

HGSE PROGRAMS, 2016–2017

Overview of Programs

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.), the Doctor of Philosophy in Education degree (Ph.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 (MIT), 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. HGSE reserves the right to alter the requirements of a program during a course of study.

Doctor of Education Program

The Doctor of Education (Ed.D.) Program cultivates 21st century education scholars and leaders. The program provides rigorous research training that equips graduates with the knowledge and skills to have a broad impact in the worlds of policy and practice. Working with premier faculty in the field, Ed.D. students learn about and conduct cutting-edge research that addresses the most pressing problems in education. Graduates often assume roles as faculty in institutions of higher education, 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, there are 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, the neighborhood/community level, in which schools are embedded, and both 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 decisionmaking; 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 lifespan, 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 course work: 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 ongoing research project, culminating in a jointly written paper. The concentration prepares students for research careers in academia and research institutes.

All Ed.D. students are involved in generating research that has implications for policy and practice, by working independently on the dissertation with guidance from faculty members but also by working as research assistants with individual faculty or as part of research centers. Individual research interests of the faculty, as well as research centers, projects, and initiatives, may be found on the faculty and research website: gse.harvard.edu/faculty_research/.

The Ed.D. Program is also the home of students pursuing careers in research, educational policy, and administration outside the United States. 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.

Program Requirements. The Ed.D. Program, which generally takes four to six years to complete, with a maximum of seven, requires the completion of a minimum of 16 courses (64 credits), a qualifying paper, a dissertation, and an oral defense (if applicable; see the Ed.D. Student Guide for details on this requirement). 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); and S-504, *Introduction to Qualitative Research*.

Additionally, Ed.D. students must take at least 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 and elective 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 John F. Kennedy School of Government, Massachusetts General Hospital, and MIT. Questions about degree requirements can be directed to the Doctoral Programs Office.

Please note: The Ed.D. Program enrolled its final cohort in fall 2013 but continues to equip graduates with the knowledge and skills to have a broad impact in the worlds of research, policy, and practice.

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 John F. Kennedy School of Government, the Ed.L.D. core curriculum is custom designed and collaboratively taught. Through core course work, 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.

Program 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 four areas: learning and teaching, leadership and organizational change, politics and policy, and personal mastery. 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. Questions about degree requirements can be directed to the Doctoral Programs Office.

Ph.D. in Education Program

The **Ph.D. in Education (Ph.D.) Program** is offered jointly by HGSE and the Harvard Graduate School of Arts and Sciences (GSAS) and draws faculty from across the university's graduate and professional schools. The program's design and curriculum combines advances in the social sciences, sciences, arts, and humanities with deep expertise in educational research, policy, and practice, to train students for careers as academics, researchers, policymakers, and leaders who will improve educational outcomes in the United States and around the world.

Candidates for the Ph.D. in Education are affiliated with one of three concentrations: Culture, Institutions, and Society; Education Policy and Program Evaluation; or Human Development, Learning, and Teaching. The program's concentrations, curricular requirements, and milestones are structured to achieve four goals: to equip students with domain knowledge in education; to provide training in relevant disciplines; to ensure rigorous training in a range of research methods; and to promote the development of new research and knowledge with a transformative impact on education.

Culture, Institutions, and Society (CIS) students conduct research on the broader cultural, institutional, organizational, and social contexts relevant to education across the lifespan.

Students might examine how, why, where, and when cultural, institutional, and social factors shape educational processes and outcomes, as well as how educational change can transform these broader cultural, institutional, and social structures. Examinations of individual and collective agency, as well as broader structural perspectives, are both valued in CIS. Work within this concentration is informed by theories and methods from sociology, history, political science, and organizational behavior and management, as well as by related disciplines such as philosophy and anthropology. Students may consider contexts as diverse as classrooms, families, neighborhoods, schools, colleges and universities, religious institutions, nonprofits, government agencies, or other settings to study topics such as education reform; organizational decisionmaking and effectiveness; stratification and institutional inequality; racial identities, attitudes, and bias; systems for instructional improvement and student support; values and purposes of education; governance and leadership within institutions; or social movements and community action in education.

