
COURSE PREAMBLE, 2009–2010

Tips for Reading the HGSE *Catalogue*

The Harvard Graduate School of Education offers courses to degree candidates and several categories of nondegree students, as well as to students enrolled in other Harvard faculties through cross-registration. The *Catalogue* is the primary printed resource for course information for the academic year 2009-2010. Updates and additions to the *Catalogue* are available on the HGSE web site: www.gse.harvard.edu/academics/catalogue.

In designing an academic program, HGSE students are encouraged to review the entire set of course listings, since courses that might be of interest are likely to be listed in different sections. When selecting courses, students should also consult the “Program Offerings” section of this book to be sure they take into account the specific requirements and recommendations of the degree program in which they are enrolled. Finally, students should be aware that course offerings can change from year to year.

Most HGSE courses carry four units of credit and are equivalent to four semester hours for a period of thirteen weeks. HGSE also offers two-credit modules. A module usually meets for only a portion of the semester (typically seven weeks) and provides either an introductory overview of a particular field or an intense period of study focusing on specific skills. Two HGSE modules provide the four units of credit that are equivalent to one course.

Courses are presented in four major categories—“A”- courses, “H”- courses, “T”- courses, and “S”- courses. (A number of courses have double prefixes, e.g., AH-, AT-, HT-.) These prefixes reflect a longtime convention used at HGSE: “A-” for administration, planning, and social policy courses, “H-” for human development and psychology courses, “T-” for learning and teaching courses, and “S-” for Schoolwide courses. While these prefixes may serve as a guide, students are strongly advised to use subject-area listings and lists of program-specific course requirements and recommendations, as well as to consult with advisors and program directors to locate courses of interest. Within each major section of the *Catalogue*, each course has its own three-digit number. The initial digit usually signifies a course’s broad substantive grouping. The middle digit indicates the course’s relative level of advancement among courses within a grouping. Numbers 0 and 1 identify introductory courses; 2 through 5 identify intermediate courses (that often require previous study of the subject); and 6 through 8 identify advanced courses on special topics (that usually require substantial student preparation). A middle digit of 9 with a suffix of 7, 8, or 9 indicates a special type of course: -97 and -98 courses identify field experiences, and -99 identifies an independent study. Modules are identified by the presence of a 10 as the last two digits, followed by a trailing letter after the course designation (e.g., T-210L, S-010Y).

If a course title is enclosed in brackets, [], it means that the course will not be offered during the 2009–2010 academic year.

If a course title is preceded by an asterisk, *, it means that enrolling in the course requires the consent of the instructor or that the course is limited to students in a specific program. Faculty members post criteria for selecting students on their course web sites.

A student wishing to enroll in a limited-enrollment course must obtain permission from the instructor before filing his or her study card on course enrollment day. When planning courses for a given semester, students should not assume that they will be able to enroll in any course listed with an asterisk. It is highly advisable that students have alternative options.

The courses and class meeting times listed in the *Catalogue* are current as of **early August 2009**. The most up-to-date information can be found in the online course listing at www.gse.harvard.edu/academics/catalogue. In late August 2009, and in January 2010, the Registrar will issue supplements to this *Catalogue* that reflect any changes since it went to press, including a small number of additional courses.

Independent Studies

Carefully crafted and well-supervised independent studies can be a powerful learning experience. However, independent studies are designed to augment the HGSE course offerings, not supplant them. A student wishing to take an independent study should consult the faculty member with whom he or she wishes to work. A faculty member is under no obligation to supervise an independent study—the decision to take on this added responsibility is entirely up to the individual. Faculty members differ in their inclination to participate in independent studies. Some believe it is an ideal vehicle for working with students (especially advanced doctoral students); others see it as an additional time burden in an already overcrowded schedule. Students who decide to approach a faculty member about sponsoring an independent study should realize that they are asking someone to take on a commitment of additional time (for which he or she will not be compensated). Please refer to the *Student Handbook* for limitations on the number of independent studies each student may undertake.

Field Experience Program

A Field Experience Program (FEP) course offers the opportunity for students to work in a professional setting related to their educational studies while obtaining academic credit. The work usually has practical application but must always have intellectual content, and while it may involve research, it can also be of a more applied nature. Contexts range from schools, colleges, public agencies, and museums, to private corporations and nonprofit organizations. With assistance of the Career Services Office, students arrange internships in settings related to their academic studies. The student intern is supervised by someone at the organization and ideally learns about the breadth of the organization as well as how to perform specific tasks or handle specific responsibilities that he or she has not done before. Teaching fellows support interns through individual meetings, a site visit, and a series of required seminars conducted under the guidance of the FEP director. Please refer to the *Student Handbook* for limitations on the number of Field Experience Program units each student may take, and to the FEP web site for more information: www.gse.harvard.edu/fep.

Course Evaluation at HGSE

HGSE places a great deal of importance on the evaluation of its courses and programs. Course evaluations have four purposes: (1) to help instructors improve their courses and strengthen their teaching; (2) to provide information about courses to students; (3) to encourage students' reflection on their own learning; and (4) to be used as part of the professional review process for faculty members.

It is an institutional requirement that students complete on-line course evaluations for each class in which they are enrolled. A student may view online her/his final grade in a course only if the course evaluation for that course has been submitted. Furthermore, continuing students who do not fill out all of their course evaluations will be prevented from registering for further courses until they fulfill this requirement. Graduating students who do not fill out all course evaluations will have their diplomas withheld. Instructors are not given access to summary evaluation reports until after grades have been submitted to the Office of the Registrar.