This Academic Program of Study Guide has been developed to assist you in planning your course of study at Teachers College. Below you will find the Study Guide for the program you have been admitted to in the semester and year of your admittance.

We hope this Study Guide provides a helpful introduction and orientation to your program. Given the richness and complexity of graduate and professional programs at Teachers College, these Study Guides are intended to be illustrative, rather than definitive.

Congratulations, again, on your admission to graduate study at Teachers College, Columbia University!
Economics is a powerful tool for scholars and educational practitioners who wish to develop a better understanding of educational institutions and decisions. The program in Economics and Education at Teachers College was one of the first of its kind and has maintained its position of leadership in this rapidly growing field. Students in the program develop an array of skills in the application of economic concepts and theory, in benefit-cost analysis and other evaluative procedures, and in the statistical treatment of mass data. Within broad college and university guidelines, students may pursue individually designed programs that satisfy their unique interests and career objectives.

**Master of Arts**

The objective of the MA program is to equip educational professionals and policy-makers with the skills required for the effective design and implementation of educational policy. The Master of Arts degree has a strong emphasis on the financial, managerial, and developmental challenges facing educational institutions in both developing and developed countries. The program can be completed within one year and is highly focused to accommodate the demands of promising professionals and policy-makers. The course of study is designed to convey the lessons of educational research and practice as well as management science through the intensive study of actual educational policy successes and failures. The curriculum of the program assumes that students possess some measure of intellectual maturity and exposure to the problems of educational policy-making.

**Master of Education**

The objective of the EdM program is to impart the comprehensive knowledge and skills required for the study of the linkages between education and the economy. Courses in the program provide a serious analytical benchmark for the analysis of financial and economic issues in education, in the United States and other countries. The program allows a student to specialize in a number of areas including economic growth, immigration, higher education, privatization, and international education, but provides a foundation in economics and educational policy through courses that address these topics. This 60-point program is intended for individuals interested in the applications and practices in the economics of education. It is particularly suitable for individuals who already have a master’s degree and want additional coursework beyond the MA program but not the advanced training of the PhD program. The program is flexible and is designed by the student, under the guidance of the academic advisor.

**Course Requirements**

For course requirements, please see the MA and EdM worksheets.
**Integrative Project (no points)**

The purpose of the integrative project (IP) is to apply what you have learned through your coursework to a research question of your own choosing, relating to the economics of education. The paper may extend a paper written for a specific course; however, it should incorporate material/concepts from more than one course. The following are types of writing projects that have been accepted for this purpose:

(1) Literature Review: For example, in a paper examining “The Role of Adult Literacy Programs in Improving Socioeconomic Outcomes,” the student may draw upon economic theory to motivate why such programs might be effective, policy documents and statistics to document general trends and patterns, and empirical literature that evaluates the effects of such programs.

(2) Empirical Evaluation: For example, in a paper on “The Impacts of an Education Program for Girls in Country Y,” the student may apply econometrics to evaluate the impact of the program on girls in country Y (note that an empirical evaluation should still include a brief review of the literature).

Other types of projects may also be accepted. You should discuss the possibilities with your advisor by the end of your first term in the program (or by the end of the term prior to the expected term of graduation). It is never too early to begin thinking about possible topics. Papers are typically 25-30 pages double-spaced and should follow APA citation guidelines. A draft of the paper must be submitted midway through the expected graduation term to allow sufficient time for review and revisions. (Please see the IP Guidelines document for deadlines.)

**Internships**

An internship can provide valuable opportunities to apply and extend learning from coursework to real policy problems while gaining work experience. Students studying over the course of three or more semesters may find a summer internship between their first and second years a particularly good fit. Please note that students are responsible for securing their own internship opportunities, and that the program does not connect students with internships. Students may do an internship for credit or not for credit. Students doing an internship not for credit are not required to get faculty approval (there will be no indication of the internship on the student’s transcript). International students should consult the Office of International Services prior to considering any internship opportunities, as additional regulations may apply.

Students who would like to receive course credit for a program-relevant internship must seek approval from their academic adviser. At the beginning of the relevant semester, in order to evaluate the student’s request, the student must provide a job description and 1-2 page written summary of how the internship relates to the student’s course of study in the economics and education program. At the end of the internship, the student must submit a written report to the faculty sponsor for evaluation, including a letter from the student’s
supervisor documenting the student’s successful completion of the internship. The student should explain in the report what activities were undertaken in the internship as well as reflect upon what was learned from the internship. An internship may be taken for 1-2 credits on a PASS/FAIL basis only, and the length of the final report should be approximately 5 pages (double spaced) per credit. An internship course may be approved only once during the student’s course of study.

**Transfer Credits**

EdM: Students are allowed to transfer 30 credits.

MA: No transfer credit is allowed for the MA program.

Students are expected to make satisfactory progress toward the completion of degree requirements. Program faculty will annually review each student’s progress. Where there are concerns about satisfactory progress, students will be informed by the program faculty. If a student is performing below expectations he/she may be required to complete additional course work. The program will provide a plan and timeline for remediation so students know the expectation for them to continue in the program. If satisfactory progress is not maintained, a student may be dismissed from the program.

**Services for Students with Disabilities:** The College will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Office of Access and Services for Individuals with Disabilities for information about registration (163 Thorndike Hall). Services are available only to students who are registered and submit appropriate documentation.

**Statement on Academic Conduct:** A Teachers College student is expected to refrain from any conduct, including cheating, plagiarizing, or purchasing documents submitted for academic evaluation, that calls into question his/her academic and/or professional probity. Decisions regarding academic evaluation in all aspects of students’ work at the college, including course work, certification examinations, clinical or field experiences, and preparation of dissertations, are within the sole jurisdiction of the faculty concerned, including as appropriate, the department or program staff members. Disciplinary actions (e.g., reprimand, suspension, or dismissal) in cases of academic misconduct can be imposed by the Vice Provost or the Committee on Student Conduct.

**Resolution of Student Academic Program Concerns:** Any student who has a concern regarding an academic matter may seek assistance. The procedure for resolving academic program concerns (see note of grade correction process below) begins with either the faculty member (if the concern is related to a course) or the student’s advisor. If the student is not satisfied with the response or resolution achieved at this first level, or if speaking with the faculty member presents a conflict of interest for the student, the student should proceed to speak with the Program Coordinator in the area in which the academic concern resides. If the student is not satisfied with the response or resolution
achieved through the Program Coordinator, the student should proceed to speak with the Chair of the academic department in which the academic concern resides. If the student is still not satisfied with the response or resolution achieved through the Department Chair, or if speaking with the Department Chair presents a conflict of interest for the student, the next step is to contact the Office of the Vice Provost. At any stage of the process, students are welcome to seek the advice and guidance of the Ombudsman, who is charged with attempting to informally resolve student dissatisfaction of an academic nature on a completely confidential basis.

**Grade Correction Procedure:** The instructor for a course has the responsibility for setting the requirements for a course and making an evaluation of students’ work. Once a grade has been given, the instructor is not free to change the grade unless the instructor indicates to the Registrar that an error was made in the original grade transmitted. If a student believes that an error has been made, he/she must take the initiative in bringing about the necessary correction prior to the conclusion of the semester immediately following the semester in which the course was taken. The normal procedure for effecting a correction would be through direct discussion between the student and the instructor. If redress cannot be attained through such discussions, the student may next appeal to the department chairperson of the department offering the course. If resolution cannot be attained through appeal, the student may next appeal to the Dean. In situations where the student feels that such an appeal process might not be in the student’s interest, counsel and assistance can be sought from the Office of the College Ombudsman and the Office of the Vice Provost.