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# PROGRAM OFFERINGS, 2013–2014

## Overview of Programs

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The Harvard Graduate School of Education offers programs leading to the Doctor of Education degree (Ed.D.), the Doctor of Education Leadership degree (Ed.L.D.), and the Master of Education degree (Ed.M.). These programs offer students the opportunity to integrate cutting-edge research, practice-based education, and reflection on how to create more effective educational opportunities for people of all ages. Opportunities to connect theory to practice are available through practicum courses offered as part of some degree programs, course projects, and internships, as well as the Field Experience Program.

Students may cross-register and receive credit for courses offered by other Harvard faculties, including Arts and Sciences, Business, Design, Divinity, Government, Law, and Public Health. Students may also cross-register for courses at the Episcopal Divinity School, the Fletcher School of Law and Diplomacy at Tufts University, the Massachusetts Institute of Technology, and the Department of Communication Sciences and Disorders at Massachusetts General Hospital's Institute of Health Professions. Credits from institutions other than those listed above are not accepted toward degree requirements. To avoid duplication of previous work, a student may, with permission, be exempted from a required course and take a more advanced one instead. The Harvard Graduate School of Education reserves the right to alter the requirements of a program during a course of study.

## Doctor of Education Program

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The **Doctor of Education (Ed.D.) Program** prepares education scholars and leaders for the 21st century. The program provides rigorous research training that equips graduates with the knowledge and skills to have broad impact in the worlds of policy and practice. Working with premier faculty in the field, doctoral students learn and conduct cutting-edge research that addresses the most pressing problems in education. Graduates often assume roles as university faculty, senior-level educational leaders, policymakers, and researchers in a variety of school and higher education settings or in governmental, for-profit, nonprofit, policy, and research organizations.

Within the Ed.D. Program, HGSE offers five concentrations: Culture, Communities, and Education; Education Policy, Leadership, and Instructional Practice; Higher Education; Human Development and Education; and Quantitative Policy Analysis in Education.

**Culture, Communities, and Education** highlights a range of increasingly complex issues, from shifts in cultural practices and racial, ethnic, and linguistic diversity to the implications of these shifts for human or social development and education. Central to the concentration is research on the factors that put

children or youth at a disadvantage, and those assets—family, community, or cultural—that support high levels of academic, social, and moral development; healthy individuals; and effective schools. The concentration prepares students to investigate these issues from multiple levels: the individual level; the school level and the neighborhood/community level in which schools are embedded; and the national and international levels, where cross-cultural concerns, including globalization, immigration, multiculturalism, and citizenship, are of paramount importance.

**Education Policy, Leadership, and Instructional Practice** focuses on learning among children, adolescents, and adults and its connections to the organizations, institutions, and policy settings in which learning occurs. This concentration focuses on the role that leaders, broadly defined, play in constructing, guiding, and improving learning in educational organizations. The purpose of the concentration is to develop researchers and practitioners with strong methodological and theoretical skills whose main interest is the development of knowledge useful to the improvement of learning in educational organizations. Graduates of the concentration will be distinguished by their ability to enhance conditions that support the learning of children, adolescents, and adults in educational organizations through the systematic application of research and theory to practice.

**Higher Education** prepares students who wish to better understand and influence the course of American higher education. Examining historical and contemporary issues in higher education, the curriculum focuses on leadership, administration, and governance; policymaking and decision-making; planning and finance; and diversity. Graduates of the concentration assume leadership positions as researchers, faculty members, administrators, and policy analysts in colleges and universities, research institutes, and state and federal organizations.

**Human Development and Education** focuses on development throughout the life span, from infancy through adulthood. Special consideration is given to how issues of cognitive, social, emotional, and moral development intersect with community and cultural contexts. The strengths of faculty and students include the following broad topics: language and literacy; mind, brain, and education; early-childhood development; moral and civic education; and children at risk. Graduates of the concentration will be distinguished by their ability to apply developmental research to address issues in education policy and practice.

**Quantitative Policy Analysis in Education** integrates three strands of coursework—rigorous training in quantitative research methods, focused disciplinary study, and substantive study of educational institutions and policies. These strands allow students to gain intellectual depth and breadth as they develop an independent research agenda. Through an intensive

research apprenticeship, students work closely with a faculty member on a new or an ongoing research project, culminating in a jointly written paper. The concentration prepares students for research careers in academia and research institutes.

Research assistantships and other opportunities to work on large-scale projects or with individual faculty complement coursework, and provide students with the opportunity to work on research that has implications for policy and practice. Individual research interests of the faculty, as well as research centers, projects, and initiatives, may be found on the Faculty and Research website: [www.gse.harvard.edu/faculty\\_research/](http://www.gse.harvard.edu/faculty_research/).

Students interested in pursuing careers in research, educational policy, and administration outside the United States are encouraged to apply to the Ed.D. Program. In courses drawing from U.S. experience, as well as international scholarship (their own and that of others), the faculty seeks to address concepts and develop skills that are relevant to a variety of settings throughout the world. Together, these courses provide a comprehensive academic framework for students with international backgrounds and aspirations.

**General Requirements.** The Ed.D. Program, which generally takes four to seven years to complete, requires the completion of a minimum of 16 courses, a qualifying paper, a dissertation, and an oral defense. First-year students are required to take the following Fall-semester core courses: S-040, *Introduction to Applied Data Analysis* (or S-012, *Empirical Methods: Introduction to Statistics for Research*, in combination with S-030, *Intermediate Statistics: Applied Regression and Data Analysis*, offered in Spring 2014); S-460, *Integrating Perspectives on Education*; and S-504, *Introduction to Qualitative Research*.

Additionally, doctoral students must take at least another three advanced methods courses for a minimum of five research methods courses. In consultation with their advisors, students design their own programs of study with required as well as other courses at HGSE, the Faculty of Arts and Sciences (Departments of Anthropology, Economics, Linguistics, Psychology, Sociology, and Statistics, among others), the School of Public Health, the Harvard Kennedy School, Massachusetts General Hospital, and the Massachusetts Institute of Technology. Questions about degree requirements can be referred to the Ed.D. Program Office.

## Doctor of Education Leadership Program

The **Doctor of Education Leadership (Ed.L.D.) Program** is a multidimensional, practice-based doctoral program that integrates the fields of education, business, and public policy. The program seeks to prepare a new generation of educators who will successfully lead school systems, nonprofit organizations, mission-based for-profit organizations, and government agencies to collectively transform American PreK-12 education.

This full-time, cohort-based program provides students with the conceptual tools, interdisciplinary knowledge, practical skills, and professional experiences needed to enact system-level change within the field of education. Students admitted to the program share a passion for education as well as the demonstrated capacity for exceptional leadership.

