Below please find information regarding the following:

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I. IED/CIE GENERAL ANNOUNCEMENTS AND DEADLINES

Deadline Date to File a February 2012 Master’s Graduation Degree Application

Tuesday, November 1, 2011

For Master of Arts, Master of Science, and Master of Education students. To be awarded the degree, you must submit an application for the degree award by the deadline.

Please stop by the Office of the Registrar, on the Third Floor of Thorndike Hall to pick up an application. Degree applications must be on the standard application forms. Therefore, they cannot be faxed or downloaded.

Applications for the Master of Arts and Master of Science degrees require the advisor’s signature before submission.

Late applications will only be accepted through Tuesday, November 15, 2011 with payment of the $25.00 late fee.

Please read all instructions on degree application forms. Degree applications will begin to be processed and audited after the filing date. This is a lengthy process as each application is audited individually.

Students will be contacted via their Columbia email address if there are any problems. Letters verifying the degree award will be mailed on the degree date to those who have completed all requirements around the conferral date of February 8, 2012.
February diplomas may be picked up on the day of conferral after 1 p.m. Diplomas will be mailed only upon receipt of the address label enclosed within the award letter.

**IP Writing Practicum Start Dates for Masters Students Graduating in May**

The next round of the IP Writing Practicum will start over the next three weeks and will meet for a total of 6 sessions.

The IP Writing Practicum, led by doctoral student Writing Fellows, is designed for masters students writing their IPs who plan to graduate in May 2012. You can choose from the following dates:

- **Thursdays 7-9** with Alla Korzh ([ak2875@tc.columbia.edu](mailto:ak2875@tc.columbia.edu)) First session will begin October 27th
- **Wednesdays 2:30-4:30** with Tammy Arnstein ([tba2103@tc.columbia.edu](mailto:tba2103@tc.columbia.edu)) First session will begin November 9th
- **Tuesday 5-7** with Maria Jose Bermeo ([mjb2174@tc.columbia.edu](mailto:mjb2174@tc.columbia.edu)) First session will begin November 15th

Writing Fellows are also available for one-on-one meetings to discuss the IP at any point during the semester. You do not need to be part of the IP Practicum to meet individually with a Writing Fellow.

**How to Sign up for the IP Writing Practicum**

If you are interested in signing up for a Practicum, if you have any questions, or if you wish to meet one-on-one, please email the Writing Fellows whose emails are listed above. We will send you the room number and a syllabus once we receive your email.

**Academic Conferences Workshop:**

**Writing a Successful Conference Proposal**

**Tuesday, November 15th, 5:30pm-7:30pm (Location ZB 109)**

Presenting research in an academic setting is an important aspect of graduate studies. With so many conferences open to graduate students, it can be difficult deciding which to apply to and how to approach the proposal process. This workshop will help participants get started on creating a winning proposal for submission to an academic conference.

Topics will include:
Identifying which conferences are right for your work

Choosing the right presentation format (i.e.: roundtables, poster sessions, panels and individual papers)

Overview of submission and acceptance process

Strategies for writing a successful proposal

Identifying funding sources and money saving tips to pay your way

About the facilitator:

Briana Ronan is an EdD student in the IED program. She has presented at several national and international academic conferences. She has also been on conference organizing committees, including CIES in 2009.

Space is limited! Register online: http://confwkshp.eventbrite.com/

Are you looking to be funded for your IP or dissertation research?
If so, you can attend:

_Grant-Seeking Workshop: A Guide to Finding Funding_
**November 16th, 2011**
2:30-4pm
This workshop walks you through the process of researching funders and grants for research projects in IED/CIE. Students are encouraged to bring their laptops for use during the workshop.
**Location:** 305 Russell Hall
**Register online:** http://iedgrants.eventbrite.com/

**Important Dates:**

**November 23**, No classes. Offices open.

**November 24-27**, Thanksgiving Holiday.

II. REMINDERS FOR DOCTORAL STUDENTS
CERT EXAM: For those of you taking the Certification Exam on November 4th, exam will ONLY be offered in the morning from 9-12 am. Good luck!