Education Policy and Program Evaluation (EPPE) students produce research on the conceptualization, implementation, and evaluation of educational and other public policies relevant to the domains of early childhood, K–12, and postsecondary education in the United States and internationally. They might engage in program or policy evaluation and analysis, measurement and assessment, or the study of policy development, relating to issues such as access to education, teacher effectiveness, school finance, testing and accountability systems, school choice, financial aid, and college enrollment and persistence. Work in this concentration is informed by theories and methods from economics, political science, public policy, and sociology, as well as from related disciplines such as history, philosophy, and statistics. Although students' research may incorporate some of the same organizational and institutional contexts as the CIS concentration, their work is more consistently linked to public policy, programs, and large-scale reforms.

Human Development, Learning, and Teaching (HDLT) students study and produce research that focuses on the course and contexts of developmental change and the complex processes of learning and teaching. New advances in the science of learning and development (e.g., integration of biological, cognitive, and social processes, mechanisms through which technological forms alter learning) are transforming the practice of teaching and learning in formal and informal settings. Therefore, whether studying behavioral, cognitive, or social-emotional development in children or the design and development of curricula, instructional methods, and learning technologies to maximize understanding, students will gain a strong background in human development, the science of learning, and contextual mechanisms, including pedagogy, disciplinary knowledge, and socio-cultural factors that explain variation in learning and developmental pathways. Work in this concentration is informed by theories and methods from psychology, cognitive science, sociology, and linguistics, as well as by related disciplines, such as philosophy, the biological sciences, mathematics, and organizational behavior.

Program Requirements. The Ph.D. in Education Program takes four to seven years (maximum) to complete. Program requirements include the completion of a minimum of 16 courses (64 credits), colloquia participation, a research appren-

ticeship, a minimum of four teaching fellow slots at HGSE, written and oral comprehensive exams, a dissertation, and an oral defense. First-year students are required to take the following core courses: S-800, *Ph.D. in Education Proseminar*; one concentration core seminar: S-801, *Culture, Institutions, and Society Core Seminar*, S-802, *Human Development, Learning and Teaching Core Seminar*, or S-803, *Education Policy and Program Evaluation Core Seminar*; two foundational quantitative methods courses: S-040, *Introduction to Applied Data Analysis*, and S-052, *Applied Data Analysis*; and one foundational qualitative methods course: S-504, *Introduction to Qualitative Research*, or equivalent. Additionally, students must take: one other qualitative methods course; three concentration electives; five general electives; reading time in preparation for the written comprehensive examination; and two colloquia (first and second year for credit). In consultation with their advisors, students are strongly encouraged to pursue course work in schools across the university as well as MIT. Questions about degree requirements can be directed to the Doctoral Programs Office.

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: gse.harvard.edu/academics/masters/.

Arts in Education Program

The Arts in Education Program (AIE) is designed to help students explore foundational issues related to the many roles and purposes for the arts in education. The program brings artists and educators together from all corners of the arts sector in education and from all artistic backgrounds. It embraces the wide range of settings in which the arts can play a powerful role in the educational experiences of children, youth, and adults. In AIE, students focus their course of study around their individual interests, which have included topics such as the nature of artistic learning, interdisciplinary curriculum, museum education, aesthetic education, arts education policy, and the arts and art education as tools for social change, among others. The program's educational objectives include expanding the perspectives and thinking, as well as the research and analytic skills, of students (including veteran arts educators), particularly in relation to the purposes, practices, and possibilities for the arts in schools, communities, and other learning environments.

AIE courses are enriched by guest lectures presented by national and international artists, researchers, and educators and by the rich array of presentations, events, and conferences, such as the annual Student Research Conference and the Alumni of Color Conference, hosted by HGSE.

Graduates of the AIE Program work in schools, afterschool, and community-based organizations, early childhood centers, museums, literary and performing arts organizations, arts agencies, and foundations, among many other settings.

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, including cosponsorship of the annual PZ Artist-in-Residence program. AIE also has a close relationship with Continuing the Conversation (CtC), an AIE-alumni-led initiative to expand and enrich the dialogue in the arts education field today. For more information on CtC, go to aieconversation.org.

