



## Program Overview

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The **Education Entrepreneurship** program provides students with the unique skills necessary to conceptualize, develop and manage 21<sup>st</sup> century educational innovations. Designed at the intersection of education, business and entrepreneurship, the program combines rigorous academic study and practical coursework, giving students critical tools to chart entrepreneurial solutions in education. The program builds hands-on understanding through entrepreneurship workshops, field experiences and a culminating capstone project.

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### Snapshot\*

#### Semester 1

Entrepreneurship in Education  
Foundations of Education  
Education Management

#### Semester 3

Marketing Strategy  
Schools as Organizations  
Design of Learning Environments

#### Semester 2

Teaching, Learning & Curriculum  
Economics of Education  
Entrepreneurship Seminar

#### Semester 4

Technology Strategy  
Educational Evaluation  
Capstone Project

## Courses

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**Entrepreneurship in Education** provides an understanding of the nature of entrepreneurship related to public/private/for profit and non-profit educational and social organizations. The course focuses on issues of management, strategies and financing of early stage entrepreneurial ventures, and on entrepreneurship in established educational organizations. Students will learn the fundamentals of business plan design and development.

**Foundations of Education** surveys basic issues in the philosophical and social foundations of education, addressing basic questions about the purpose of education, the appropriate treatment for children from different cultural and economic groups and the relationship between rigor and relevance. Intended for advanced Master's and doctoral students.

**Education Management** is an introduction to the critical management skills involved in planning, structuring, controlling and leading an organization. It provides a framework for understanding issues involved in both managing and being managed. We develop a "systems" view of organizations, examining organizations as part of a context, including but not limited to environment, strategy, structure, culture, tasks, people and outputs. We consider how managerial decisions made in any one of these domains affect decisions in each of the others.

\* Sequence and content is subject to change

## Courses

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**Teaching, Learning & Curriculum** explores theoretical and empirical perspectives on the questions: What is knowledge and knowing? What is learning? What is teaching? How do contexts influence teaching, knowing, and learning? A central goal is to encourage students to consider these questions and their interconnections, to examine ways scholars and practitioners have answered them, and to develop an analytical framework to use in examining contemporary practices in settings that include formal and informal, urban and international.

**Marketing Strategy** addresses how to design and implement the best combination of marketing efforts to carry out a firm's strategy in its target markets. Specifically, this course seeks to develop the student's (1) understanding of how the firm can benefit by creating and delivering value to its customers, and stakeholders, and (2) skills in applying the analytical concepts and tools of marketing to such decisions as segmentation and targeting, branding, pricing, distribution, and promotion.

**Economics of Education** is designed to provide an overview of some theoretical perspectives and topics in the economics of education. Many of the readings will contain technical economic material, but the focus will be on the conceptual theory and the findings of economic research with an education application. Through the course, students should gain a solid understanding of how economists study education. This course will also include basic concepts related to finance, budgeting, transaction analysis and P&L reporting.

**Schools as Organizations** focuses on the 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.

**Design of Learning Environments** examines different theoretical frames and strategies related to the study and design of learning environments in school, community and online contexts. Physical, social and cognitive aspects of learning are considered as students evaluate current research and applications in a variety of existing educational learning environments.

**Technology Strategy** is designed to meet the needs of future managers, entrepreneurs, consultants and investors who must analyze and develop business strategies in technology-based industries. The emphasis is on learning conceptual models and frameworks to help navigate the complexity and dynamism in such industries. This is not a course in new product development or in using information technology to improve business processes and offerings. We will take a perspective of both established and emerging firms competing through technological innovations, and study the key strategic drivers of value creation and appropriation in the context of business ecosystems.

**Educational Evaluation** examines evaluation frameworks and methods for determining the nature and severity of problems, the implementation of programs relative effects and cost effectiveness of interventions to reduce problems, design and conduct of evaluation studies in education, social services, crime and delinquency, in the U.S. and other countries.

## Capstone Project

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The **capstone project** is the culminating program experience where students will identify a new opportunity, whether for an existing entity or for the creation of a new school, program or education-related business venture. Students will then complete a business model canvas, designing and executing experiments validating or invalidating key hypotheses governing the potential of the opportunity. The components of a business model canvas, an exercise originated by Steve Blank of Stanford University, include delineating the following: key partners and activities, value proposition, customer relationships, resources, cost structure, revenue streams, channels and customer segments, including a thorough analysis of the competition. The results from developing and testing hypotheses in each of these areas will position students well to launch their own school and/or ventures upon graduation.