Master of Arts

Points/Credits: 33

Entry Terms: Fall Only

Degree Requirements

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 degree 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--requirements/economics-and-education-ma/>

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

Economics and Education

Master of Education

Points/Credits: 60

Entry Terms: Fall Only

Degree Requirements

This 60-point degree program is intended for individuals who already have a graduate degree in a related field, and 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 degree 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 degree 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

Economics and Education

Doctor of Philosophy

Points/Credits: 75

Entry Terms: Fall Only

Degree Requirements

This 75-point degree 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 University'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 degree 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.

Faculty

Faculty

- Thomas R **Bailey** President; George and Abby O'Neill Professor of Economics and Education
- Alexander James **Eble** Assistant Professor of Economics and Education
- Jordan Dmitri **Matsudaira** Associate Professor of Economics and Education
- Judith E. **Scott-Clayton** Professor of Economics and Education

Emeriti

- Henry M. **Levin** William Heard Kilpatrick Professor Emeritus of Economics and Education
- Mun **Tsang** Professor Emeritus of Economics and Education Policy

Lecturers

- Aparna **Anand** Lecturer, Economics & Education

Adjunct Faculty

- Samuel Eli **Abrams** Adjunct Assistant Professor of Education (POLC)
- Brittany Jean **Kenyon** Adjunct Assistant Professor
- Joydeep **Roy** Adjunct Professor

Instructors

- Sarah R. **Cohodes**
- Veronica Milagros **Minaya Lazarte** Senior Research Associate and Program Lead

Courses

EDPE 4050 - Economics of Education

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

Methods of economic evaluation are a critical component of evidence for policymaking. Economic evaluations, mainly cost-effectiveness and benefit-cost analysis, contribute information about costs relative to impacts. Rigorous evidence on effects, and the resources used to produce them, aids in selecting between policy alternatives. This course is designed to provide a strong foundation to prepare researchers to apply the “ingredients method,” a method of evaluating the costs of educational programs. Students will also become familiar with statistical approaches to educational resource use and the use of cost-effectiveness and cost-benefit techniques in education.

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. Offered annually in the Fall.

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

This course introduces students to key concepts and methodological tools in international comparative analysis of education finance. It examines fundamental and diverse perspectives in global school finance, focusing on the theory and policies of how nations in different parts of the world mobilize and allocate resources for education, and use these resources to address pressing issues in educational attainment and equity. Intended for both U.S. and international graduate students in education who may subsequently work as policy makers, education administrators and academic researchers in a variety of educational organizations and institutions, nationally and internationally.

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, the meaning of freedom, the boundaries of the market, and the definition of the public good and of public goods. Through close reading of court decisions and legislative acts as well as works in economics, sociology, history, political science, pedagogy, and investigative journalism, we will explore these questions.

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. Offered annually.

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. Offered annually.

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. Offered occasionally.

EDPE 6022 - Econometric Methods for Policy Research and Program Evaluation

This course is essentially one in applied econometrics, but is well suited to anyone in policy, sociology, political science, etc. looking to do empirical research about the causal effects of some X on some Y. The goal of this class is for students to learn a set of statistical tools and research designs that are useful in conducting good empirical research on public policy topics. The course will emphasize the importance of research design (relative to statistical technique) for the identification of causal effects, as well as the limitations in the applicability of many commonly used techniques. The pedagogical philosophy behind the class is guided by the maxim "show,

don't tell." While we will learn the statistical properties of a variety of common estimators using some black/white-board math, the formal requirements of the class will consist primarily of problem sets requiring students to analyze real data and replicate results from published papers in the hope that doing applied work will help you to learn the theory behind it. Learning Objectives Students who successfully complete this course will:

- Be familiar with the most common econometric research designs, and have a firm grasp on the conditions under which each can produce valid causal inferences.
- Have a grounded understanding of the theoretical properties of common econometric estimators.
- Understand how to critique the empirical methodologies of papers that use the most popular research designs.

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. Offered occasionally.

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. Offered occasionally.

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 a review of frontier empirical research, with a focus on how such studies are conceived and executed. 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. Offered occasionally.

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 every other year.

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

Program Description

The Education Policy Program at Teachers College aims to prepare policy experts whose substantive grounding in a range of educational issues is matched by their broad understanding of the policy process and their skills using the tools of policy analysis and research. We focus largely on education policy in the United States.

