

University Senate

Proposed: December 13, 2012

Adopted: December 13, 2012

**RESOLUTION TO APPROVE A PH.D. IN EDUCATION POLICY
(TEACHERS COLLEGE AND GSAS)**

WHEREAS, there are national needs for rigorous interdisciplinary analysis of the conditions that shape educational opportunities for students from early childhood through post-secondary schooling, for sophisticated understanding of the ways governments can use policy to intervene, and for translation of research findings into ways to inform citizens and policymakers about costs, tradeoffs and probabilities of success in educational achievement, and

WHEREAS, Teachers College has recently launched a new Department of Education Policy and Social Analysis, and

WHEREAS, the proposed program links theories and methods drawn from public policy studies to knowledge about the values, institutions and contexts that shape education, and

WHEREAS, it builds on the traditions of the department's social science-based Ph.D. programs, and focuses on all levels of education, from pre-kindergarten to higher education, and

WHEREAS, it builds on existing concentrations of faculty and institutional strength in both Teachers College and the Graduate School of Arts and Sciences, and

WHEREAS, education policy faculty and courses are migrating out of the Teachers College Education Leadership Ph.D. program and into the new department, and the proposed degree will be the only interdisciplinary doctoral degree focusing on education policy, and

WHEREAS, no Columbia school or department currently offers a comparable degree, and

WHEREAS, there is a need to bring the tools of contemporary policy analysis to bear on the field of education research, and

WHEREAS, there is a demonstrable market demand for such a program, and

WHEREAS, those with training in education policy analysis are increasingly attractive to employers, and

WHEREAS, this program was approved by the Teachers College Faculty Executive Committee on October 12, 2011, and, on November 18, 2011, by the Executive Committee of the Graduate School of Arts and Sciences, and

WHEREAS, this Ph.D. degree, like the others for which Teachers College provides content, will be awarded by the Graduate School of Arts and Sciences;

NOW, THEREFORE, BE IT RESOLVED that the Senate approve the Ph.D. in Education Policy.

BE IT FURTHER RESOLVED that the resolution be forwarded to the President and the Trustees of Columbia University for appropriate action.

Proponent
Committee on Education



Appendix A

Education Policy Interdisciplinary Ph.D. Program of Study Guide Teachers College Major Code: EDPA Degree and minimum point requirements: Ph.D. (75 points)

Program Description: The Education Policy Program aims to build a cadre of education policy experts whose substantive grounding in a range of educational policy issues is matched only by their understanding of the policy process and the tools of policy analysis. The Doctor of Philosophy degree in Education Policy is a selective 75-credit program focused on the preparation of policy analysts, policy advocates, and educational researchers. The Program is housed in the Department of Education Policy and Social Analysis at Teachers College, Columbia University and is intended for persons who want to acquire advanced training in the theory, methods, and practices of education policy. The program will develop students' skills by drawing on interdisciplinary approaches to policy analysis, including those employed within economics, law, politics, and sociology. Graduates of this program secure positions as university professors, and as policy advisors and researchers for school systems, government agencies, foundations and private agencies committed to analyzing and developing policies for the field of education.

Students complete core courses in education policy and social science disciplines, policy research methods, and courses associated with their substantive policy interests. Courses are offered in a traditional schedule during the fall and spring, with a limited number of course options available in summer. The program requirements listed below indicate the thematic areas across which courses should be distributed and the number of required courses in each area. Students must consult with their academic advisor before making any substitutions for required courses, including using transfer credits to meet requirements.

Guided Options: The program combines structured requirements with a reasonable number of options about how specific requirements are met. We expect entering students to matriculate with somewhat varied academic and professional backgrounds. While many will have undergraduate or even graduate degrees in a social science discipline, they may have received little or no exposure to other approaches. Other students might have considerable grounding in the study of education and applied experience in leadership or policy positions, but may have had less grounding in the social sciences and research methods. Some may enter with a well-defined interest in a particular specialized area of education policy while others may have more general interests initially and develop their more focused specializations during their coursework. To complete the program successfully, students must develop a strong foundation including familiarity with how different disciplines conceptualize problems, understanding of the logic



research and skill in applying advanced research techniques, and familiarity with the processes by which education policy is created and implemented. We do not aspire to turn out students who all know and think the same way, however, and there is room to shape your individual program to allow you to develop depth in areas of special interest and attitude. You develop the specific components of your program in close interaction with faculty advisors who will work with you to ensure that your choices are coherent and complementary.

Breadth Requirement: For this degree program, students must complete at least 15 points of coursework in other programs and departments, including courses at Columbia University.

