



## Education Policy Division Course Descriptions

### **EDUC 410-401/URBS 327-401 - Schools and Community Development**

*John Puckett*

[Undergraduates only]

### **EDUC 519 - Evolution of Assessment**

*Jon Supovitz*

[Permission Needed from Department - Masters only]

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 544 - School and Society (ECS Course)**

*Richard Ingersoll*

[Permission Needed from Department]

This course reviews the major empirical and theoretical research from the social history, and social theory on the development, organization and governance of American education, and the relationship between schooling and the principal institutions and social structures of American society.

### **EDUC 545-009 - Education and the American City**

*John Puckett*

This seminar looks closely at the social, economic, and political contexts of U.S. urban schooling. It examines the major trends that have shaped cities and their preK-16 schooling systems since the Second World War, emphasizing particularly the effects of migration and immigration, suburbanization, deindustrialization, urban renewal, and "hypersegregation" on large-city public schools and higher education institutions. The postwar histories of three cities – Chicago, Philadelphia, and New York – offer powerful lenses for examining these social forces in relation to urban education.

### **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 591 - Program Evaluation and Policy Analysis**

*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**

*Eleanor Fulbeck*

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 668-003 - Master's Paper Seminar**

*Staff*

[Permission Needed from Department]

This intensive writing seminar is intended for Education Policy students who are looking for a hands-on approach to completing their Masters Thesis 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 thesis that both makes you proud and helps you on the job market.

**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.