What is the field of education policy?

Governmental policies at federal, state, and local levels have growing influence over how education is organized in the United States and what happens with teachers and students inside schools. Policies are wide-ranging in focus. For elementary and secondary education, they cover matters such as how school systems are funded; whether charter schools can be established in a community and whether families and students can choose their schools; teacher workforce development and standards for licensing, evaluation, compensation, and tenure; instructional frameworks guiding what and how students will be taught; testing and accountability requirements for monitoring student and school performance; whether schools will offer wraparound services for students; desegregation and integration by academic achievement, race and social class in schools and classrooms; how students are disciplined; how students with special needs are served; and more. Many other policies govern the provision of early childhood education as well as post-secondary and higher education.

Policies are supposedly intended to help make the educational system excellent, equitable, and efficient. But stakeholders do not always agree on what constitutes excellence, equity, and efficiency. Therefore, it is often unclear whether, and how, policies advance or impede progress toward these objectives in different contexts. For example, some view particular education policies as meritocratic and fair, while others see them as preserving privilege and the status quo for powerful constituents while denying opportunity to others.

Moreover, education policy in the United States is developed and enacted through fragmented systems that are both centralized and decentralized. Policies often are framed and adopted by one set of actors, implemented by others, and then have their impact on still others. None of this happens in a simple or straightforward manner. Thus, education policy is a complex and often contested domain.

The academic field of education policy is devoted to the scholarly study of the history and current status of federal, state, and local education policy, the processes by which policies are developed and enacted, and their intended and unintended outcomes and impact on individuals, communities, and society as a whole. The field encompasses policies related to education from early childhood through higher education and links this focus to other domains of public policy such as housing, employment, social welfare, and criminal justice. The field is interdisciplinary, drawing on the traditions, perspectives, concepts, and methods of sociology, political science, history, economics, and legal studies to develop theoretical analyses and empirical evidence that advance our understanding of how education policy works, and how it can be improved.

Why study education policy?

People decide to study education policy for many different reasons. Teachers and school leaders often want to understand more fully the origins and intentions of the policies that govern much of their professional work, and they want to be able to intervene to help make policies more sensible and impactful. Some educators find themselves ready to leave school settings and want to influence the education system by working in policy development and implementation at the district, state, or federal level. Others seek to have an impact by evaluating and reporting the effects of policy, through work as policy analysts with foundations, think tanks, school districts, or other government agencies. Still others want to become policy advocates, helping interest groups or community-based organizations effectively press for policies they believe will advance equity and excellence. And some want to develop their capacities and build careers as policy teachers and researchers in academic settings.

Education policy at Teachers College

The degree programs in Education Policy were formally instituted in 2011 when the Department of Education Policy and Social Analysis was established. In earlier years, students studied policy as part of programs such as education leadership or comparative and international education, and many students in other degree programs continue to share an interest in education policy. Policy researchers and analysts are dispersed throughout the TC faculty. Teachers College has a remarkable history of impact on many aspects of education policy, both in the United States and around the world. TC professors have been pioneers in researching and promoting policies regarding state funding of education, education for the disadvantaged and marginalized, gifted and talented education, policies around choice and the privatization of education, and more. Professors who are currently affiliated with the Education Policy Program are leading researchers and advocates in areas such as comprehensive educational opportunity, school effects on student cognitive development, international early childhood development, education finance and resource allocation, teacher workforce policies, the impact of pedagogical and curricular reforms, civil rights legislation and educational equity, higher education effectiveness, school choice, school desegregation, and organizational effectiveness in education.

The Program develops students' ability to engage in the political, economic, social, and legal analysis of education policy issues, drawing on important conceptual frameworks to develop insights that can inform further policy activity. Students learn to gather and analyze empirical

evidence about policies and their impact, using field research methods for interviews and observations and statistical techniques that can be applied to administrative data, nationally representative federal datasets, and other sources of quantitative data. Coursework includes courses on the policy process, courses in the social science disciplines that inform policy studies, and research methods courses. Master's degree students select a substantive specialization tied to their professional and academic goals; options include specializations in Data Analysis and Research Methods, Early Childhood Education Policy, K-12 Education Policy, Higher Education Policy, and Law and Education Policy. Doctoral students complete the master's-level core courses, a two-part advancement to candidacy process, and a research dissertation.