FOR PHD STUDENTS
Please note that Ph.D. program plans submitted to the Office of Doctoral Studies must include both the sponsor and Area Chairperson’s signature. Professor Aaron Pallas is the current Area Chairperson for the IED/CIE Programs.

The CIES New Scholars Workshop
The New Scholars Dissertation Workshop committee would like to invite doctoral students in the midst of preparing, gathering data or writing to participate in the dissertation workshop.

The CIES New Scholars Dissertation Workshop is a great opportunity for doctoral students who are:
- working on their proposal
- collecting data or about to collect data, or
- in the beginning stages of analysis and writing.

New Scholars Dissertation Workshop participants get feedback from 1-3 peers and a faculty mentor during a morning session. In an afternoon session, New Scholars Dissertation Workshop participants attend a session useful for the stage in their dissertation process, such as data collection strategies, analyzing and writing research results, and publishing from our dissertation. Dissertation workshop participants are expected to participate in both a morning and afternoon session. Many participants from previous years have found that reading the proposals from other students, getting feedback from faculty outside of their institution, and participating in practical panel discussions is helpful to move to the next stage in their dissertation process. A travel grant is available for some Dissertation Workshop participants based on the quality of proposal submissions.

Details about the workshop can be found here:
http://www.cies2012.psu.edu/dissertation-workshops.html

Proposals must be no more than 750 words (see

Please talk to others about the New Scholars Dissertation Workshop and encourage students to participate in 2012.

When submitting a proposal for New Scholars, please be sure to select "Committee: New Scholars" on the conference proposal submission page (http://convention2.allacademic.com/one/cies/cies12/)
Please contact newscholars.cies@gmail.com with any questions. Heidi Eschenbacher and Mary Vayaliparampil, will respond to queries regarding the Dissertation Workshop.

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III. REMINDERS FOR MASTERS STUDENTS

Meeting with Peer Advisors

Please direct all your questions to your Peer Advisors, Katy de la Garza (kd271@tc.edu) and Dina López (dlopez@tc.edu). You can schedule a time to meet with them during their office hours listed below. We have a 24-hour cancellation policy for office hours: if you need to reschedule your appointment, please let us know the day before.

Katy de la Garza
kd271@tc.edu
Office Location: 372 Grace Dodge Hall
Office Hours: Wednesdays, 1-6pm (by appointment) or 6-7pm (drop in)
Thursdays, 11-12am (drop in) or 12-5 (by appointment)

Dina López
dlopez@tc.edu
Office Location: 372 Grace Dodge Hall
Office Hours: Monday, 11-12 PM (drop-in); 12-5 PM (by appointment)
Tuesday, 12-5 PM (by appointment); 5-6 PM (drop-in)

Integrative Project (IP) Workshops

All Masters students who are planning to graduate within the coming year are strongly encouraged to attend the IP Skills and Sharing Workshops held throughout the year. These are designed to help you through the process.

Upcoming IP Workshops

IP Skills and Sharing Workshop 4: Writing your Conclusion and Proofing your IP.
Thursday, November 10th, 5pm-6pm (Location: GDH Private Dining Room).
Register online: http://ipwkshp4.eventbrite.com

For more information about the IP workshops, please contact Katy de la Garza (kd271@tc.edu) or Dina López (dlopez@tc.edu).
Note: If you RSVP for a workshop, but realize that you will not be able to make it, please email one of the peer advisors to let us know as soon as possible. We understand that things can come up, but for planning purposes it is important for us to know how many people to expect. Thanks!

If you can't make these workshops, the handouts will be available in 372 Grace Dodge and online: http://www.tc.columbia.edu/its/cie&ied/index.asp?Id=Current+Student+Information&Info=MA%2FEdM+Students%3A+IP+Workshops

Also, feel free to meet with the Peers Advisors during their office hours to go over the workshop presentations individually.