On the AIE website, students can find a variety of resources, including information on arts education research, AIE students' experiences, arts-related courses at HGSE and other Harvard faculties, field placements, internships, and job opportunities, as well as guidance on the AIE Program.

Program Requirements. Course work for students in the Arts in Education Program is significantly self-designed. All AIE students are required to take eight courses (32 credits) that must include two core courses on the arts in education (S-300, *The Arts in Education: Learning in and Through the Arts*, and S-301, *The Arts in Education: Research, Policy, Advocacy, Activism, and Practice*, 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 students can devote 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: 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.

Program Requirements. EPM students are required to take at least eight courses (32 credits), five of which must be at HGSE. Students must also take a minimum of one course from each of four categories: policy; research and evaluation; management and leadership; and diversity, culture, and identity. 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 and challenges 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: gse.harvard.edu/epml/.

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.

Program Requirements. Students in the Higher Education Program must take eight courses (32 credits). These include the three required Higher Education Program core courses, described below; and five elective courses. Among the elective courses, three must be higher education-related courses; the remaining two electives may be chosen from within HGSE or any of Harvard's other graduate schools. Lastly, when fulfilling the elective requirements, all Higher Education Program students are required to choose at least one course that addresses issues of diversity, equity, and inclusion. Visit the Higher Education website for more information on program requirements and a list of recommended courses: gse.harvard.edu/highered/.

Required Higher Education Program Core 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-710P, *The Economics of Higher Education: Access, Outcomes, and Competition*, examines the critical trends and funding issues facing students and these institutions. The course explores how price, cost, and value shape what is provided and who goes to college. Topics include college revenue sources and expenditures, the many roles of financial aid, the controversies behind admission policies, the impact of ranking systems and growing competition, and the debate about higher education accountability.

Internship

Although not required, many students in the Higher Education Program choose to pursue an internship. The Higher Education Program regularly distributes information about open internships, both at Harvard and at other local institutions. Some of these internships offer compensation, while others are strictly voluntary. The option of earning course credit for an internship is available, but many students choose to not use their limited elective slots in this manner.

Finally, the program also offers an array of professional development opportunities: informal career exploration conversations with senior administrators who are Harvard alumni, involvement with the resources of HGSE's executive education institutes, participation in student-led organizations and activities, regional and national meetings and conferences, seminars and special events hosted by HGSE and/or Harvard, guest lectures by notable national and international leaders, and special career networking activities.

Human Development and Psychology Program

The **Human Development and Psychology (HDP) Program** 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, for example, 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 socio-cultural 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.

Program Requirements. HDP students must take eight courses (32 credits): one course in developmental psychology; one course in research methods and data analysis; three additional human development and psychology courses; and three 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: gse.harvard.edu/hdp/.

Child Advocacy Strand

The **Child Advocacy Strand** is a directed course of study within the HDP to give students a specific focus on relevant interdisciplinary knowledge and skills related to child advocacy and social change. Through a combination of courses and an internship, students will gain skills in advocacy for children and families within educational settings and other service systems as well as at the legislative and social policy levels.

Program Requirements. The strand requirements include the Child Advocacy Seminar/Internship (a yearlong seminar including a spring internship); one research methods/data analysis course; one course related to child development/risk and protection; two courses related to systems that impact children and families; and three electives.

Students who complete the Child Advocacy Strand will graduate from the HDP 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 (IEP) Program** provides a year of rigorous academic preparation to lead 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, working with national or international public or private organizations. The IEP Program prepares its graduates to analyze, design, and implement reform initiatives and innovative education programs and policies to further social and economic improvement and global competency in societies at various stages of economic development. A rich program of additional extracurricular activities, including many developed 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. IEP alumni meet regularly in various cities around the world, including Cambridge, to exchange views and share lessons learned as part of their ongoing leadership

efforts. 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.

Program 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: gse.harvard.edu/iepl/.