Developed by faculty from HGSE, the Harvard Business School, and the Harvard Kennedy School, the Ed.L.D. core curriculum is custom-designed and collaboratively taught. Through core coursework, electives in graduate and professional schools across Harvard, and a third-year residency with one of our nationwide Ed.L.D. partner organizations, students will develop the skill sets, habits of mind, and dispositions to act to positively transform the education sector.

**General Requirements.** The Ed.L.D. Program takes three years to complete. During the first year, students engage in a highly integrated core curriculum that focuses on three areas: learning and teaching, leadership and organizational change, and politics and policy. Ed.L.D. students must complete each component of the core curriculum to advance to Year 2.

During the second year, students work closely with their advisors and program faculty to develop a tailored learning experience. In addition to a yearlong core seminar, students enroll in electives chosen specifically to meet their individual learning needs, leadership development goals, and career aspirations.

During the third year of the program, students engage in a full-time, paid residency at one of the Ed.L.D. partner organizations. In addition, students complete a culminating Capstone that serves as a descriptive, analytic, and reflective account of their leadership in a significant improvement effort at the residency site.

For more information about the Ed.L.D. Program and degree requirements, visit [www.gse.harvard.edu/academics/doctorate/edld/](http://www.gse.harvard.edu/academics/doctorate/edld/).

## Master of Education Programs

**Master of Education (Ed.M.)** students develop skills for use in professional work in education, undertake specific studies in a field related to education, or acquire a theoretical grounding that informs past and future professional experiences. Master's students typically possess several years of experience in a school, college, university, or educationally oriented organization or agency. Many are at a stage in their careers when the master's degree will enhance their professional competencies and enable them to assume greater professional responsibility. The flexibility of the Ed.M. degree addresses the diverse professional interests and academic needs of the students.

A brief description of the 13 master's programs offered at HGSE follows. More information about each program is available on the Master of Education website: [www.gse.harvard.edu/academics/masters/](http://www.gse.harvard.edu/academics/masters/).

### Arts in Education Program

The **Arts in Education Program (AIE)** is designed to explore foundational issues related to the many roles and purposes for the arts in education. The program embraces the wide range of settings in which the arts can play a powerful role in the educational experiences of children, youth, and adults. Students are able to focus their course of study on their diverse interests, including the nature of artistic learning, interdisciplinary curriculum, museum education, aesthetic education, the role of the arts in school change, arts education policy, and the arts and art

education as tools for social change. The program's educational objectives include expanding the experience, thinking, and research skills of students (including veteran arts educators) in relation to the purposes, practices, and possibilities for the arts in schools, communities, and other learning environments.

Graduates of the AIE Program work in schools, after-school and community-based organizations, early-childhood centers, museums and literary and performing arts organizations, arts agencies, and foundations, among many other settings. AIE courses are enriched by guest lectures presented by national and international artists, researchers, and educators.

The AIE Program grew out of the long history of research on learning in and through the arts conducted at Project Zero (PZ), and still maintains close ties to PZ's past and current work at HGSE. The program also has a close relationship with Continuing the Conversation, an AIE-alumni-led initiative to expand and enrich the dialogue in the arts education field today.

At the Arts in Education Office, students can find a variety of resources, including information on arts activities and research, arts-related courses at HGSE and other Harvard faculties, field placements, internships, and job opportunities, as well as guidance on the AIE Program.

**Requirements.** Coursework for students in the Arts in Education Program is significantly self-designed. All AIE students are required to take eight courses that must include two core courses on the arts in education (S-300 and S-301) and at least three other courses that either are dedicated to the arts (at HGSE or elsewhere at Harvard) or are non-arts-focused courses in which the student devotes the work of a major project to an arts-related issue or a research question. For more information on program requirements and a list of arts-related courses, visit the AIE website: [www.gse.harvard.edu/aie/](http://www.gse.harvard.edu/aie/).

## Education Policy and Management Program

The **Education Policy and Management Program (EPM)** is designed to prepare graduates for challenging, diverse careers in a variety of governmental, intermediary, nonprofit, school, and other educational organizations. During this one-year master's program, students analyze the strengths and weaknesses of policy as a tool for reform and delve into contemporary policy challenges in the U.S. K-12 school system using research, political analysis, and organizational knowledge. For many experienced educators, education activists, and newcomers to the field, EPM opens the door to a world of new professional opportunities that will influence policies and practices that impact schools, teachers, and the lives of students. Harvard's close proximity to Boston, the state capital, provides students interested in direct experience with numerous and unique policy internships.

**Requirements.** EPM students are required to take at least eight courses (32 credits), five of which must be at HGSE. Additionally, students must take a minimum of one course from each of three categories: policy; research and evaluation; and management and leadership. These core categories are designed to immerse students in the world of contemporary educational policy in the United States, and provide a broad introduction to the intergovernmental system in education and to the major policy issues confronting today's education leaders at all levels of government.

Visit the EPM website for more information on program requirements and a list of recommended courses: [www.gse.harvard.edu/epm/](http://www.gse.harvard.edu/epm/).

## Higher Education Program

The **Higher Education Program (HEP)** is designed for students interested in higher education administration at a college or university or in policy and planning at a higher education association or agency. Higher Education courses examine the policies, practices, and issues of contemporary American higher education and offer opportunities to enhance analytical and managerial skills essential for professional success. The Higher Education Program does not train students for one narrowly focused career; rather, it provides a large understanding of the functioning of American higher education so that graduates can assume positions of increasing responsibility and breadth and become leaders in their fields. Graduates work in a wide range of areas, including student affairs, academic affairs, enrollment management, institutional research, finance and planning, institutional advancement, and policy analysis.

**Requirements.** Students in the Higher Education Program must take eight courses. These must include the three required courses described below and three other Higher Education or higher education-related courses. Visit the Higher Education website for more information on program requirements and a list of recommended courses: [www.gse.harvard.edu/highered/](http://www.gse.harvard.edu/highered/).

Required Courses:

- A-412, *The History of American Higher Education*, offers an overview of the development of American higher education from the colonial period to the present, giving students an understanding of the origins of contemporary practices and problems.
- A-702, *Proseminar in Higher Education*, offered exclusively to students in the Higher Education Program, examines the core values, structures, processes, language, and personnel of American higher education, enhancing students' understanding of critical issues facing colleges and universities, and their repertoire of strategies and management skills for tackling those issues.
- A-709, *The Economics of Colleges and Universities*, examines the critical higher education trends and funding issues facing students, colleges, and universities today. The course explores how price, cost, and value shape who goes to college and what is provided.