**Returning Master’s Students: Graduation and IP Timeline**

We would like to inform you that the IP Guidelines have been revised by the program faculty and there are new deadlines for approval of your IP topic and the first and final drafts of your IP. Attached you will find the revised guidelines--please review this document CAREFULLY.

<table>
<thead>
<tr>
<th>For Degree to be Awarded in:</th>
<th>Approval of Project by Advisor</th>
<th>First Draft of Project Paper Due</th>
<th>Degree Application Due*</th>
<th>Final Draft of Project Paper Due to advisor</th>
<th>Supplementary Form Due (“pink form”)*</th>
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<tbody>
<tr>
<td>May</td>
<td>December 20th</td>
<td>February 15th</td>
<td>February 1st</td>
<td>April 10th</td>
<td>April 30th</td>
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<tr>
<td>February</td>
<td>May 1st (before summer holiday)</td>
<td>October 15th</td>
<td>November 1st</td>
<td>December 1st</td>
<td>January 2nd</td>
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<tr>
<td>October**</td>
<td>May 1st (before summer holiday)</td>
<td>June 15th</td>
<td>August 1st</td>
<td>August 1st</td>
<td>September 1st</td>
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PLEASE NOTE: For Master of Education Students the (Pink) Supplementary Form is not required
* If this date falls on a weekend, please hand in the approval the Friday BEFORE the due date.

** Consult the Registrar’s Academic Calendar for the exact date each year. Do NOT follow dates on the Registrar’s Academic Calendar for "Master’s Essay."

***Please note that the option of getting an October degree depends on the availability of your faculty during the summer. Please make sure speak with your advisor if you are considering this option.

**FORMS**: You can get a copy of the Degree Application and the Supplementary form at the Registrar’s Office at 324 Thorndike.

**Where and How to Submit Your IP for Graduation**

After your final IP draft is approved by your advisor this semester, you must submit an electronic copy to the IED/CIE program office (To Katy, Dina, or Sarah). Please consider allowing us to show your IP to future students working on their IPs. To give us permission to do this, please fill out and sign a permission form (located in a folder on the Peer Advisors’ door – 372 Grace Dodge Hall) and attach it to a second HARD COPY of your IP. Thank you in advance for helping future Masters students!

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**IV. OFFICE HOURS**

**Dr. Abdenur** (370 GDH)  
On leave for the 2011-12 academic year.

**Dr. Ali** (290 GDH)  
Tuesdays 2-4 PM (by appointment; ali@tc.edu)  
Wednesday 7-8 PM (drop-in)

**Dr. Allaf** (368 GDH)  
Tuesday 4-6 PM (by appointment; allaf@tc.edu or sherman@tc.edu)  
Wednesday 12-1 PM (drop-in)  
**Drop-in hours are cancelled from 12-1 on Wednesday Nov 9 and Dec 14**

**Dr. Bajaj** (276 GDH)  
Tuesday 4:30-6 PM (by appointment; sherman@tc.edu)  
Wednesday 1:30-3 PM (drop-in)

**Dr. Bartlett** (376 GDH)  
Monday 3-4 PM (drop-in)  
Wednesday 4-6 PM (by appointment; bartlett@tc.edu)
Dr. Cortina (286 GDH)
Tuesday 2-3 PM (drop-in), 3-5 PM (by appointment; mowen@tc.edu)
Thursday 2-3 PM (doctoral advisement by appointment; cortina@tc.edu)

Dr. Crespo-Sancho (288 GDH)
Wednesday 7-8 PM (by Skype; CatalinaCrespo)
Thursday 11-12 PM, 7-8 PM (by appointment; sherman@tc.edu)
Thursday 3-4 PM (drop-in)

Dr. Foulds (278 GDH)
Wednesday 2-4 PM (by appointment; sherman@tc.edu)
Monday 5-7 PM (drop-in)