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 and that help them reflect on leadership and innovation. In addition, students regularly participate in work groups, lectures, and activities sponsored by regional centers at Harvard, such as the Asia Center, the Committee on African Studies, the Center for Middle Eastern Studies, the Harvard China Fund, the South Asia Initiative, the David Rockefeller Center for Latin American Studies, the Minda de Gunzburg Center for European Studies, as well as many other area and international studies centers.

To facilitate an effective transition to the academically demanding Harvard environment, it is highly recommended that incoming IEP students enroll in A-802, *Intensive Preparation for the Study of International Education*. 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 (L&L) Program** 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.

Generalist Strand

The Language and Literacy Program's Generalist Strand offers flexibility, allowing students to choose courses in research, policy, and practice that best match their interests and career goals. Graduates of this strand have gone on to become Language and Literacy leaders in a variety of fields and have taken on roles including policy and nonprofit work, consulting, teaching in K–12 classrooms, and serving as adjunct faculty, doctoral students, and ESL coordinators.

Program Requirements. Students are required to take 32 credits, 16 of which must be selected from L&L course offerings (for example, H-700, *From Language to Literacy*; H-804, *Writing Development*; H-810 modules on children's and adolescent literature; H-813, *Bilingual Learners: Literacy Development and Instruction*; H-818, *Reading Instruction and Development*; H-821, *Literacy Coaching*; and H-860, *Reading Difficulties*). These courses address the relationships between cognitive development and language acquisition, literacy development and reading and writing difficulties, cultural backgrounds and literacy achievement. 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.

Many students find that field-based experience is invaluable in translating their course work into usable knowledge within the classroom. The L&L Program offers two practicum courses: H-800, *Reading Specialist Licensure Practicum*, and H-801, *Literacy Assessment and Intervention Practicum*, in which 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 L&L Program faculty member.

Visit the L&L Program website for more information on program requirements and a list of recommended courses: gse.harvard.edu/langlit/.

Massachusetts Licensure as a Reading Specialist Teacher Strand

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.

Requirements. The Massachusetts Licensure as a Reading Specialist Teacher Strand includes H-801, *Literacy Assessment and Intervention Practicum*; H-818, *Reading Instruction and Development*; H-860, *Reading Difficulties*; H-870, *Reading to Learn: Socialization, Language, and Deep Comprehension*; T-210Z1, *Dimensions of Diversity: English Language Learners*; and HT-820, *Introduction to Psychoeducational Assessment*. Students may also elect to take H-813, *Bilingual Learners: Literacy Development and Instruction*, H-700, *From Language to Literacy*,

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: gse.harvard.edu/masters/langlit/.

Candidates for licensure in Massachusetts must complete a 150-hour practicum (H-800, *Reading Specialist Licensure Practicum*) 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 specialist 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 website: cso.gse.harvard.edu/licensure.

Literacy Coach Strand

The L&L 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.

Program Requirements. Students in the strand are required to take 32 credits. Four courses (16 credits) are required: T-006, *Adult Development*; H-818, *Reading Instruction and Development*; H-821, *Literacy Coaching*; and a practicum (S-997, *Field Experience: Reflective Inquiry into Professional Practice*). In addition, Literacy Coach Strand students take four additional credits in L&L 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 (L&T) Program** have a wide range of interests—students and adults as learners, the preparation of teachers and the improvement of the 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 return to classroom teaching 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 public, charter, and independent 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.

Program Requirements. L&T students are required to take a total of eight courses (32 credits). Five of these courses must be selected from a list of approximately 70 courses; some courses on this list are 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: gse.harvard.edu/lt/.

Instructional Leadership Strand

The **Instructional Leadership (IL) Strand** of the L&T master's program is designed for K–12 teachers from public, charter, and independent schools who have at least three years of teaching experience and seek to improve their pedagogical and curricular knowledge, as well as develop their leadership capacity within the teaching profession. Students in the strand are required to take one foundational “Big Ideas” course, a course in adult development, and a course in school organization or leadership, as well as complete a one-semester, one-day-a-week internship at a public school, a charter school or an independent school. The internship is accompanied by an advanced seminar that explores the many facets of teacher leadership. 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.

Program Requirements. Visit the L&T website for more information on the IL Strand requirements and a list of recommended courses: gse.harvard.edu/masters/lt/.