The program also offers an array of professional development opportunities: internships custom-designed to fit students' professional interests; informal career exploration conversations with senior administrators who are Harvard alumni; involvement with the resources of HGSE's executive education institutes; and special career networking activities.

## Human Development and Psychology Program

The **Human Development and Psychology Program (HDP)** is designed to introduce practitioners and future researchers to theory and research on child, adolescent, and adult development and to enable students to reflect on the application of

theory and research to education. The program seeks to apply developmental theory and research to issues such as cultural diversity; bilingualism; literacy development; academic achievement among high-risk populations; the educational progress of immigrants; promotion and development of interpersonal and intergroup relations; prevention of the consequences of risk in the lives of children and adolescents; effective learning and thinking; brain processes in learning; and children's emotional, moral, and cognitive development. Students in the program examine empirical evidence about language development, cognitive development, social and moral development, and cultural differences.

The HDP Program seeks to bridge traditional divisions between academic disciplines and between basic and applied research. It enables students to draw on a wide range of courses and resources within HGSE and elsewhere in the broader University in fields such as psychology, sociology, public policy, and child advocacy. Students explore the sociocultural contexts in which development takes place, focusing either domestically or internationally.

The program seeks to provide students with a broad introduction to the study of human development, while giving them room to focus on their particular interests. In consultation with their advisors, students select courses and activities that work together to meet their specific goals.

**Requirements.** HDP students must take eight courses: one course in culture and social development; one course in cognitive and language development; one course in research methods and data analysis; three additional human development and psychology courses; and two elective courses. Students may select up to half of their courses from other Harvard faculties. For more information on program requirements and a list of recommended courses, visit the HDP website: [www.gse.harvard.edu/hdp/](http://www.gse.harvard.edu/hdp/).

For the 2013-14 academic year, the HDP master's program is offering a pilot strand in Child Advocacy. The strand is designed to enable students to develop and integrate knowledge of child development and child advocacy and to provide them with key advocacy skills. Through a combination of courses and an internship, students learn how to advocate for children and families within educational settings and other service systems as well as how to advocate at the legislative and social policy levels. The strand requirements include.

- One research methods and data analysis course
- One course related to child development/risk and protection
- One course related to systems that impact children and families
- H-304, *Legal and Ethical Issues in Child Advocacy*
- H-387, *Child Advocacy Seminar/Internship* (a yearlong seminar including a Spring internship)
- Three elective courses from HGSE or other schools

Students who complete the Child Advocacy strand will graduate from the Human Development and Psychology Program, and their transcript will reflect completion of the Child Advocacy strand requirements.

It is important to note that the HDP master's program does not lead directly to teacher licensure, although some courses offered in the program may serve to fulfill partial requirements for these professional tracks. The requirements for certification/licensure vary across states and professional organizations, and students should check carefully with the appropriate agencies about their eligibility. For further information about programs leading directly to licensure, students should refer to the Language and Literacy, Prevention Science and Practice, School Leadership, and Teacher Education Programs.

## International Education Policy Program

The **International Education Policy Program (IEP)** provides a year of rigorous academic preparation to develop innovative and effective policy solutions to global education challenges. The program is designed for individuals who wish to design and implement education policies and programs globally that impact educational opportunity, empower people, and advance social progress, inclusion, and equity. The IEP Program prepares its graduates to analyze and implement reform initiatives and innovative education programs to further social and economic improvement and global competency in societies at various stages of economic development. A number of additional extracurricular activities, including many designed and implemented by students in the program, expand the opportunities for IEP students to engage in cutting-edge international development issues, and to hone their leadership and entrepreneurial skills.

Graduates of the program go on to lead and support systemic reform efforts to improve access as well as the quality and relevance of education around the world. They work as policy analysts, education specialists, and program managers/evaluators in a variety of institutions, including development organizations, government agencies, consulting firms, research institutes, nongovernmental organizations, foundations, and private agencies; some become social entrepreneurs to advance educational innovation. Graduates join a network of highly successful and increasingly influential colleagues who are working to improve education worldwide. In addition to their global reach, some graduates are leading efforts to develop the global skills and knowledge of American students at the K-12 and university level.

**Requirements.** IEP students are required to complete eight courses (32 credits), five of which must be taken at HGSE. Students must complete two international education and development courses, including one that focuses on comparative international education policy concepts and issues; one course in research and evaluation preferably covering multivariate and regression analysis); and one course in microeconomic analysis applied to education. Students who have not already completed a course in introductory statistics must also take an appropriate introductory course. Visit the IEP website for the most current information on program requirements and a list of recommended courses: [www.gse.harvard.edu/iep/](http://www.gse.harvard.edu/iep/).

Students in the program are also expected to participate in not-for-credit seminars that bring to campus exemplary leaders of thought and practice in the field of international education and development. In addition, students regularly participate in work groups, lectures, and activities sponsored by regional



centers at Harvard, such as the David Rockefeller Center for Latin American Studies, the Asia Center, the Minda de Gunzburg Center for European Studies, the Center for Middle Eastern Studies, and the Committee on African Studies, as well as many other area studies centers.

To facilitate the effective transition to the demanding Harvard environment, it is highly recommended that incoming IEP students enroll in *Intensive Preparation for the Study of International Education* (A-802). This summer program is designed to prepare newly admitted students for their upcoming course of study by introducing them to the core teaching methodologies used at HGSE and to the policy-writing skills important for their academic success. Students attend classes, read and discuss cases and other materials, and complete a variety of assignments, both individually and in small groups. Although this is a noncredit course, students' Harvard transcripts will indicate participation in the summer program.

### Language and Literacy Program

The **Language and Literacy Program (L&L)** is appropriate for students who would like a year of inquiry into theory and research on reading and writing acquisition and development, as well as practical experience in an educational setting. Most students come to the program with experience in teaching or in related fields.

Graduates of the master's program in Language and Literacy find diverse professional positions. Some serve as reading teachers, literacy coaches, or consultants in national and international public, charter, or independent schools or work with programs in educational publishing, adult literacy, or basic-skills training for college students. Some become diagnosticians and reading specialists in schools, hospitals, or private practice. Others work as researchers on reading, writing, and language; still others go on to doctoral study.

**Requirements.** Students are required to take 32 credits, 16 of which must be selected from Language and Literacy offerings: for example, H-700, *From Language to Literacy*; H-810 modules on children and adolescent literature; H-818, *Reading Instruction and Development*; H-821, *Literacy Coaching*; H-860, *Reading Difficulties*; and H-870, *Reading Comprehension*. These courses address the relationships between cognitive development, language, reading, writing, reading and writing difficulties, and cultural foundations of literacy in children, adolescents, and adults. The remaining 16 credits are allotted to elective courses, allowing students to take advantage of educational opportunities at HGSE, and/or cross-registering throughout the University or at MIT. Visit the Language and Literacy website for more information on program requirements and a list of recommended courses: [www.gse.harvard.edu/langlit/](http://www.gse.harvard.edu/langlit/).