Dr. Ginsburg (370 GDH)
Monday 5-6 PM (drop-in)
Tuesday 2-4 PM (by appointment, mg3207@columbia.edu)

Dr. Kleifgen (352 MY)
Tuesday 5-6 PM (drop-in)
Wednesday 5-6 PM (drop-in)
Wednesday 6-7 PM Doctoral advisement (by appointment; call or email Lisa Daehlin: 212-678-3763, Dahlin@exchange.tc.columbia.edu)

Dr. Leichter (274A GDH)
Tuesday 5-5:30 PM (priority for students in ITSF 6520)
Tuesday 5:30-7 PM (by appointment; mowen@tc.edu)
Wednesday 4-4:30 PM (priority for students in ITSF 5023)
Wednesday 4:30-6:00pm (by appointment; mowen@tc.edu)

Mr. Shiotani (366 GDH)
Monday 4-6 PM (by appointment; sherman@tc.edu)
Thursday 4-5 PM (drop-in)

Dr. Steiner-Khamsi (366 GDH)
Tuesdays, 2-4 PM (drop-in)
Wednesday, 4-7 PM (by appointment; sherman@tc.edu)
Office hours will reconvene on Tuesday, Nov 8th

Dr. Williams
Monday 2-4 PM (by appointment; ckj2110@tc.columbia.edu)

Dr. Zakharia (278 GDH)
Thursdays 5-6 PM (drop in); 6-7 PM (by appointment; zakharia@tc.edu)

Sarah Sherman (374 GDH), IED/CIE Program Assistant
Monday-Friday, 9-5 PM, by appointment; sherman@tc.edu

Katy de la Garza (372 GDH), IED/CIE Masters Peer Advisor
Wednesday, 1-6 PM (by appointment); 6-7 PM (drop-in);
Thursday, 11-12 PM (drop-in); 12-5 PM (by appointment);
Office hours are cancelled on Thursday, Nov 3rd

Dina López (372 GDH), IED/CIE Masters Peer Advisor
Monday, 11-12 PM (drop-in); 12-5 PM (by appointment)
Tuesday, 12-5 PM (by appointment); 5-6 PM (drop-in)

V. INTERNSHIPS, WORK STUDY, AND OTHER OPPORTUNITIES

OPPORTUNITIES

Room to Read Posting
The Senior Director of Literacy oversees the work under Room to Read’s literacy pillar. He/she provides leadership and management to the global Literacy Team, including support for program design, program improvement, program implementation, and program support to Regional and Country Literacy teams. This includes working with teams to set appropriate program targets and ensuring that program targets are met on time, on budget, and with a high degree of program quality. He/she is responsible for ensuring coordination among the four literacy programs over the next few years and, over time, overseeing the transition to an integrated Literacy Program. The Senior Director is also responsible for sharing information about Room to Read’s Literacy program with internal and external audiences as well as participating in strategic efforts to include Room to Read programming in the larger international education agenda. He/she directly supervises the Director of Literacy Instruction, School Room Program Officer, Reading Room Program Officer, and Local Language Publishing Program Officer. S/he works closely with counterparts in the Regional Offices and reports to the Chief Program Officer. This position is based in San Francisco and requires regular international travel. (http://www.roomtoread.org/SrDirectorofLiteracy)

Room to Read Posting
The Director of Literacy Instruction provides leadership and management to the global Literacy Instruction team, which provides guidance, direction and technical assistance to Room to Read’s Country Offices as the organization evolves its current programming to include literacy instruction and reading skills enrichment. This person is responsible for working with Room to Read staff as well as local and external consultants on developing and implementing literacy instruction programs
that are in line with Room to Read’s evolving effort to support the reading, writing, speaking, and listening skills for children in primary school. The Director is also responsible for sharing information about Room to Read’s Literacy Instruction program with internal and external audiences as well as participating in strategic efforts to include Room to Read programming in the larger international education agenda. He/she directly manages the Sr. Associate, Literacy Instruction at the Global Office and leads the design and program improvement efforts of the Global and Regional Office Literacy Instruction teams. The Director of Literacy Instruction will report to the Senior Director of Literacy. This position is based in San Francisco and requires substantial international travel.
(http://www.roomtoread.org/DirectorofLitInstruction)

**NCREST**

NCREST is looking for high school social studies teachers to pilot up to five social studies lessons in Spring 2012. Teachers will be compensated $300 for their time, through donorschoose.org. For more information, please review the attached PDF and contact Dr. Meesuk Ahn at ahn@tc.columbia.edu for more information.