Mind, Brain, and Education

The **Mind, Brain, and Education (MBE) Program** 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.

Program Requirements. MBE students are required to take eight courses (32 credits): one course in developmental neuroscience, one course in quantitative methods, three MBE-related courses from a selected list, and three elective courses at HGSE or at other Harvard faculties through cross-registration. For more information on program requirements, visit the MBE website: gse.harvard.edu/mbel.

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

The master's degree in the **Prevention Science and Practice (PSP) Program** 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 cultural and community contexts, 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 have the option of choosing one of three strands to fulfill their educational goals: Prevention Research, Prevention Practice, and Counseling.

Prevention Research Strand

The **Prevention Research Strand** is designed for students who are interested in learning about policy and educational research, gaining experience in research in preparation for doctoral study, and broadening their purview as prevention practitioners and teachers. Students who choose the research experience are matched with a PSP faculty member and actively take part in that faculty members' research.

Prevention Practice Strand

The **Prevention Practice Strand** is ideal for students who are interested in working directly with children or youth across a variety of settings, including schools, nonprofit organizations,

and community-based programs. Students who choose the prevention experience are matched with a partnering school or community-based organization and complete an internship with a supervisor who works in the field of education or child/youth development.

Counseling Strand

The **Counseling Strand** is suited for students who intend to pursue school-based counseling licensure. Here, students gain a strong foundation in preventative and developmental counseling through a practicum experience in a school setting. This strand can also be used as a foundation for a second year of graduate study in PSP toward a Certificate of Advanced Study (CAS) in Counseling, a yearlong, post-master's program, leading to initial Massachusetts licensure in school counseling or school adjustment counseling.

Graduates of the PSP Program pursue positions as prevention and intervention specialists and counselors in traditional and nontraditional schools, early childhood and youth development agencies, and other educational and community settings. Some PSP graduates who have completed the counseling strand pursue a postgraduate Certificate of Advanced Study (CAS) in Counseling. Others 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, or social work.

Program Requirements. All students are required to take a minimum of 32 credits, including the PSP core courses, H-331Y (fall) and H-332Y (spring), *Risk and Resilience in Social Contexts from Birth to Young Adulthood: Strategies of Prevention and Intervention* (total of four credits). Students interested in pursuing counseling enroll in counseling practicum. Students in the Prevention Practice Strand and Prevention Research Strand take part in a yearlong prevention practicum or a research practicum respectively. Additional program requirements are dependent on strand. Students select additional elective courses (number of electives vary by strand) 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 half of the total credits must be taken at HGSE. The most up-to-date program requirements and a complete list of recommended courses are available on the PSP website: gse.harvard.edu/masters/pspl/.

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 PSP Program; therefore, applications will be accepted only from students who have graduated with the PSP Program master's degree. The PSP Program 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 PSP Program 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 course work (32 credits) structured explicitly to meet either school 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 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 school guidance counselors or school adjustment counselors in public, private, charter, and pilot schools as well as in community settings.

Program Requirements. For more information on CAS requirements and a list of recommended courses, visit the PSP website: gse.harvard.edu/masters/pspl/. To view the gainful employment disclosure for CAS, visit gse.harvard.edu/wrapper/disclosure/.

School Leadership Program

The **School Leadership Program (SLP)** creates and cultivates agents of change at the forefront of the evolving educational landscape. Students develop the skills to be adaptive leaders of schools, of people, and of learning. In doing so, they acquire the skills to transform schools and organizations with a focus on equity and inclusiveness for all learners. They are introduced to significant legal issues that have implications for school leaders. Through coursework and internships, the program produces leaders prepared to effect change and to energize stakeholders through it, to spearhead improvements in teaching and learning, to manage efficient, effective, schools and organizations focused on equity and best practices, and to engage families and communities in school life.

Program Requirements. SLP students must take a total of eight courses (32 credits), including the SLP core courses, A-329Y (fall) and A-330Y (spring), *Becoming a School Leader*. Students must enroll in a half-time practicum in a local district, pilot, or charter school focused on improving outcomes for all students. To get the most from the practicum and the program, students are required to take L-106AY and L-106BY, *Race, Equity, and Leadership*, as well as the summer module, A-210D, *Schools and the Law*.