Our graduates join a lively community of practice in the field of education policy. They are prepared to serve in such positions as policy analyst, policy advocate, education researcher, and faculty member. The knowledge and skills they acquire through our program enhance their effectiveness as teachers and leaders at the school level, and as program directors and evaluators at the school district level. (The degree program does not lead to certification for public school teaching or administrative positions, however.)

For more information, contact the Program Manager for the Education Policy program, Gosia Kolb, at kolb@tc.columbia.edu. For information about applications and degree requirements, and for profiles of program faculty, students, and alumni, visit <https://www.tc.columbia.edu/education-policy-and-social-analysis/education-policy/>.

Degrees

Master of Arts

Education Policy

Master of Arts

Points/Credits: 33

Entry Terms: Fall Only

Degree Requirements

The 33-credit 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 degree program develops students' knowledge and skills by drawing on interdisciplinary policy studies, the social science disciplines of economics, history, 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. The M.A. degree program is commonly accepted as preparation for entry-level positions in the education policy field.

Culminating Requirement:

Students will write a reflective essay on what they have learned through their Education Policy M.A. degree 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.

Master of Education

Education Policy

Master of Education

Points/Credits: 60

Entry Terms: Fall Only

Degree Requirements

The 60-point Ed.M. degree is intended for educators and non-educators seeking careers in education policy in either the private or public sector. This advanced master's degree program is appropriate for students who have already earned an M.A. with at least some coursework related to education policy. The program of study builds on the basic M.A. course sequence and draws on interdisciplinary policy studies, the social science disciplines of economics, history, law, politics, and sociology, courses with substantive content regarding policies and practice in early childhood education, K-12, higher education, law and education, and courses in research design and data analysis methods. Students consult with their advisors to select additional courses in a policy area relevant to their 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 write a reflective essay on what they have learned through their Education Policy Ed.M. degree 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 academic writing quality.

Doctor of Philosophy

Education Policy

Doctor of Philosophy

Points/Credits: 75

Entry Terms: Fall Only

Degree Requirements

In the rapidly changing and increasingly complex world of education, a crucial need exists for better knowledge about how policies can support early childhood education, elementary and secondary education, and higher education while advancing the goals of efficiency, excellence, and equity. The school-year Ph.D. degree in Education Policy responds to these knowledge demands by focusing on the scholarly study of education 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.

The degree program may be completed in a minimum of 75 points. Up to 30 points of eligible coursework may be transferred from another accredited graduate institution. In addition to study in education policy, the degree program requires extensive preparation in quantitative and qualitative research methods and in one or more of the social science disciplines, including economics, history, law, political science, and sociology. Students must complete a doctoral certification process and a research dissertation.

Faculty

Faculty

- Thomas Wayne **Brock** Director, Community College Research Center
- Ansley T. **Erickson** Associate Professor of History and Education Policy
- Luis A **Huerta** Associate Professor of Education and Public 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
- Douglas David **Ready** Professor of Education and Public Policy
- Michael A. **Rebell** Professor of Law and Educational Practice
- Carolyn J. **Riehl** Associate Professor of Sociology & Education Policy

Adjunct Faculty

- Dennis David **Parker** Adjunct Professor
- Jennifer **Sallman**
- Eric Y. **Shieh** Adjunct Assistant Professor
- Elana W. **Sigall** Adjunct Associate Professor of Education

Instructors

- Sarah R. **Cohodes**

Courses

EDPA 4002 - Data Analysis for Policy and Decision Making I

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

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 - Logic & Design of Research

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 make choices for the kind of research they want to pursue; it will also help students be able to synthesize and write about published bodies of research.

EDPA 4086 - Education & the Law: Speech, Religion, Regulation

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 4900 - EDPA 4900: Research and Independent Study in Education Policy

For master's students wishing to pursue independent study and/or research on topics not covered in regular courses. Requires faculty member's approval of a study plan, reading list, and final paper or other products or projects. Permission required from individual faculty.