Many students find that field-based experience is invaluable in translating their coursework into usable knowledge within the classroom. The Language and Literacy Program offers two practicum courses: H-800, *Reading Specialist Licensure Practicum* (4 credits), and H-801, *Literacy Assessment and Intervention Practicum* (4 credits), where students tutor elementary school-aged children and work with classroom teachers at local public schools. H-800 is limited to students in the Reading

Specialist licensure strand; H-801 is open to all L&L students with preference given to students in the Reading Specialist licensure strand. Other L&L candidates work with students in local schools through the Field Experience Program and are supervised by a Language and Literacy faculty member.

### Massachusetts Licensure as a Reading Specialist Teacher

Within the Language and Literacy Program, students may also fulfill requirements established by the Commonwealth of Massachusetts for initial licensure as a Reading Specialist Teacher. To be eligible for this license, a candidate must have completed initial or professional licensure requirements for a classroom teacher and have a minimum of one full year of experience as a PreK-12 teacher under that license in the state it was issued. Preliminary, provisional, or emergency certificates are not accepted.

The Reading Specialist licensure strand includes courses on literacy assessment and intervention (H-801); reading instruction and development and reading difficulties (H-818 and H-860); reading comprehension (H-870); and psychoeducational assessment (HT-820). Students may also elect to take courses on bilingual learners (H-813), perspectives on language development (H-700), or modules on reading-related topics. For more information on the Reading Specialist licensure strand requirements and a complete list of recommended courses, visit the L&L website: [www.gse.harvard.edu/langlit/](http://www.gse.harvard.edu/langlit/).

Candidates for licensure in Massachusetts must complete a 150-hour practicum (H-800) that focuses on the academic and practical skills needed to fulfill the many responsibilities of a Reading Specialist. Students must pass a battery of tests for Massachusetts licensure, the Massachusetts Tests for Educator Licensure (MTEL). To get the Reading Specialists license, students must pass the MTEL Communication and Literacy Skills test, and a Reading Specialist subject-matter exam. For more information, contact the HGSE Licensure Unit at 617-495-5848 or visit the Educator Licensure web site: [www.gse.harvard.edu/licensure/](http://www.gse.harvard.edu/licensure/).

### Literacy Coach Strand

The Language and Literacy Program's Literacy Coach strand is designed to prepare students to assume a leadership role within a school or at the district level and support teachers through professional development activities. Students in the strand are required to take 16 credits in adult development (T-006), reading instruction and development (H-818), literacy coaching (H-821), and a practicum (S-999). In addition, Literacy Coach students take 4 additional credits in Language and Literacy courses. The remaining 12 credits are allotted to elective courses, allowing Literacy Coach students to take advantage of educational opportunities at HGSE, throughout the University, and at MIT. To be eligible for the strand, a candidate must have three years of prior teaching experience.

### Learning and Teaching Program

Students in the **Learning and Teaching Program (L&T)** have a wide range of interests—students and adults as learners, the preparation and professional work of teachers, the organization of schools, curricular and instructional development, and the

role of communities in learning. The program's flexible nature is designed to respond to each student's interests and needs. L&T students are encouraged to explore the interdisciplinary nature of teaching and learning by taking courses that address topics such as curriculum development, the history and philosophy of education, teacher leadership, human development and learning theory, technology, the arts, and the impact of race, class, gender, and identity on education.

Students in the L&T master's program explore fundamental theories and enduring questions in the field of education. They are encouraged to reflect on their previous experience and bridge new understandings into future practice. L&T students come from across the United States and around the world, bringing with them a variety of learning and teaching perspectives. In addition, members of the cohort come from a variety of backgrounds and levels of experience—from midcareer professionals to those at the early stages of their careers. All come with a commitment to learning from their peers and professors through classroom activities, lectures, and group projects.

Graduates of the L&T master's program go on to find positions in a wide range of educational fields. Many choose to return to the classroom with an enhanced understanding of the roles of teachers as mentors and as leaders in school change and professional development. New and experienced teachers join the faculties of independent, charter, and pilot schools. Other graduates take positions in nonprofit organizations and other education-related fields, including publishing, community service, and research, while some choose to pursue doctoral study in the field of education.

**Requirements.** Students in the L&T master's program are required to take a total of eight courses. Five of these courses must be selected from a list of approximately 70 courses; a subset of this list is identified as Core/Foundational courses that students are strongly encouraged to take. Visit the L&T website for more information on program requirements and a list of recommended courses: [www.gse.harvard.edu/lt/](http://www.gse.harvard.edu/lt/).

### Instructional Leadership Strand

The **Instructional Leadership (IL)** strand of the L&T master's program is designed for individuals with at least three years of teaching experience who seek to develop their leadership capacity within the teaching profession. Students in the strand are required to take one Foundational "Big Ideas" course and one content elective. In addition, IL students must take a course in adult development, and a course in school organization or leadership, as well as complete a one-semester, one-day-a-week practicum (S-999) at an independent, public, or charter school. Graduates of the IL strand go on to assume new teacher-leadership roles in areas such as teacher mentoring and coaching, teacher action research, and curriculum development. They often assume "hybrid" roles that combine part-time teaching with an administrative, coaching, or curriculum development position.

Visit the L&T web site for more information on the IL strand requirements and a list of recommended courses: [www.gse.harvard.edu/academics/masters/lt/instructional\\_leadership.html](http://www.gse.harvard.edu/academics/masters/lt/instructional_leadership.html).

### Mind, Brain, and Education

The **Mind, Brain, and Education Program (MBE)** is designed for students interested in relating cognitive and biological science with education, especially learning, teaching, and cognitive and emotional development. This intersection has become a new focus in education and public policy in the current Age of Biology. Combining elements of human development, cognitive science, biology, and pedagogy, and linked to Harvard's Mind/Brain/Behavior Interfaculty Initiative, the program is strongly interdisciplinary, including not only the fields of psychology and neuroscience but also philosophy, anthropology, linguistics, computer science, genetics, and other relevant disciplines.

Students may focus their work on cognitive neuroscience, learning and instruction, cognitive development, emotional development, learning disabilities, uses of technology for education, diversity in education, or a combination of these and other topics. Many students will emphasize hands-on applications of cognitive principles to relevant practical and research problems with the intention of promoting a reciprocal integration of research with practice.