**Education Manager, IRC**

**BACKGROUND:** In October 2011, the IRC started its first program in the occupied Palestinian territories. The program will focus on promoting Healing Classrooms in public schools in Ramallah through teacher training, mentoring and general support.

**SCOPE OF WORK:** The Education Manager will be responsible for initiating, implementing and monitoring the program in full. This will include identifying target schools and trainees, conducting Healing Classrooms trainings, providing face to face and distance mentoring, and monitoring program quality. The Education Manager will be based in Ramallah and will report to the Program Coordinator in Jerusalem.

**RESPONSIBILITIES:** The 12 month period will be split into program start up, training and mentoring, and monitoring, with the following milestones.

For more information or to apply please contact:
Dana.Sweis@rescue.org
Dana Sweis
Human Resources & Administration Officer
International Rescue Committee - Jordan

**Education Officer, IRC**

**BACKGROUND:** In October 2011, the IRC started its first program in the occupied Palestinian territories. The program will focus on promoting Healing Classrooms in public schools in Ramallah through teacher training, mentoring and general support.
SCOPE OF WORK: The Education Officer will be responsible for supporting the initiation, implementation and monitoring of the program in full. This will include helping to identify target schools and trainees, conduct Healing Classrooms trainings, provide face to face and distance mentoring, and monitor program quality. The Education Officer will be based in East Jerusalem and will report to the Education Manager.

RESPONSIBILITIES: The 12 month period will be split into program start up, training and mentoring, and monitoring, with the following milestones.

Quarter 1: October-December 2011
- Support the Education Manager in securing the MoU with the Ministry of Education and Higher Education.
- Help to solicit, analyze and rank applications from head teachers.
- Support the tailoring of site selection forms to the context and conduct on-site assessments of top 15% of applicants.
- Help select schools and trainees therein.
- Become proficient in Healing Classrooms (HC), ensure its translation and help tailor the Teacher Learning Circles (TLC) HC course to the context.

Quarter 2: January-March 2012
- Help to conduct HC trainings.
- Support TLC.

Quarter 3: April-June 2012
- Support TLC.
- Support program monitoring.

Quarter 4: July-September 2012
- Help revise HC TLC as a result of monitoring
- Contribute to program evaluation

REQUIREMENTS:

The requirements should include:
- Bachelor’s degree in education, Masters’ degree preferred.
- At least five years’ experience with education in emergencies, teacher training, early child development or distance education, preferably in the West Bank or Gaza.
- Strong understanding of the primary education system and the Ministry of Education and Higher Education in the West Bank.
- Training skills.
- Strong strategic planning, organizational and communication skills.
- Experience developing curricula, especially for adult education.
• Fluency in Arabic.

WORK ENVIRONMENT:
This position will be based in East Jerusalem with frequent travel to monitor and support schools in and near Ramallah.

Applicants should e-mail a CV and cover letter to Dana Sweis, Human Resources & Administration Officer, the International Rescue Committee-Jordan at Dana.Sweis@rescue.org.

FELLOWSHIPS

UNICEF Global Citizenship Fellowship is now accepting Applications
The UNICEF Global Citizenship Fund will unite and empower American youth and volunteers in service on behalf of children around the world. The U.S. Fund for UNICEF will deploy eight Global Citizenship Fellows to Atlanta, Boston, Chicago, Houston, Los Angeles, New York City, San Francisco, and Washington D.C. to serve as grassroots spokespersons for UNICEF. Leveraging existing engagement programs, like Trick-or-Treat for UNICEF and the UNICEF Tap Project, the Global Citizenship Fellows will bring together networks of faith-based communities, schools, universities, volunteers, advocates, and other Americans to take action for the world's children.