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 - Education & the Law: Equity Issues

This course will explore the role of the courts in dealing with issues of equity and education beginning with *Brown v. Board of Education*. Topics will include school desegregation, gender equity, fiscal equity and educational adequacy, rights of English Learners and of students with disabilities, testing, and school discipline. The course will consider the role of the courts in educational policy-making and the impact of judicial intervention on school culture and educational practices. We will also analyze the meaning of "equal educational opportunity," and "equity" in the contemporary context and confront such questions as: how deeply rooted are racism and inequity in school systems, to what extent can racism and inequities be eliminated or ameliorated in school systems if they persist in society at large, and to what extent can anti-racist curricula make a difference within systems that are structurally inequitable??

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 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 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 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) This course is the introductory seminar for all students enrolled in degree programs in Education Policy. It provides an overview of the education policy system and history of landmark education policies in the United States, an introduction to the tools and approaches of policy research and analysis, an introduction to the intellectual disciplines that contribute foundational perspectives for policy research (especially sociology, economics, history, politics, and legal studies), and exploration of selected current topics in education policy, especially those pertaining to opportunity and equity.

EDPA 6900 - Research and Independent Study in Education Policy

For doctoral 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, via ongoing consultation between the student and dissertation sponsor. Ph.D. students who have passed the certification exam and are not enrolled in other courses must register for dissertation advisement each term until they finish their dissertation. 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

Program Description

The Politics and Education Program serves students who wish to study how 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, investment, social ties, and cultural transmission in many communities. How do societies handle conflicting visions of what schools should and should not be doing, how has this changed over time, and what are the specific changes in political and governance processes that might facilitate better decision-making and policy implementation?

The politics of education are negotiated in the context of, and in connection with, historical and present-day inequalities by race, wealth and income, gender, sexuality, nationality, language, ability, and more. Students will study the ways power and politics have affected and have been affected in venues of education policy including reform and innovation, centralization and decentralization within systems of educational governance, privatization and school choice, 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, in both historical and contemporary context. 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 Department of Political Science and the 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 of

the Politics and Education Program 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. Degree programs leading to teacher certification are available in other Departments at Teachers College. For profiles of some recent alumni please visit our website at <https://www.tc.columbia.edu/education-policy-and-social-analysis/politics-and-education/about/alumni/>.

Degrees

Master of Arts

Politics and Education

Master of Arts

Points/Credits: 33

Entry Terms: Fall/Spring

Degree Requirements

Students follow a core program of coursework and other learning experiences developed by the Politics & Education program faculty and individually adjusted in consultation with an assigned advisor. Under College policy, no transfer credits are accepted for M.A. students. Most students in the program enroll in the M.A., but the Ed.M. sometimes is appropriate for applicants who already have a relevant graduate degree.

For further information on specific program requirements, consult the program website at <https://www.tc.columbia.edu/education-policy-and-social-analysis/politics-and-education/>.

Newly admitted students are asked to participate in a set of core political science and general foundation courses in education and public policy. 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 policy debates in education or a particular political arena.

Master of Education

Politics and Education

Master of Education

Points/Credits: 60

Entry Terms: Fall/Spring

Degree Requirements

Students follow a core program of coursework and other learning experiences developed by the Politics & Education Program faculty and individually adjusted in consultation with an assigned advisor. Up to 30 points of transfer credits are accepted towards an Ed.M. degree but only upon approval of an assigned faculty advisor after the student is admitted. Most students in the program enroll in the M.A., but the Ed.M. sometimes is appropriate for applicants who already have a relevant graduate degree.

For further information on specific program requirements, consult the program website at <https://www.tc.columbia.edu/education-policy-and-social-analysis/politics-and-education/>.

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

Doctor of Philosophy

Politics and Education

Doctor of Philosophy

Points/Credits: 75

Entry Terms: Fall Only

Degree Requirements

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's 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. Using a foreign language to satisfy the research tool is appropriate only if the student's dissertation or future research will be enhanced by developing such knowledge.

For further information on specific program requirements consult the program website at <https://www.tc.columbia.edu/education-policy-and-social-analysis/politics-and-education/> and The Ph.D. Requirements Bulletin is available for download via the Office of Doctoral Students' website.

* Satisfied by meeting 6-point statistics requirement.