Career pathways of graduates include teaching that makes use of cognitive neuroscience; work in children's museums, science museums, and related settings; intervention programs for children with disabilities or disadvantages; and any education-related career that can be informed by grounding in cognitive neuroscience. Some will use the program to strengthen their backgrounds to go on to doctoral study in appropriate programs.

**Requirements.** MBE students are required to take HT-100, *Cognitive Development, Education, and the Brain: Theory and Practice*; two MBE foundations courses; and two MBE-related electives from a list of University-wide courses. To complete the required eight courses, three additional courses are to be selected at HGSE and at other Harvard faculties through cross-registration.

For more information on program requirements and a list of recommended courses, visit the MBE website: [www.gse.harvard.edu/mbe/](http://www.gse.harvard.edu/mbe/).

### Prevention Science and Practice Program and Certificate of Advanced Study in Counseling

The master's degree in the **Prevention Science and Practice Program (PSP)** (formerly titled Risk and Prevention) is dedicated to the practical application of theory and research from the fields of education, developmental and applied psychology, public health, and program development and evaluation. Through research and fieldwork, students engage in a course of study centered on prevention science and practice, which focuses on the ecological and individual risk and protective influences on development, and the interventions that make a difference for children and youth. Students explore a wide range of issues, including influences of early attachment; college access and success; dropout/school engagement; family engagement; violence and trauma; social-emotional learning/development; gender and sexuality; resilience; and motivational factors as they relate to educational achievement, personal development, and prevention practices. The program considers prevention

science and practice within the cultural and community contexts in which they occur, with an emphasis on individual and systemic approaches to prevention, promotion, intervention, and counseling that honor cultural diversity.

The PSP master's program offers students practical experiences in prevention, counseling, applied research, and program development through partnerships with local schools and community-based social-service agencies. Students enroll in a yearlong practicum or research experience that serves as an integrating function for content taught in the program. The practicum and research experiences address the problems and possibilities encountered from infancy through adolescence. Placements emphasize the role of counselors, "applied developmentalists," and educational specialists in nurturing healthy development through early intervention and care, in school and community contexts.

Graduates of the program pursue positions as prevention and intervention specialists and counselors in traditional and non-traditional schools, early-childhood and youth-development agencies, and other educational and community settings. They work as prevention and mental-health service providers, educational specialists, researchers, program developers and directors, and evaluators in public and private agencies, focusing on prevention and intervention for children and youth placed at risk. Some PSP graduates elect to continue on to our Certificate of Advanced Study (CAS) in Counseling with the intention of receiving initial Massachusetts licensure in school social work/school adjustment or school guidance counseling. Many go on to doctoral or related advanced degree programs in education, human development, clinical or counseling psychology, developmental psychology, organizational administration, higher education, public health, social policy, law, medicine, and social work.

**Requirements.** Students are required to take eight courses (32 credits), including the yearlong Prevention Science and Practice core course, H-331, *Risk and Resilience in Social Contexts from Birth to Young Adulthood: Strategies of Prevention and Intervention* (4 credits), and enrollment in either a practicum (8 credits) or a research experience (4 credits) sequence over the course of the full academic year. Students select at least five additional courses (20 to 24 credits) from a comprehensive list of relevant offerings at HGSE and across Harvard University, including courses in counseling, applied and developmental psychology, education, research methods, anthropology, sociology, social policy, and public health; however, at least four courses (16 credits) must be chosen from those offered by HGSE. The most up-to-date program requirements and a complete list of recommended courses is available on the PSP website: [www.gse.harvard.edu/academics/masters/psp/](http://www.gse.harvard.edu/academics/masters/psp/).

### **Certificate of Advanced Study (CAS) in Counseling**

The **Certificate of Advanced Study (CAS) in Counseling** is designed explicitly as the second year of a two-year licensure-based education and training sequence within the Prevention Science and Practice Program; therefore, applications will be accepted only from students who have graduated with the Prevention Science and Practice master's degree. The PSP Program (formerly titled Risk and Prevention) is approved by

the Massachusetts Department of Elementary and Secondary Education to offer an initial license as school guidance counselor or school social worker/school adjustment counselor.

Students interested in pursuing licensure must complete the Prevention Science and Practice master's degree with a concentration in Preventative and Developmental Counseling and apply for admission to the program's second-year Certificate of Advanced Study (CAS) in Counseling. Admittance to the CAS is contingent on successful evaluation of a student's first-year practicum performance and completion of the PSP master's degree by May of the year he or she wishes to matriculate. The CAS consists of two semesters of full-time coursework (32 credits) structured explicitly to meet either school guidance counselor or school social worker/school adjustment counselor licensure requirements of the Massachusetts Department of Elementary and Secondary Education. The core of the CAS is a 20-hour-a-week advanced practicum in an educational or a mental-health setting designed to provide licensure-based training opportunities and professional development.

Those students who have completed the Ed.M. in Prevention Science and Practice and CAS in Counseling work as guidance and adjustment counselors in public, private, charter, and pilot schools as well as in community settings.

For more information on CAS requirements and a list of recommended courses, visit the PSP website: [www.gse.harvard.edu/psp/](http://www.gse.harvard.edu/psp/). To view the gainful employment disclosure for CAS, visit [www.gse.harvard.edu/academics/masters/psp/documents/gainful-employment-disclosure.pdf](http://www.gse.harvard.edu/academics/masters/psp/documents/gainful-employment-disclosure.pdf).

### **School Leadership Program**

The **School Leadership Program (SLP)** uses an innovative leadership model to prepare students to assume dynamic roles leading transformative change in schools. The program offers a coherent sequence of courses and practicum experiences that grounds students in the centrality of teaching and learning and that helps them understand and navigate the different structures and cultures of charter, pilot, and district schools, and the systems that support them. The program focuses on the levers of improvement—how school leaders create conditions in start-up schools, or transform them in existing settings, to support high-quality teaching and learning for all students. At the same time, the program is intensely personal, focusing on the leadership development of each participant: his or her sense of purpose and commitment, skills in working effectively with other adults, and courage in tackling one of the biggest challenges in education we face today—providing the knowledge, skills, and social development that all students need.

**Requirements.** All SLP students must take a total of eight courses, including a yearlong 8 credit core course: A-328, *Proseminar: School Leadership*. All students must enroll in a half-time practicum in a local district, pilot, or charter school focused on improving its outcomes for all students. To get the most from the practicum and the program, students are required to take A-310D, *School Leadership Pre-Practicum*, before the start of the Fall semester for pre-orientation and leadership development work and to begin their practicum.