The fellowship is a highly-competitive, full-time, 13-month program that prepares diverse, committed, and globally-minded individuals for effective leadership in public service. Fellows will receive a stipend of $30,000 plus a $3,000 contribution towards health benefits. The eight Global Fellows will begin work with the U.S. Fund for UNICEF Program and Strategic Partnerships Division in January 2012. Applications are currently being accepted on a rolling basis until November 11, 2011. Please note that only complete applications will be considered (all applications must include a resume and cover letter following the instructions provided online).

Click to learn more and apply.

Deadline: November 11, 2011
Want to practice SPANISH in a comfortable and informal environment?

Join the Spanish Conversation Roundtable organized by the Association of Latin American Students (ALAS) at TC!

All proficiency levels are welcome. We will be holding weekly sessions starting: Tuesday, November 1, from 4 pm to 5 pm at Grace Dodge Cafeteria.

Look for the ALAS banner! Hasta pronto!

Casual Conversations with Dr. Marie F. Volpe
Date: Wednesday, November 2
Time: 12:00pm-1:00pm
Location: Private Dining Room

Join the Office of Student Activities & Programs as we welcome our second speaker of the Casual Conversation Series, Dr. Marie F. Volpe, Adjunct Assistant Professor of Adult Learning & Leadership, and founder of the Volpe Fellowship for International Service in Education. This fellowship supports TC students interning internationally with an NGO (non-governmental organization) and is made possible through the generous donations of Carmela and Marie F. Volpe. Refreshments will be provided. RSVP to studentactivities@tc.edu.

Please join the Mindfulness and Education Working Group (MEWG) for our 2011-2012 lecture and workshop series.

The New ABCs- Attention, Balance & Compassion:
Implementing Mindfulness Techniques in Educational Settings

When: November 7th, 6:00–7:30 p.m., followed by a reception
Where: Milbank Chapel
Topic: Implementing mindfulness techniques in educational settings, Pre-K-12
Speakers include: Susan Kaiser Greenland, Inner Kids and Dr. Suzi Tortora, TC Alumnus, Dancing Dialogue

For over a decade, presenters Susan Kaiser Greenland, author of the Mindful Child (Free Press, 2010) and Dr. Suzi Tortora, author of Dancing Dialogue (Brooks, 2005) have worked to integrate contemporary dance movement therapy techniques with classical mindfulness practice.

This interactive lecture provides an opportunity for students, educators, health professionals, administrators and parents to learn from each other.

It will:
1. Explore the relationship between theory, practice and research of mindfulness practices in educational contexts;
2. Provide an opportunity for you to strengthen and support how you communicate and teach with activities that develop greater mind-body awareness, compassionate life skills and help manage stress;
3. Introduce ways to bring attention, balance and compassion into your personal and professional lives.

Register: [http://thenewabcs.eventbrite.com/](http://thenewabcs.eventbrite.com/)

This event is made possible by the generous support of The Office of the Vice President for Diversity and Community Affairs, Alumni Relations and the Office of Student Activities and Programs at Teachers College, Columbia University.

**THE STATE, UNIVERSITY AND DEMOCRATIC LIFE:**
*The Political and Social Dimensions of Surveilling Muslim Students*
Dr. Arshad I. Ali will discuss his research

RESCHEDULED PLEASE NOTE NEW DATE::

NOVEMBER 10, 2011
6:00pm
MILBANK CHAPEL
Reception to follow

Arshad I. Ali, PhD is a Postdoctoral Fellow at Teachers College, Columbia University. His research explores how youth identities are mediated by macro economic, political and social realities. His current work examines the intersections of race and religion in the lives of US Muslim youth, specifically exploring issues of democracy, secularity and political engagement.