Faculty

Faculty

- Ansley T. **Erickson** Associate Professor of History and Education Policy
- Jeffrey **Henig** Professor of Political Science and Education
- Luis A **Huerta** Associate Professor of Education and Public Policy
- Aaron M **Pallas** Arthur I. Gates Professor of Sociology and Education
- Douglas David **Ready** Professor of Education and Public Policy
- Michael A. **Rebell** Professor of Law and Educational Practice
- Amra **Sabic-El-Rayess** Associate Professor of Practice
- Amy Stuart **Wells** Professor of Sociology and Education

Emeriti

- Kevin J. **Dougherty** Professor Emeritus of Higher Education and Education Policy

Adjunct Faculty

- Samuel Eli **Abrams** Adjunct Assistant Professor of Education (POLC)
- Catherine **Guerriero** Assoc. Adjunct professor

Instructors

- Cameron Joseph **Arnzen** Research Assistant: 546893
- Sarah R. **Cohodes**

Courses

EDPP 4040 - American Politics and Education

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

EDPP 4900 - Research & Independent Study: Politics & Education

For masters students who wish to pursue an independent study or original research with a specific research focus (the topic of the study must be approved by the academic advisor for the student's program of studies.) Instructor's permission is required.

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 5500 - Educational Activism in New York City Since the 1930s

What have New Yorkers wanted from their schools, and how have they sought to achieve these goals? How have different communities – from Black mothers to Puerto Rican activists to queer youth to interracial coalitions of leftist teachers and many others – sought to make change in New York City schools? How did they understand the nature and operation of the city school system, and what can we learn from their perspectives? This course explores the forces that shaped inequality in the New York City public schools by focusing on the experiences, knowledges, and visions of those who criticized the system and sought to remake it to better serve their schools and their community's needs.

EDPP 6540 - Seminar in Politics of Education

Selected topics in the politics of education.

EDPP 6900 - Research and Independent Study in Politics and Education

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

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

Program Description

The sociological examination of education has a long tradition at Teachers College, a graduate school with a strong commitment to social justice. Our Sociology and Education Program, one of the oldest and most revered such programs in the nation, provides a curriculum that supports students in developing and fostering their “sociological imagination” – or an understanding of the relationship between micro-level day-to-day experiences and the larger, macro-level structures in which we all live, between our biography and the arc of history. Many students come to our Program after having experienced first-hand the impact of inequality in their lives and/or the lives of students they teach. They seek answers to their questions about the larger educational system, the policies that perpetuate inequality, and the disparate impact on students across place, race and gender identity, and socio-economic status. They want to know how things came to be the way they are today. Through this micro-macro lens, our Program enables students to understand educational and social inequality through the careful analysis of evidence. Our coursework and the research opportunities prepare change agents to challenge the inequality within our schools through a deep understanding of its social, political and economic causes.

Our curriculum features a set of Core Requirements in the Foundation of Social Analysis of Education, Education and Social Inequality, Education and Social Organization, and Education and Social Change. The Program also requires students to learn both quantitative and qualitative research methods for all of our degree programs. Our students can also opt to complete the Policy Concentration requirements. Our Master’s degree students choose between taking a Comprehensive Exam or completing an Integrative Project, or a Master’s Thesis, as their Culminating Experience. Doctoral students will complete a Certification Exam and research and write a dissertation.

The curriculum emphasizes the social context of schools in both cities and suburbs; the organization and structure of schooling; and the intersection of race, ethnicity, social class and gender with educational policies and practices. Students are trained in both quantitative and qualitative research methods. Hands-on research opportunities are available on a wide range of projects, including those examining racial segregation, urban gentrification, conditions of New York City Department of Education, suburban demographic change and its impact on schools, and school organization.

The program faculty for the Sociology and Education Program includes sociologists from several other programs at the College as well as other nearby academic institutions. Faculty strengths are in sociology of education generally, but also in organizational studies, the sociology of teachers and teaching, stratification, racial inequality, critical race theory and urban sociology. They are actively engaged in the analysis and evaluation of educational policies and programs designed to serve educationally disadvantaged populations.

The Program in Sociology and Education also offers an optional Policy Concentration that overlaps with many of our degree requirements. For more information on this concentration, which is open to students throughout Teachers College, please contact Professor Aaron Pallas.

Degree Programs

The Program in Sociology and Education offers four degree programs: the M.A., the Ed.M., the Ed.D., and the Ph.D. Each degree 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. degree programs may be completed on a part-time basis, and most of our classes are offered in the evening hours. The Ph.D. degree 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. Degree programs leading to teacher/leader certification are available in other Departments at Teachers College.