Transfer Credits: Students may transfer up to 30 points from a previous institution into this degree program with the approval of their faculty advisor. The faculty advisor will review all courses to determine which are relevant to the Education Policy program, and only such courses will be approved. The advisor may ask students to submit additional documentation to assist in this process (i.e., annotated bibliography or syllabus). The acceptance of transfer credit does not relieve the student of the need to meet the stated requirements of the program; for example, it is possible that a student transferring in the maximum 30 points would need to take more than an additional 45 in order to meet remaining requirements.

Expectations for Satisfactory Progress: Students are expected to make satisfactory progress toward the completion of degree requirements. Program faculty will annually review each student's progress. Where concerns exist about a student's 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 that students are aware of the expectations held for them. If satisfactory progress is not maintained a student may be dismissed from the program.

Research Tool Requirement: 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 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 3, 4, and 5. 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.



Doctoral Comprehensive Exams: All students must pass a written comprehensive examination, typically taken during the semester in which they reach 60 credits. The structure, content, and criteria of assessment for the comprehensive exam 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 possible while completing coursework. Further information about the structure and process are available in our document “**Doctoral Comprehensive Exams in Education Policy: What You Should Know.**”

Dissertation: Students are required to complete a dissertation that critically examines a problem within the field of education policy. Students are expected to work closely with their dissertation sponsor and committee members to develop and execute original research that will advance the areas of policy implementation, evaluation and/or research.

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 (166 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.



Requirements for the Ph.D. program (75 credits minimum)

1. Foundational Core (at least 15 credits)

Students are required to gain familiarity with each of the core disciplines. Students who enter with solid grounding in one particular discipline should use that discretion to broaden their foundational base in another discipline. E.g., students entering without background in economics should include either or both of EDPE 4050 and EDPE 4055, while students already entering with strong economics skills should use core courses to broaden their exposure to political science, sociology, and law courses and take deeper economics courses in meeting their specialization requirements.

EDPA 4013	Education Policy and the Management of Instruction	(3)
EDPA 4047	Politics and Public Policy	(3)
EDPA 4048	Education Policy Analysis and Implementation	(3)
EDPA 5016	Educational Equity: The Role of Law	(3)
EDPA 6030	Institutional Theory: Sociological Perspectives on Institutional Change in Education	(3)
EDPA 6542	Social and Political History of American Educational Reform	(3)
EDPE 4050	Economics of Education	(3)
EDPE 4055	Resource Allocation in Education	(3)
EDPP 5042	Urban Politics and Education	(3)
EDPS 4030	Sociological Analysis of Formal Organizations in Education	(3)

2. Research Methods (at least 15 credits, including Data Analysis I & II)

Methods courses are selected based on students' previous research experience, their current substantive interests, and their future career aims. Data Analysis I & II are required unless students have had equivalent coursework or mastered the core material. Additional courses are available in other units of the university. Students can satisfy the GSAS research tool requirement as follows:

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 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 3, 4, and 5. 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.

*EDPA 4002	Data Analysis for Policy & Decision Making I	(3)
*EDPA 5002	Data Analysis for Policy & Decision Making II	(3)
EDPA 6023	Quantitative Methods for Causal Inference in Education Research	(3)
HUDM 4122	Probability and Statistical Analysis	(3)



<p> HUDM 5122 Applied Regression Analysis (3) EDPA 4199 Logic and Design of Research in Education Policy and Social Analysis (3) ORL 5522 Evaluation Methods I (3) ORL 5523 Evaluation Methods II (3) ORL 6500 Qualitative Research Methods in Organizations: Design and Data Collection (3) ORL 6501 Qualitative Research Methods in Organizations: Data Analysis and Reporting (3) (*) Required. </p>		
<p>3. Substantive Policy Concentration (at least 33 credits)</p> <p>Although individualized and incorporating an element of student choice, the implementation of this requirement is guided also by the principles that students need to develop depth as well as breadth, that students should focus on areas in which the institution (EPSA, TC, Columbia) has a substantial concentration of expertise, that a substantive focus on a particular institutional setting (e.g. higher education) should be coupled with understanding of one or more issues or themes that cut across multiple settings (e.g., privatization; accountability; federalism; law; equity).</p>		
<p>4. Common Experiences in Research and Professional Development (at least 3 credits)</p> <p>EDPA 6XXX Workshop in Education Policy (0-3)</p> <p>Designed to expose students to foundational ideas and methodologies of the field, through presentations by invited guests from universities and think tanks as well as EPSA, TC, and Columbia faculty and students. In addition to active attendance, students will be required to undertake a series of prescribed activities, such as writing a series of critiques of the presented papers (conceptualized as equivalent to the kinds of close analyses scholars provide as assigned reviewers of submitted journal articles or grant proposals), presenting their own paper, or serving as a formal discussant for one of the sessions.</p>		
<p>5. Other Requirements</p> <ul style="list-style-type: none"> ● Comprehensive Examination ● Doctoral Dissertation 		