To request disability-related accommodations contact OASID at oasid@tc.edu (212) 678-3689, (212) 678-3853 TTY,(866) 624-3281 video phone, as early as possible.

**Interested in getting a summer internship or doing research in Latin America?**

Join TC students in a panel discussion about how they got their internships and funding for travel.

**Date:** Thursday, November 10  
**Time:** 7:30 pm  
**Location:** Private Dining Room, Grace Dodge Hall 70 (basement)

**PANEL:**
Lina Rangel (Somos CaPAZes, Colombia)
Isabelle Tibi (Somos CaPAZes, Colombia)
Monica McLin (Volunteers Colombia & Manizales Secretariat of Education)
Elizabeth Hernandez (Somos CaPAZes, Colombia)
Molly Hamm (The DREAM Project - Dominican Republic)
María José Aragón (GIZ - Guatemala)
Katy de la Garza (GIZ-Guatemala)
Angélica Quintero (GIZ-Guatemala)

**Refreshments will be provided**

This event is sponsored by the Institute of Latin American Studies at Columbia University (ILAS) and the Association of Latin American Students (ALAS) at Teachers College. International and Comparative Education Graduate Student Seminar Series

All events are held on Thursdays, from 1-2pm in the Harvard Graduate School of Education

October 27, 2011
“School Expansion and Educational Stratification in China, 1981-2006”
Maocan Guo
PhD Candidate, Department of Sociology, Harvard University

Abstract: This study examines the trends in educational stratification during China’s economic reforms from 1981 to 2006. By using the panel data from the “China Health and Nutrition Survey”, it matches school-age children to their parents’ background information and investigates whether and how the effects of family background on children’s educational transitions change across time and across the urban-rural residential difference. Results show that educational inequality in access to senior high school has firstly increased then decreased, whereas inequality in access to college education has recently been strengthened and the effects of most social background variables on transition to college have shifted up. Results also show that, in spite of a recent quick expansion of college opportunities, accessing higher education has become much easier for urban children but more difficult for children from low-income rural families, which thus leads to a decrease in the mobility chance for rural children via higher education.

November 17, 2011
“Impacts of School Latrine Construction on Student Outcomes in India”
Anjali Adukia
EdD Candidate, Quantitative Policy Analysis of Education, HGSE

December 1, 2011
“External Assistance and Internal Policies: The Case of Math Education Reform in Namibia”
Tamara Webb
VII. COURSES

EDPA 4025: HIGHER EDUCATION POLICY
Tuesdays 5:10-6:50
Kevin Dougherty

This course will examine several key areas of higher education policymaking in the United States and abroad: policies to encourage higher education access (including student financial aid), affirmative action policy in the US and Brazil, the origins of community colleges and other short cycle tertiary education, the growth of private higher education, the Bologna process and its US equivalents, and performance accountability, quality assurance programs, and institutional ranking systems. In each case, we will examine the similarities and contrasts between the US and other countries in the contents of policies, their political origins, and their implementation and evaluation.

EDPA 4199: SPECIAL TOPICS COURSE: POLICYMAKING FOR EFFECTIVE HIGH SCHOOL TO COLLEGE TRANSITION
Thursdays 5:10-6:50
Kevin Dougherty

The course will examine policy making efforts by the federal, state, and local governments and nongovernmental organizations to increase college access and the effective preparation of students to meet college requirements. These efforts include policies to increase student financial aid, raise educational expectations in middle and high school, improve student information, and increase the fit between high school academic preparation and college entry requirements. The course will examine the content of these policy making efforts, their political origins, implementation, and impacts.

_______________________________________________________________

Sarah Sherman
Program Assistant
374 Grace Dodge Hall
(212) 678-3184
sherman@tc.edu

Katy de la Garza
Peer Advisor
372 Grace Dodge Hall
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kd271@tc.edu

Dina López
Peer Advisor
372 Grace Dodge Hall
(212) 678-6679
dlopez@tc.edu