Those seeking Massachusetts licensure as a school principal/assistant principal choose the Principal Licensure strand, enroll in a second yearlong 8 credit core course, T-330, *School Instructional Leadership: Seminar and Practicum*, and must meet relevant requirements. (For more information, see the Licensure section of this book.) In addition to the core courses, Principal Licensure students must enroll in a course or module in school law, such as A-210D, *Schools and the Law: Selected Topics*. Those who seek school leadership roles that do not require licensure (in charter schools, for example) choose the School Development strand. They are required to take only the first half (Fall semester) of T-330.

Visit the SLP website for more information on program requirements and a recommended list of courses: [www.gse.harvard.edu/slp/](http://www.gse.harvard.edu/slp/).

### Special Studies Program

The **Special Studies Program (SSP)** is intended for students with clear academic and professional goals. Unlike the other master's programs offered by the School, the Special Studies Program relies on students to structure and provide focus to their own course of study. In this way, it offers the maximum flexibility to students in designing a distinctly personalized master's program. In collaboration with a faculty advisor, students develop an interdisciplinary program of study that meets their specific academic and professional needs. The flexibility of the program permits students to undertake studies in a field related to education, acquire a general theoretical background for understanding past and future field experiences, or develop skills for use in professional work in an education-related field. This selective program is appropriate for students whose interests extend outside the bounds of the other more specifically targeted programs.

**Requirements.** Students in the Special Studies Program take eight courses in consultation with their advisor, four of which must be taken at HGSE. The structure of each student's program will reflect his or her own desired outcome, but could include study at other Harvard schools, independent study, or field-based practica.

### Teacher Education Program

The Graduate School of Education offers three specialized teacher education programs: the Undergraduate Teacher Education Program for Harvard College students, the MidCareer Math and Science Program, and the Teaching and Curriculum Program, both of which are graduate programs. The graduate programs prepare candidates to be effective teachers of youth who live in urban areas. Students who complete one of these programs and pass state-administered tests of communication and literacy skills and of subject-matter knowledge are eligible for initial Massachusetts public school teacher licensure in the following subjects at the grade 5-8 or 8-12 level: biology, chemistry, earth science, English, general science, history, mathematics, physics, and political science/political philosophy. As these are Massachusetts state-approved programs leading to teacher licensure, graduates are able to pursue reciprocal licensure in other states or jurisdictions through the National Association of State Directors of Teacher Education and

Certification (NASDTEC) Interstate Agreement. For more information on licensure, contact the HGSE Licensure Unit at 617-495-5848 or visit the Educator Licensure website: [www.gse.harvard.edu/licensure/](http://www.gse.harvard.edu/licensure/).

### MidCareer Math and Science Program

The **MidCareer Math and Science Program (MCMS)** prepares individuals with undergraduate or graduate degrees in math or the sciences who have substantial prior work experience of at least five years in math- or science-related fields to become middle- or secondary-school classroom teachers in urban settings. Students entering the program come from diverse fields such as scientific research, business, technology, the military, engineering, and medicine.

### Teaching and Curriculum Program

The **Teaching and Curriculum Program (TAC)** prepares individuals with undergraduate or graduate degrees, recent and midcareer, who have a strong commitment to the liberal arts and social justice, to become middle- or secondary-school classroom teachers in urban settings.

**Requirements for the MCMS and TAC Programs.** MCMS and TAC candidates begin their course of study in early summer immediately following their acceptance to the program. The required summer session begins in mid-June and runs through mid-August. In the mornings, students team-teach with other interns in the Cambridge-Harvard Summer Academy under the guidance of master teachers from the area. In the afternoons, candidates participate in HGSE coursework that supports their field experiences by focusing primarily on the development of urban adolescents, introductory teaching techniques, classroom management, power in urban classrooms, and teaching special education learners.

During the Fall semester, students continue their fieldwork for the equivalent of two full days a week in a middle or secondary school in the urban school districts of Boston and Cambridge. In addition, students enroll in both a required methods course that focuses on the teaching of their particular subject matter and in a required module on teaching English language learners. During the Winter term, students may elect to take an additional J-term module, observe in additional urban schools, and resume their fieldwork at their Fall-semester school sites. During the Spring semester, students complete a full-time practicum at their placement sites.

Over the academic year, students must also enroll in three electives—at least one or two of which must relate to the content of their teaching. Students may choose electives from other Harvard faculties, the Fletcher School of Law and Diplomacy at Tufts University, and the Massachusetts Institute of Technology.

For more information about the MCMS and TAC Programs, including program requirements and recommended courses, visit the Teacher Education website: [www.gse.harvard.edu/tep/](http://www.gse.harvard.edu/tep/).

### Technology, Innovation, and Education Program

From social networking sites to mobile application design, in major media companies and start-ups, and throughout K-12, university, and informal learning environments, Technology,



Innovation, and Education (TIE) graduates are creative and entrepreneurial leaders. The TIE Program prepares students to design compelling media content, develop powerful innovations in educational practice and policy, and assess technology's impact on learning and development.

Graduates of the program assume pivotal positions in a wide range of fields, including design and production, policy development and analysis, administration, research and evaluation, and teaching with new technologies.

Some distinctive features of studying educational technology in TIE include:

- The TIE approach puts learning and teaching at the center, with technology as the means, not the mission. TIE courses examine cutting-edge technologies that bridge distance and time, the research behind them, and the design that shapes them—but always centered on the cognitive, affective, and social dimensions of learning, not on hardware or fashion.
- The TIE faculty combines internationally recognized researchers with industry-leading professionals in design and evaluation. All are committed teachers and learners, dedicated to supporting and helping students craft a course of study that meets their individual goals.
- The TIE curriculum bridges three broad strands of design, leadership in implementation, and research and evaluation. Design courses apply learning principles to creating digital video and television, mobile and immersive applications, and games. Implementation courses focus on using technology-based products and processes to bring about transformative changes in educational practice. Research courses emphasize assessment strategies that are both rigorous and practical. To deepen connections between theory and practice, TIE students often undertake internships in one of the many research projects, educational technology firms, or media production organizations in the Greater Boston area. Students also work on cutting-edge research projects with TIE faculty, including multi-user virtual environments and computational thinking systems that connect classrooms with young people's lives outside school.

• The TIE Program is a diverse community of learners, made up of students of all ages, from all parts of the globe, with varied professional backgrounds and experience in technology. The upshot is that students have endless opportunities to learn from one another, exchanging insights about the potential role for learning technologies in different settings and cultures.

**Requirements.** TIE students are required to take eight courses, of which five must be technology related. Visit the TIE website for more information about program requirements and a list of recommended courses: [www.gse.harvard.edu/tie/](http://www.gse.harvard.edu/tie/).

