 

Department of Education Policy and Social Analysis

 Teachers College, Columbia University

**Politics & Education Program**

**Program Study Guide**

**Teachers College Major Code: POLC Degree: Ph.D.**

**Minimum Point Requirements: 75 points**

**For Incoming Summer/Fall 2020 Students**

***Program Description***: This degree program prepares students to conduct original and rigorous research relating to education policy and the political conditions that facilitate its adoption, implementation, and sustainability. Graduates of this program secure position: as professors within political science, public policy, and education departments at various types of four-year institutions; as researchers in think tanks and private research organizations; and in government agencies, foundations, and nonprofit organizations with research and policy missions. Courses are offered in a traditional schedule during the fall and spring, with a limited number of course options available in summer.

Students are asked to participate in a set of core political science and general foundation courses in education. After completing the core, each student is expected to focus his or her studies on a set of political debates in education or a particular political arena.

The program planner shows the thematic areas across which courses should be distributed. Required courses are listed on the planner. Students must consult with their academic advisor before making any substitutions for required courses, including using transfer credits to meet requirements.

***Research Tool Requirement:***

Each student will also complete methodological requirements including but not limited to statistics, qualitative and quantitative methods. In addition to other requirements, Ph.D. students must demonstrate command of two research tools, selected from the following list: 1). an approved two-course sequence in quantitative analysis, 2). an approved two-course sequence in formal modeling or advanced multivariate statistics, 3) a reading knowledge of a foreign language that is pertinent to the students projected research agenda, 4) a comparable level of proficiency in a comparable research tool approved by the advisor. Unless they have well defined research needs for foreign language, EPSA students are expected to meet this GSAS requirement with a combination of options 1, 2, and 4. Data Analysis I & II serve as an approved two-course sequence in quantitative analysis. The more-advanced quantitative courses students typically enroll in additional advanced courses such hierarchical linear modeling and structural equation modeling. Students focusing on qualitative methods or other research approaches (e.g., Geographic Information Systems; network analysis) can alternately fulfill the “comparable research tool” option in consultation with their advisor.

***Transfer Credits****:* Students may transfer up to 30 points from a previous degree or institution into this degree program with the approval of their faculty advisor. The faculty advisor will review all courses to determine what is relevant to the Politics and Education program, and what was recently completed. The faculty may ask students to submit additional documentation to assist in this process (i.e., annotated bibliography or syllabus).

***Expectations for Satisfactory Progress:*** Students are expected to make satisfactory progress toward the completion of degree requirements. It is the policy of the Department of Education Policy and Social Analysis that all students must enroll in at least twelve credits per year until their program is completed. Exceptions to this requirement may be granted under special circumstances, and students must contact their advisor about this. 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.

***Beginning in the Fall 2018 term, all students who enroll in a degree program must register for courses beginning with their initial term of entry and continuing each fall/spring term until their degree requirements have been met. To meet the continuous enrollment requirement students must do one of the following: A) register for course work, B.) register as a master’s candidate or doctoral candidate (each of which requires the College fee), C.) request and receive a leave of absence (medical, military, or personal) according to TC’s leave policy, or D.) request and receive a personal exemption or waiver (doctoral candidates only) according to the guidelines set forth in the appropriate doctoral student***[***guide book***](http://www.tc.columbia.edu/doctoral/requirements/)***. For a full description of the new policy on continuous enrollment see*** [***https://goo.gl/esMBDK***](https://goo.gl/esMBDK)***.***

***Doctoral Comprehensive Exams:*** All students must pass a written comprehensive examination, typically during the semester during which they reach 60 credits. The structure, content, and criteria of assessment are intended to test your broad familiarity with the field and to push you to go deeper, become more sophisticated, and strive for more intellectual integration than is typically the case when you are taking and responding to one course at a time. Further information about the structure and process are available in our document “Doctoral Comprehensive Exams in Politics & Ed: What You Should Know.”

***Dissertation:*** Students are required to complete a dissertation that critically looks at a problem within the field of education policy or politics. Students are expected to work closely with their dissertation sponsor and committee members to develop and execute original research that will advance policy research. They are expected to evaluate it based upon a comprehensive literature review, design an approach to answer a research question, review and explain the findings.

***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 (301 Zankel Bldg.) 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.