Principal Licensure Strand

Those seeking Massachusetts licensure as a school principal/assistant principal choose the Principal Licensure Strand; As determined by the school level, students must enroll in T-331AY or T-331BY or T-331CY (fall) AND T-332AY or T-332BY or T-332CY (spring), *School Instructional Leadership: Seminar and Practicum* (eight credits total), and must meet relevant requirements. (For more information, see the licensure section.) Students in the licensure strand will also be required to take the Massachusetts Tests for Educator Licensure (MTEL) communication and literacy skills tests and complete a per-

formance assessment for leaders (PAL).

Program Requirements. Visit the SLP website for more information on program requirements and a recommended list of courses: gse.harvard.edu/masters/spl/.

School Development Strand

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 enroll in A-333Y (fall) and A334Y (spring), *School Instructional Leadership: Seminar and Practicum for School Developers*, for a total of four credits. Students who seek to start a school are strongly encouraged to enroll in A-320, *Building a Democratic School: School Design Workshop*.

Program Requirements. Visit the SLP website for more information on program requirements and a recommended list of courses: gse.harvard.edu/masters/spl/.

Specialized Studies Program

The Specialized Studies Program (SSP) is intended for students with highly focused academic and professional goals whose interests and career trajectories clearly fall outside the boundaries of HGSE's 12 other master's programs. The most flexible of the HGSE master's programs, SSP provides students with the opportunity to design their own courses of study to meet their unique, often interdisciplinary, objectives.

SSP is a community of self-directed, highly motivated, and deeply committed educators invested in making a positive impact on the lives of learners across all stages of the life cycle and in a variety of contexts. Past SSP candidates have included social entrepreneurs (wanting to take their broaden and deepen their educational ventures—in the United States and abroad), physicians (dedicated to strengthening medical education), a career military officer (interested in applying cutting-edge classroom to training), teachers and administrators (seeking to implement reforms in alternative and traditional learning environments), and others who seek the benefits of designing their own courses of study.

Program Requirements. Applicants must be able to explain how their academic and professional interests exceed what HGSE's other master's programs can offer. SSP students enroll in a minimum of 32 credits. At least half of the total credits they earn must be taken at HGSE. To maximize their experience, students can cross-register for courses at other Harvard-affiliated schools and also design their own independent studies. In addition, Harvard's location in Cambridge and proximity to Boston provides candidates with a wide variety of field-based opportunities (e.g., internships, research projects, and policy work) to deepen their course-based learning and develop their specific skill sets.

Teacher Education Program

The Graduate School of Education offers three specialized options in the Teacher Education Program: the Undergraduate Teacher Education Program for Harvard College students, the MidCareer Math and Science Program, and the Teaching and Curriculum Program, the latter two of which are graduate programs. The graduate programs prepare candidates to be ef-

fective teachers of youth who live in urban areas. Students who complete one of these programs and pass a state-administered test of communication and literacy skills, and subject-matter knowledge are eligible for initial Massachusetts school teacher licensure in the following subjects at the Grade 5–8 or 8–12 level: biology, chemistry, English, general science, history, mathematics, and physics. 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 email licensure@gse.harvard.edu.

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.

Program 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 course work 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 Boston, Cambridge, and other nearby urban school districts. 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. (The ELL module leads to Sheltered English Immersion [SEI] endorsement.) During the winter term, students observe in additional urban schools, resume their fieldwork at their fall-semester school sites, and may elect to take a J-term module. 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—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 MIT.

For more information about the MCMS and TAC Programs, including program requirements and recommended courses, visit the Teacher Education Program website: gse.harvard.edu/masters/tep/.

Technology, Innovation, and Education Program

From social networking sites to mobile application design, in major media companies and startups, and throughout K–12, university, and informal learning environments, **Technology, Innovation, and Education (TIE) Program** 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 following:

- 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 center 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 multiuser virtual environments, digital assessment strategies, and computational thinking activities 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.