## Other Special Programs

### Field Experience Program

The **Field Experience Program (FEP)** offers students a unique opportunity to complete a professional internship for academic credit. Students work in their internships, under the supervision of an FEP mentor from their sponsoring organization, for

a minimum of eight hours a week over the course of a semester. Students can arrange their internships within local or non-local organizations, including K-12 schools, colleges, research labs, public agencies (such as museums and school departments), private corporations, and nonprofit organizations. The Career Services Office offers students support in identifying possible internships through its Internship Information Center website (which includes access to postings in HIRED, a recruiting database).

Students earn credit for their internships by enrolling in S-997, *Field Experience: Individual Work*. Through this five-session course, students develop their capacities for reflection about their professions, about themselves as professionals, and about themselves as ongoing students of professional practice. The course emphasizes the relationship between theory and practice and assists students in leveraging their internships for optimal career development. Teaching fellows facilitate the class sessions (under the guidance of the FEP director), using small-group discussion and peer-response protocols. They also communicate with interns' mentors, conduct mid-semester check-ins, and work with interns individually.

The Field Experience course is available both Fall and Spring semesters. Please refer to the Student Handbook for stipulations concerning the number of FEP credits each student may earn and to the FEP website ([www.gse.harvard.edu/fep/](http://www.gse.harvard.edu/fep/)) for additional information about internships and enrollment deadlines.

### Harvard-Berkeley Exchange Program

Upon approval by the assistant dean of the Doctor of Education Program and the student's faculty advisor, an Ed.D. student who has completed two full academic years in residence at HGSE may study at the Graduate School of Education at the University of California, Berkeley, for one or two semesters. Ed.D. students studying at Berkeley continue to pay HGSE tuition, and Berkeley courses and grades are recorded on their Harvard transcripts. Additional information is available from the Office of the Registrar.

### Undergraduate Teacher Education Program

The **Undergraduate Teacher Education Program (UTEP)** allows Harvard College undergraduates to enroll in HGSE courses and undertake supervised, practical teaching experiences that will qualify them for initial licensure in certain subjects at the secondary- or middle-school level in Massachusetts. As this is a Massachusetts state-approved program leading to teacher licensure, UTEP graduates are able to pursue reciprocal licensure in other states or jurisdictions through the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement. Licensure under this program is available to Harvard undergraduates with a strong interest in teaching and strong academic preparation in the fields of biology, chemistry, earth science, English, general science, history, mathematics, physics, and political science/political philosophy. This program does not lead to a master's degree; it is meant to be a complement to a Harvard College concentration. Harvard College students interested in this program should contact the UTEP Office at 617-495-2783 (Longfellow 310A) or visit <http://utep.fas.harvard.edu/icb/icb.do>.

## Licensure

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HGSE offers teacher, administrator, and professional support personnel licensure as described below.

### Massachusetts Public School Teacher Licensure

Students who are admitted to and complete one of the yearlong, graduate-level teacher education programs (MidCareer Math and Science or Teaching and Curriculum) or the Undergraduate Teacher Education Program, and who pass state-administered tests of communication and literacy skills and of subject-matter knowledge, Massachusetts Test for Educator Licensure (MTEL), are eligible for initial Massachusetts public school teacher licensure in certain subjects at the grade 5–8 or 8–12 level. As these programs are Massachusetts state-approved programs leading to teacher licensure, graduates are able to pursue reciprocal licensure in other states or jurisdictions through the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement. Graduates can also submit their application and supporting documents to states not participating in NASDTEC for an individual license review. Although state-approved licensure programs will be recognized, each state may have additional requirements, including testing, coursework, and state-specific prerequisites, that candidates will need to address.

For more information on the MidCareer Math and Science and the Teaching and Curriculum Programs, visit the Teacher Education website, [www.gse.harvard.edu/tep/](http://www.gse.harvard.edu/tep/); for more on the Undergraduate Teacher Education Program, visit <http://utep.fas.harvard.edu/icb/icb.do>. For additional licensure information, contact the HGSE Licensure Unit at 617-495-5848 or visit the Educator Licensure website: [www.gse.harvard.edu/licensure/](http://www.gse.harvard.edu/licensure/).

### Massachusetts Licensure as a Reading Specialist Teacher

Students admitted to the Language and Literacy master's program may fulfill requirements for initial licensure as a Reading Specialist Teacher in the Commonwealth of Massachusetts. To be eligible for this license, a candidate must have completed initial or professional licensure requirements for a classroom teacher and have a minimum of one full year of experience as a PreK-12 teacher under that license in the state it was issued. Preliminary, provisional, or emergency certificates are not accepted.

The Reading Specialist licensure strand includes courses on perspectives on language development (H-700); literacy assessment and intervention (H-801); bilingual learners (H-813); reading instruction and development (H-818); reading difficulties (H-860); reading comprehension (H-870); and psychoeducational assessment (HT-820), as well as several modules (two-credit courses) on reading-related topics such as children's and adolescent literature, and reading, writing, and content learning in middle and secondary schools. To fulfill requirements for the Reading Specialist license in Massachusetts, candidates must complete a 150-hour practicum (H-800), and pass a battery of tests called Massachusetts Tests for Educator Licensure (MTEL), specifically the MTEL Communication and Literacy Skills test, and the MTEL Reading Specialist subject-matter exam.

For more information about the Reading Specialist licensure strand, visit the Language and Literacy website ([www.gse.harvard.edu/langlit/](http://www.gse.harvard.edu/langlit/)) or contact the program director, Pamela Mason, at [pamela\\_mason@gse.harvard.edu](mailto:pamela_mason@gse.harvard.edu). For additional licensure information, contact the HGSE Licensure Unit at 617-495-5848 or visit the Educator Licensure web site: [www.gse.harvard.edu/licensure/](http://www.gse.harvard.edu/licensure/).

### Massachusetts Initial Principal Licensure—School Leadership Program

HGSE offers, within the School Leadership Program, a strand of courses leading to Massachusetts initial principal/assistant principal licensure. Students seeking a Master of Education degree are eligible to participate if they have been admitted to the School Leadership Program and hold a teaching license; have taught for four years; and document the appropriateness of this academic and career choice in consultation with their advisor and the program director. Students who successfully complete the strand will receive Massachusetts principal/assistant principal licensure at one of three levels: PreK–6, elementary; 5–8, middle; 9–12, secondary. This program is a Massachusetts state-approved program leading to principal licensure. Graduates can also submit their application and supporting documents to states not participating in NASDTEC for an individual license review. Although state-approved licensure programs will be recognized, each state may have additional requirements, including testing, coursework, and state-specific prerequisites, that candidates will need to address.