Master of Arts

The Master of Arts degree 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 degree program 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 may examine a variety of education policy questions in more depth. Current substantive areas that may be combined with study in sociology and policy include evaluation and institutional analysis, human development, technology, curriculum,

administration, and foundations. Students completing this degree 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.) degree program in Sociology and Education is designed for students with a strong background and interest in the discipline of sociology and its application to education. The Ph.D. is a highly specialized degree that requires full-time study and substantial coursework to be done at Teachers College, the Graduate School of Arts and Sciences at Columbia University, or through the Inter-University Doctoral Consortium, which provides for cross-registration among member institutions, including NYU, CUNY Graduate Center, and Princeton University. Students completing this degree 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.) degree program in Sociology and Education is designed to provide broad training in the social sciences, education, and education policy. The degree 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 degree 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.

Degrees

Master of Arts

Sociology and Education

Master of Arts

Points/Credits: 33

Entry Terms: Summer/Fall

Degree 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)
- EDPS 4620 Introductory Colloquium in Sociology and Education (3)
- EDPS 5503 Classical Social Theory (3)
- EDPS 5504 Contemporary 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, Gender and Education (3)
- ITSF 4060 Latinos in Urban Schools (3)
- EDP 4023 Reimagining Education (3) (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 4034 Organizing Schools for Diversity (3)
- EDPA 6030 Institutional Theory: Sociological Perspectives on Institutional Change in Education (3)
- EDPS 5005 Sociology of Teaching and Learning in Education (3)
- ITSF 5023 Family as Educator (3)
- ITSF 5026 Family and Television (3)
- ITSF 5120 Education in Community Settings (3)
- ITSF 5035 Social Analysis of International Large-Scale Assessments (3)
- HUDK 4031 Sociology of Evaluation (3)
- C&T 5004: School Change (3)

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 Ideology, Racial Politics, and Public Policy: Sociology of Knowledge (3)
- HUDK 4011 Sociology of Online Learning (3)
- HUDK 5621 Technology and Society (3)
- ITSF 5031 Education and Sustainable Development (3)
- EDP 4023 Reimagining Education (3) (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)
- HUDM 4122 Probability and Statistical Inference (3)

B. Qualitative Research Methods (3 points)

- EDPS 5057 Qualitative Methods for Education Policy and Social Analysis (3)
- ITSF 5000 Methods of Inquiry: Ethnography and Participant Observation (3)
- C&T 5502 Introduction to Qualitative Research in Curriculum and Teaching (3)
- ITSF 4092 Qualitative Research and Evaluation in International Education (3)

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)
- EDPE 6022 Econometric Methods for Policy Research and Program Evaluation (3)
- EDPA 6002 Quantitative Methods for Evaluating Education Policies and Programs (3)
- A&HL 4014 Discourse Analysis (3)
- ITSF 5040 Mixed Methods for Disciplined Inquiry (3)
- ITSF 5001 Ethnography and Participant Observation (3)

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
- EDP 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
- EDPE 4050 Economics of Education

III. Program Evaluation

- ITSF 4038 Monitoring and 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)
- EDPE 6022 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

- EDP 4023 Reimagining Education
- EDP 4036 Anti-Racist Curriculum, Pedagogy and Leadership Practices
- 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 4199 Higher Education and Social Change
- 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
- EDPA 4503 Schools, Courts, and Civic Participation
- EDPE 4055 Resource Allocation in Education
- EDPE 4058 Economics of Higher Education
- EDPE 4155 Evaluating Educational Privatization and School Choice
- EDPE 4051 Education and Economic Development
- 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
- ITSF 5035 Social Analysis of International Large-Scale Assessments
- ITSF 5031 Education and Sustainable Development

*Please note that all master's students must complete a culminating experience (See IV above).

