New Courses

A-011L Educating across the Aisle  
*Todd Pittinsky*  
Winter module, two credits.  
(New Module) Examining and understanding education policy from different political perspectives is essential for all who aspire to be effective education leaders at any level, from national policy makers to teachers who need to engage with parents with a variety of political viewpoints and community members who must be rallied to vote for school budgets. This course will examine, at a practical level, how political ideology and affiliation affect educational policy in the United States and specifically how political ideology and affiliation often complicate attempts to increase the quality of U.S. K12 education. We will also probe the role of political differences in the history, development, and current dilemmas of K12 education policy in the United States. This will give us a more nuanced understanding of the current situation and points of consensus and dissensus. We will then analyze and discuss how different political perspectives approach current debates in education policy and perhaps most important opportunities to forge collaboration across political divides for the betterment of US K12 education.  
Meeting dates TBD

A-011M Leading Through Difference  
*Todd Pittinsky*  
Spring module, two credits.  
(New Module) Is difference the roadblock or the road? Education leaders have to "lead through difference" in the sense that they have to deal with the complexities and conflicts created by cultural, ethnic, economic, linguistic, gender, ideological, disability, sexual orientation, and age diversity. But they could also "lead through difference" in the sense of using the positive power of difference to go well beyond mere tolerance. This module will help future education leaders develop the knowledge, attitudes, skills, and vision to do both. Our work together will be founded on an understanding of how diversity affects social relations and how those interactions both constrain and expand what education leadership can address and accomplish. We will therefore focus on what psychology and sociology can tell us about how diverse collectives actually operate and what levers leaders can pull for productive change. We will see that the most common and logical-sounding approaches aren’t always as effective as advertised and that some very uncommon approaches may have exciting potential.  
*This module is designed for students enrolled in the Ed.M., CAS, Ed.D., and Ph.D. programs. First-year Ed.L.D. students should enroll in L-101B instead of this module.*  
Thursday, 5:00 p.m. – 8:00 p.m.
**A-739 Planning and Strategy in Education**  
*James P. Honan*  
Spring course, four credits.  
One of the major challenges and tasks facing leaders of education organizations of all types and sizes is the development, financing, and implementation of a plan/strategy. This seminar will examine this issue in detail and will focus on key issues and elements of planning and strategy development in the education sector. Specific topics to be covered include: alternative approaches to planning/strategy development, financial/business planning and financial sustainability, scaling/growth strategies, and impact/outcome measurement. We will focus on a wide range of organizations in the education sector - schools, colleges/universities, nonprofit organizations, international NGO’s, for-profits, and start-ups. Seminar activities will include lectures, discussions, case analyses, and outside readings. Grades will be based on written case analyses, class participation, and a final paper/project.  
*Permission of instructor required. Enrollment will be limited to 20 HGSE degree candidates. Enrollment procedure will be posted on course website.*  
Wednesday 9:00 a.m. - noon

**S-020 Program Evaluation: Estimating Program Effectiveness with Empirical Analysis**  
*Alberto Abadie*  
Spring course, four credits  
(New course) Program evaluation comprises a set of statistical tools for assessing the impact of public interventions. This methodological course will develop students’ skills in quantitative program evaluation. We will study a variety of evaluation designs (from random assignment to quasi-experimental evaluation methods) and analyze data from actual evaluations, such as the National Job Training Partnership Act Study. The course evaluates the strengths and weaknesses of alternative evaluation methods. This course meets the PhD requirement for empirical methods.  
*Prerequisite: Familiarity with the basic concepts of statistical inference and regression analysis.*  
Tuesday and Thursday, 10:10 a.m. – 11:30 a.m., and Friday, 11:40 a.m. – 1:00 p.m.

**Fall Course Changes**

A-710B *Mission and Money: Institutional Advancement in Higher Education*, taught by Joseph Zolner,  
will be offered Monday, September 8 - Monday October 6, 9:00 a.m. - 12:00 noon, and Friday, October 17, 9:00 a.m. - 12:30 p.m.

AH-109 *Muslim Women and Higher Education: A Culturally Informed Adult-Developmental Perspective*, taught by Shabnam Khan,  
will be offered Tuesday, 2:30 p.m. – 4:30 p.m.

AH-125 *Mobilizing the Science of Early Childhood Development to Drive Innovation in Policy and Practice*, taught by Jack Shonkoff,  
will be offered Wednesday 10:00 a.m. - 1:00 p.m.

*S-800 Ph.D. in Education Proseminar*, taught by Jal Mehta,  
will be offered Tuesday, 11:00 a.m. - 1:00 p.m., and Thursday, 10:00 a.m. – 2:00 p.m.
Spring Course Changes

*H-310Z Educating for Democracy through Facing History and Ourselves, taught by Dennis Barr, Permission of instructor required. Enrollment is limited to 40. Criteria for admission includes commitment to participate in the two-day workshop (February 6-7, 2015, 9:00 a.m. - 4:00 p.m.) Enrollment procedure will be posted on the course website; will be offered Tuesday 2:00 p.m. – 4:00 p.m. January 27 – March 10, 2015. No class on February 17.

H-803 Developing Adolescent Literacy, taught by Nonie Lesaux will not be offered.

H-810Y Developing Adolescent Literacy, taught by Nonie Lesaux will be offered Wednesday, 1:00 p.m. – 4:00 p.m., dates TBD.

*S-507 Interviewing in Qualitative Research, taught by Sarah Dryden-Peterson, will be offered Thursday 10:00 a.m. – 1:00 p.m.