Prior to enrollment in the Principal Licensure strand, students must be admitted to the School Leadership Program. Once admitted, they must satisfy the requirements of the strand as well as fulfill those leading to initial licensure. To get principal licensure, students must pass the Massachusetts Tests for Educator Licensure (MTEL) communication and literacy skills test.

For further information about the Principal Licensure strand, including a list of required courses, visit [www.gse.harvard.edu/academics/masters/slp/curriculum/](http://www.gse.harvard.edu/academics/masters/slp/curriculum/). For additional licensure information, contact the HGSE Licensure Unit at 617-495-5848 or visit the Educator Licensure website: [www.gse.harvard.edu/licensure/](http://www.gse.harvard.edu/licensure/).

### Massachusetts Initial Licensure as a School Guidance Counselor or School Social Worker/School Adjustment Counselor

The Prevention Science and Practice Program offers a combination of a master's degree and a Certificate of Advanced Study (CAS) in Counseling, leading to initial Massachusetts licensure as either a school guidance counselor (PreK-8 or 5-12 level) or a school social worker/school adjustment counselor (PreK-12). Students select which type of licensure to pursue and are guided by program faculty to meet those requirements through their practicum placements and coursework choices. All candidates seeking school guidance counseling or school social work/school adjustment counseling licensure must pass the Massachusetts Tests for Educator Licensure (MTEL) communication and literacy skills test. As this is a Massachusetts state-approved program leading to licensure, graduates are able to pursue reciprocal licensure in other states or jurisdictions participating in the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate

Agreement. Graduates can also submit their application and supporting documents to states not participating in NASDTEC for an individual license review. Although state-approved licensure programs will be recognized, each state may have additional requirements, including testing, coursework, and state-specific prerequisites, that candidates will need to address. All students who complete the master's and CAS earn a total of 64 credit hours, 32 of which can be later applied to meet the Massachusetts professional-level licensure requirements.

Students interested in licensure who are currently enrolled in the Prevention Science and Practice master's program with a concentration in Preventative and Developmental Counseling may apply for admission to the CAS following their first semester of the master's year. Admission to the CAS for current master's students is based primarily on successful performance in the first semester of the master's program, both in coursework and in practicum training. All offers of admission to the CAS are conditional and contingent on a second admissions review held in April of the year of acceptance. As the CAS program requires a great degree of independence, increased responsibility, and more in-depth training and exploration, this follow-up review will include the gathering of additional information from multiple sources. At a minimum, the student must maintain a B+ average or higher and demonstrate steady progress toward the successful completion of both the required master's degree coursework and the requisite practicum hours. In addition, the admissions committee may solicit feedback from faculty and site supervisors regarding the student's personal and professional growth.

Alumni of the Prevention Science and Practice master's program also are eligible to apply to the CAS, but due to licensure requirements, they must have completed a counseling-oriented practicum during their master's year and specific counseling courses if they wish to pursue school social worker/school adjustment counselor licensure. All students seeking licensure as a school social worker/school adjustment counselor or a school guidance counselor must complete a practicum and an advanced practicum.

For more information about the Prevention Science and Practice counseling program, visit [www.gse.harvard.edu/academics/masters/psp/](http://www.gse.harvard.edu/academics/masters/psp/). For additional licensure information, contact the HGSE Licensure Unit at 617-495-5848 or visit the Educator Licensure website: [www.gse.harvard.edu/licensure/](http://www.gse.harvard.edu/licensure/).

## Nondegree Study

The Harvard Graduate School of Education offers students the opportunity to take graduate-level courses without formally pursuing a degree at HGSE. To be eligible for nondegree study, students must fall into one of the categories below. Some categories allow students to enroll in courses and receive academic credit; others allow students to do research or audit relevant courses. It is the responsibility of all nondegree students to meet registration deadlines (see the Academic Calendar). Nondegree students are not eligible for financial aid, health insurance, housing, or office space.

## Harvard Employees

HGSE allows individuals who are Harvard University employees to enroll in HGSE courses and pay course fees through the Tuition Assistance Plan (TAP). For more information on University-wide TAP policies, visit: [http://harvie.harvard.edu/Compensation\\_Benefits/Tuition\\_Assistance/Tuition\\_Assistance\\_Plan/](http://harvie.harvard.edu/Compensation_Benefits/Tuition_Assistance/Tuition_Assistance_Plan/).

## HGSE Alumni

HGSE degree holders may enroll for credit in one course (or its equivalent in credits) per semester. No application is necessary, but degree holders are expected to pay for the course, at the current one-course tuition rate, on the day of registration.

## Special Student in Education

Individuals who fall into one of the following three categories may apply for Special Student in Education status:

- Faculty from other institutions wishing to take courses for credit
- Graduate students conducting relevant research
- Professional educators seeking to enhance current work or looking for professional development or enrichment

A limited number of applicants are admitted in this category each year. Course enrollment is on a space-available basis. For more information and to request an application, contact the HGSE Admissions Office at [gseadmissions@harvard.edu](mailto:gseadmissions@harvard.edu) or call 617-495-3414.

## Visiting Fellows

A select number of advanced doctoral students from other universities conducting relevant research may be admitted to study at HGSE as visiting fellows for at least three months and up to one year. Visiting fellows must be sponsored by an HGSE faculty member, and will be granted full access to all Harvard libraries and facilities.

## Voucher Holders

HGSE issues tuition vouchers to teachers and other practitioners who supervise HGSE students in a variety of educational settings. These vouchers can be used to cover basic tuition requirements at HGSE for both degree and non-degree study or, with certain limitations, other Harvard faculties allowing HGSE cross-registration and the Division of Continuing Education. Voucher holders may take only one course (or the equivalent courses totally four credits) per semester.

## Programs in Professional Education

Through its Programs in Professional Education (PPE), HGSE delivers a portfolio of institutes that connect the research and teaching of the HGSE faculty with practitioners and policymakers worldwide and across the PreK-16 continuum. Each PPE institute is chaired or cochaired by an HGSE faculty member, reflecting the School's commitment to making an impact on



practice and policy. With over 30 years of experience in this realm, HGSE offers rigorous learning experiences that align with high-priority needs in the field and create opportunities for educators to become part of a vibrant community of learners. Areas of focus include PreK-12 programs for a wide range of practitioners; The Principals' Center, which serves aspiring and experienced school leaders; and the Harvard Institutes for Higher Education, which reach all levels of administrative leadership. For more information, visit [www.gse.harvard.edu/ppe/programs/](http://www.gse.harvard.edu/ppe/programs/).