Master of Education

Sociology and Education

Master of Education

Points/Credits: 60

Entry Terms: Summer/Fall

Degree 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 15 points)

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

- EDPS 4021 Sociology of Education (3)
- EDPS 4620 Introductory Colloquium in Sociology and Education (3)
- EDPS 5503 Classical Social Theory (3)
- EDPS 5504 Contemporary 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, Gender, and Education (3)
- ITSF 4060 Latinos in Urban Schools (3)
- EDP 4023 Reimagining Education (may be used either for Education and Social Inequality or Education and Social Change, but not both) (3)

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 4034 Organizing Schools for Diversity (3)
- EDPA 6030 Institutional Theory: Sociological Perspectives on Institutional Change in Education (3)
- EDPS 5005 Sociology of Teaching and Learning in Education (3)
- ITSF 5023 Family as Educator (3)
- ITSF 5026 Family and Television (3)
- ITSF 5120 Education in Community Settings (3)
- ITSF 5035 Social Analysis of International Large-Scale Assessments (3)
- HUDK 4031 Sociology of Evaluation (3)

- C&T 5004: School Change (3)

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)
- ITSF 5031 Education and Sustainable Development (3)
- EDP 4023 Reimagining Education (may be used either for Education and Social Inequality or Education and Social Change, but not both) (3)

II. Research Methods (12 points)

A. Quantitative Research Methods (6 points)

- EDPA 4002 Data Analysis for Policy & Decision Making I (3)
- HUDM 4122 Probability and Statistical Inference (3)
- EDPA 5002 Data Analysis for Policy & Decision Making II (3)
- HUDM 5122 Applied Regression Analysis (3)

B. Qualitative Research Methods (3 points)

- EDPS 5057 Qualitative Methods for Education Policy and Social Analysis (3)
- ITSF 5000 Methods of Inquiry: Ethnography and Participant Observation (3)
- C&T 5502 Introduction to Qualitative Research in Curriculum and Teaching (3)
- ITSF 4092 Qualitative Research and Evaluation in International Education (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)
- EDPE 6022 Econometric Methods for Policy Research and Program Evaluation (3)
- EDPA 6002 Quantitative Methods for Evaluating Education Policies and Programs (3)
- CUSSW T6416 Program Evaluation in Social Services (at Columbia School of Social Work) (3)
- EDPS 5020 Survey Research Methods (3)
- ITSF 5001 Ethnography and Participant Observation (3)

III. Electives/Concentration (30-33 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
- EDP 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
- EDPE 4050 Economics of Education

III. Program Evaluation

- ITSF 4038 Monitoring and 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)
- EDPE 6022 Econometric Methods for Policy Research and Program Evaluation
- EPDA 6002 Quantitative Methods for Evaluating Policies and Programs

IV. Topics in Education and Social Policy

- EDP 4023 Reimagining Education
- EDP 4036 Anti-Racist Curriculum, Pedagogy and Leadership Practices
- 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
- EDPA 4503 Schools, Courts, and Civic Participation
- EDPE 4055 Resource Allocation in Education
- EDPE 4058 Economics of Higher Education
- EDPE 4155 Evaluating Educational Privatization and School Choice
- EDPE 4051 Education and Economic Development
- 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
- ITSF 5031 Education and Sustainable Development
- ITSF 5035 Social Analysis of International Large-Scale Assessments

*Please note that all master's students must complete a culminating experience (IV above).

Doctor of Education

Sociology and Education

Doctor of Education

Points/Credits: 90

Entry Terms: Fall Only

Degree Requirements

The coursework for the Ed.D. degree, 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 3 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 Concentration in the Sociology and Education Program is available.

Doctor of Philosophy

Sociology and Education

Doctor of Philosophy

Points/Credits: 75

Entry Terms: Fall Only

Degree Requirements

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.

Policy Studies Concentration in the Sociology and Education Program is available.

Advanced Certificate

Reimagining Education

Advanced Certificate

Points/Credits: 10

Entry Terms: Summer Only

Degree Requirements

The Teachers College, Columbia University Reimagining Education for a Racially Just Society Advanced Certificate Program provides foundational skills and strategies for educators, policy makers and advocates to foster racial equality in schools. This 10-credit certificate program provides flexible professional development while serving as a bridge to further graduate education, including a Master of Education or a doctoral degree program. The coursework is designed and taught by Teachers College faculty—leading experts on a wide array of issues related to racism within the field of education—from multiple Departments who will share their unique multidisciplinary expertise.

