



Education Policy Division Course Descriptions

EDUC 519 - Evolution of Assessment

Jon Supovitz

[Permission Needed from Department]

This course explores the evolution and diverse uses of assessment in four major areas: the historical roots of testing and the development of the achievement testing industry; the rising interest and exploration of alternative forms of assessment; how teachers employ a variety of assessments in their classrooms; and how policymakers use assessment for decision-making and accountability purposes.

EDUC 529 - Organizational Learning and Education (TLL Course)

Jon Supovitz

This course is an exploration of the theory, research, and practice of how individuals learn within organizational contexts and how organizations themselves may learn, as well as the social, cultural, and organizational forces that influence this process.

EDUC 545 - Education Research Practicum

Matthew Steinberg

Education policy and practice increasingly rely on empirical evidence to inform state and local decision-making. This course is designed to partner students with educational leaders to conduct client-based, applied education research projects. The clients will be drawn from GSE's Mid-Career Doctoral Program in Educational Leadership, and applied research teams will be comprised of GSE master's degree students. Students will engage in original empirical analysis, complete written policy reports and present their findings to clients in end-of-semester formal client-briefings. For the student research teams, this course will enhance both their human capital through real-world experience in applied education research as well their social capital through their partnership with high-level education policymakers and practitioners.

EDUC 545-017 - Applied Mixed Methods Research

Jon Supovitz

This is a foundational course on the major data collection techniques used in social science research, including surveys, interviews, and observations. In the course we will examine multiple ways to collect data for conducting empirical research in education. The course will focus on the development of different data collection instruments, including surveys and interview protocols, collecting data using these instruments, analyzing the resulting data, and triangulating across them. The course is designed for master's and doctoral students who are preparing to conduct fieldwork in educational and other professional settings.

EDUC 545-002 - Race in American Schools

Staff

This seminar focuses on race relations and racial equity in America's public schools,

EDUC 548 -American Education Reform: History, Policy, Practice

John Puckett

An examination of major themes in twentieth century American education. Topics include school reform, ethnicity and race, higher education, work and education, the war on poverty, teaching and teachers, the development of secondary education, and the curriculum.

EDUC 559 – Sociology of Education

Richard Ingersoll

This is an introductory, masters-degree-level course. It provides a broad survey overview of major perspectives concerned with how societal forces have shaped the purposes, processes and organization of schools. The objective is to impart to students a grasp of the historical and social foundations of the US education system. This includes a variety of perspectives on education – traditional, progressive and egalitarian. The primary focus will be on elementary and secondary schools in the U.S.

EDUC 591 - Applied Research Methods to Inform Policy and Practice

Rebecca Maynard

[Permission Needed from Department]

The class is designed to provide students with the knowledge and tools to define relevant research questions to guide program design and operations, as well as to guide policy development; to map questions to appropriate methods of research; to judge the quality of research evidence; and to design strong analysis and evaluation strategies for various purposes. The primary, but not exclusive, focus of the course is on education policy concerns.

EDUC 601 - Economic Aspects of Education Policy

Rebecca Maynard

This course has two main goals. One is to teach students to apply economic principles to analyze a wide range of education policy issues. The other is to provide students with a foundation in contemporary education policy issues. The course is designed to address analytic issues relevant to a wide range of education professionals, including managers, policy makers, and evaluators. The course will be divided into five units: (1) principles of economic analysis in the context of education policy; (2) the economics of early care and education; (3) cost-effectiveness analysis; (4) human capital investment; and (5) education finance.

EDUC 614 -Child Development and Social Policy

John Fantuzzo

The purpose of this course is to focus on major US social policies impacting our most vulnerable subpopulations of children living in poverty. The class will explore how developmental science can provide a broad conceptual framework to inform the construction of social policies for children and evaluate their effectiveness. Since much of the social policy issues for children in the US public square are currently hotly debated, the class format will incorporate debate and require students to actively research and defend positions on existing policies. Class size will be set at a level to maximize interaction and involvement.

EDUC 628 -Education Finance Policy

Staff

This course examines the legal, political and economic issues surrounding how public schools are funded, including equity, productivity and the interaction of finance and school reform. Through readings, discussion and written assignments, students will develop and apply policy analysis skills to the area of education finance.

EDUC 668 - Master's Paper Seminar

Staff

[Permission Needed from Division]

This intensive writing seminar is intended for Education Policy students as a hands-on approach to completing their Master's research paper. Through instructor-led coaching and class-led peer review, the class will help you to formulate your thesis topic, hone your argument, and use supporting literature to effectively make your case. The ultimate goal of the class is to help you graduate on time and with a research paper that both makes you proud and helps you in the job market.

EDUC 692 - Education Policy Issues

Rebecca Maynard

This course addresses the rationale for public policy involvement in education. It also reviews the status and implications of current federal, state and local policies relevant to a number of aspects of education, including early care and education, school performance and drop-out prevention, school choice, school finance, and school-to-work transition. Students will read selections from books, journals, policy analysis reports, and current news reports. They will engage in exercises to explore the implications of various policy options, and each student will prepare a paper that analyzes an in-depth education policy issue of his or her choice.

EDUC 707 - U.S. School Policy and Reform

Laura Desimone

This course is designed to increase students' understanding of education policy focused on improving public schools. Topics include recent reforms such as accountability, school choice, charter schools and curriculum and leadership reforms, with a focus on the translation of reforms to school and classroom implementation. The course provides opportunities for students to evaluate research on education policies, to help understand what works to improve student achievement and decrease the achievement gap, what doesn't, and why.

EDUC 708 - Schools as Organizations

Richard Ingersoll

Schools are places of learning--but they are also workplaces, teachers are employees and teaching is a job. This in-depth doctoral-level course focuses on theory and research concerned with the organizational and occupational side to schools and teaching. It draws from multiple fields and perspectives, including: organizational theory; the sociology of organizations, occupations and work; educational administration; and school leadership. The objective is to have students understand and evaluate a series of different perspectives from theory, research and policy concerned with the character of the teaching occupation and the organization of schools.

EDUC 712-401 - Comprehensive School Reform as Applied Public Policy

Theodore Hershberg

This course examines how K-12 education policy is designed and implemented in the United States. It uses a systems analysis as the framework for looking at who makes what kinds of demands on the education policy system, how these demands are placed on the policy agenda, the decision making process, and resulting education policies and policy outcomes. The course pays particular attention to the roles of federal, state and local governments in education policy, and the impact of our intergovernmental system on the design and implementation of policy. Students will also examine major education policies and debate key education policy issues that arise at each level of government.

EDUC 720 - Teachers and Teaching Policy

Laura Desimone

This course is designed as a seminar to provide students with the opportunity to study and analyze issues and policy debates pertaining to teachers and teaching policy. Students will have the opportunity to analyze, synthesize and evaluate research on policies focused on teachers and teaching, such as merit

pay, alternative certification/training programs, mentoring and induction programs, professional development, and instructional interventions.

EDUC 838 - Applied Research and Reporting

Rebecca Maynard/Matthew Steinberg

Hands-on experience conducting applied research. Students will be guided through a research project of relevance to education or social policy chosen by the student, with assistance from the instructor.

The research entails analysis of one or more public or quasi-public use data sets, such as the National Longitudinal Survey of Youth; the National Longitudinal Survey of Youth Child Supplement; The Teenage Parent Demonstration Data Base; the National Profile of Child Care Settings Data Base; or the National Post Secondary Student Aid Survey. The students will prepare journal-length papers based on their research and respond to the reviews of classmates and the instructor.

EDUC 900-002 - Seminar in Applied Research Synthesis Methods

Rebecca Maynard