Program Coursework

Summer Course

Three Credits: In person, as part of the four-day Reimagining Education Summer Institute (choose one)

- Reimagining Education for Teaching and Learning in Diverse Schools
- Reimagining Education: Equity, Race, and Pedagogical Practices
- Reimagining Education for Social Change: Public Pedagogy in the Digital Age

Fall Course

Three Credits: Online

- Understanding Race Education: From Racial Hierarchy to Racial Literacy

Spring Course

Three Credits: Online

- Anti-Racist Curriculum, Pedagogy, Leadership and Policy

Summer Course

One Credit: Online or in person

- Capstone Project*

*Upon completion, participants are encouraged to attend and present their work at the Reimagining Education Summer Institute at no cost.

Faculty

Faculty

- Na **Lor** Assistant Professor, Education Policy & Social Analysis
- Aaron **M Pallas** Arthur I. Gates Professor of Sociology and Education
- Carolyn J. **Riehl** Associate Professor of Sociology & Education Policy

- Amy Stuart **Wells** Professor of Sociology and Education

Adjunct Faculty

- Diana K **Cordova-Cobo** Adjunct Assistant Professor: EDPS 4199
- Eleni Demos **Natsiopoulou** Adjunct Assistant Professor
- Joseph Derrick **Nelson** Adjunct Professor
- Basil Anthony **Smikle** Adjunct Assistant Professor
- Joan Kass **Stamler** PT Instructor

Instructors

- Jose Luis **Vilson** Interim Hourly

Courses

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

This course encourages students to think critically about the social, economic and political context of urban education. Topics include housing policies, gentrification, racial and socio-economic segregation, school closures, privatization and school choice

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 4034 - Organizing Schools for Diversity

This course provides a basic introduction to the sociology of organizations and then places organization theory in conversation with the sociological literature on race, diversity, and equity to address the question of how schools can be organized to be humane, effective, equitable, and just contexts for adults (teachers, administrators, etc.) and students who are diverse, and often marginalized, along characteristics such as race/ethnicity, social class, gender identity and sexual orientation, culture and religion, language, indigenous or immigration status, residential mobility and homelessness, and dis/ability.

EDPS 4620 - Introductory Colloquium in Sociology of Education

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 Learning in Education

Despite the conventional wisdom that teaching and learning are the bread and butter of schooling, neither the meanings of those words nor their main contextualization in schools can be taken as universally obvious. By applying a range of sociological theories to a grounding educational case study, we will work to uncover societal mechanisms behind how we collectively give meaning to the ideas of “learning” and “teaching.” We will then mobilize those understandings to think about a variety of contemporary issues around teaching and learning, and discuss how a sociological perspective on these issues can inform creative paths forward. Alongside the concrete discussion of teaching and learning, this course will provide sociology students (and any others who are interested) with practice in how to meaningfully bring together theoretical frameworks and empirical observations to develop empowering understandings about society.

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 - Ideology, Racial Politics, and Public Policy: 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 - Introduction to Qualitative Methods for Education Policy and Social Analysis

This 3-credit course is designed to introduce students to qualitative inquiry and data analysis. As a class we will aim to better understand the following: When is a qualitative methodology approach appropriate? What types of qualitative methods are out there and under what conditions is one analytic approach optimal over another? What are effective strategies for interview data collection? How do researchers code, analyze, and interpret qualitative data? What ethical dilemmas emerge in qualitative research? How do we know if qualitative research findings are valid, trustworthy, and reliable? Students will be guided to participate in the qualitative research process, encompassing: identification of a research question, development of an interview protocol and participant consent forms, (mock) approval of the Institutional Review Board, interview practice (e.g., conducting interviews and recording the interviews), interview data transcriptions, generation of qualitative codes and themes, synthesis of qualitative research findings, clarification of study significance and contribution to policy, practice, and/or theory.

EDPS 5199 - No Title Found in Banner

No Description Found in Banner

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 5504 - Contemporary Social Theory

This class will examine how the classical works of Weber, Durkheim and Marx have been augmented and revised by contemporary social thinkers. The readings will cover the American traditions of functionalism, pragmatism, and behaviorism as well as competing traditions such as neo-Marxism, structuralism, and discourse analysis. The readings will also address substantive issues such as globalization, digitization, consumerism, suburbanization, identity politics, racial formation theory and social control. The class will give students a broad overview of contemporary social theory as well as an understanding of how theory has addressed current social problems.

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 6903 - No Title Found in Banner

Permission required.

EDPS 8903 - No Title Found in Banner

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.