Program Requirements. TIE students are required to take eight courses (32 credits), of which five must be technology related. Visit the TIE website for more information about program requirements and a list of recommended courses: gse.harvard.edu/masters/tiel/.

Other Special Programs

Field Experience Program

The **Field Experience Program (FEP)** offers students a unique opportunity to develop the critical habits of mind and skills necessary for immediate and ongoing professional growth while completing an eligible internship. Students earn credit through their successful completion of S-997, Field Experience: Reflective Inquiry into Professional Practice, and their internship work. Through the course, as interns encounter new perspectives about their internship's profession, its work, and being a professional, they learn how to challenge the validity of their initial assumptions and how to resolve any dissonance between their expectations and new understandings. Eligible internships (1) are at least 8 hours/week for a minimum of 11 weeks; (2) provide students with contexts that are new to their professional experience (including previous internships); (3) provide students with the opportunity to learn and grow professionally in meaningful ways; (4) expose students to the scope of issues relevant to an organization and its profession; and (5) complement students' academic interests. 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. To locate an eligible internship, students can use a variety of resources including the Career Services Office's Internship Information Center (available through the Career Services Office website: cso.gse.harvard.edu).

Harvard-Berkeley Exchange Program

Upon approval by the Associate Dean for Doctoral Programs 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 UC 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.

Students in the Ph.D. in Education program should review the Exchange Scholar information (gsas.harvard.edu/current_students/exchange_scholar.php) before speaking with their advisor. The Associate Dean for Doctoral Programs will assist students in this process.

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 middle or secondary 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, English, general science, history, mathematics, and physics. 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 utep.fas.harvard.edu/icb/icb.do.

Harvard Teacher Fellows Program

The mission of **Harvard Teacher Fellows (HTF)** is to prepare teachers to promote educational equity through skillful teaching that prioritizes academic rigor, relationship building, and continuous learning. HTF offers an innovative pathway into teaching for Harvard College students committed to careers serving communities most in need of high-quality instruction. The fellowship was established in response to the urgent need for exemplary teachers and the remarkable level of interest in education among Harvard students. HTF prepares excellent English, history, math, and science teachers through subject-specific training, intensive fieldwork, and personalized coaching and support.

Training Overview

In Spring of senior year: After acceptance, fellows enroll in the undergraduate course Introduction to Teaching & Learning in Schools, which combines theoretical and empirical perspectives on teaching, as well as practical training with on-the-ground observations in local schools. *Summer I:* After graduation from Harvard College, fellows engage in intensive fieldwork conducted under the supervision of HTF faculty and mentor teachers, and begin coursework. *Teaching residency:* Fellows engage in an academic year of field-based training with one of their partner school networks located nation-wide. Fellows teach a half-time course load, continue to receive intensive coaching from HTF faculty and mentor teachers, and participate in online coursework. *Summer II:* Fellows return to HGSE to continue intensive fieldwork conducted under the supervision of HTF faculty and mentor teachers, and complete their coursework. Fellows earn teacher licensure in Massachusetts; the Ed.M. is awarded to fellows who chose to pursue a master's degree. *Beyond the fellowship:* Fellows begin teaching full-time and continue to receive professional development and support during the first two years of teaching. Fellows are expected to continue to teach in high-need, urban secondary schools for 4–7 years.

Courses

In addition to intensive fieldwork and coaching, fellows complete coursework at HGSE. The courses are held on campus during the summers and online during the Teaching Residency; they include a combination of full, half, and quarter-time courses, which been between 4 and 14 times per term. For a listing of courses and further information, visit gse.harvard.edu/Harvard-Teacher-Fellows.

Licensure

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 (MCMS or TAC), the Undergraduate Teacher Education Program, or Harvard Teacher Fellows Program, and who pass state-administered tests of communication and literacy skills and of subject-matter knowledge, the Massachusetts Tests 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, course work, and state-specific prerequisites that candidates will need to address.

For more information on the MCMS and the TAC Programs, visit the Teacher Education Program website, gse.harvard.edu/masters/tep/; for more on the Undergraduate Teacher Education Program, visit utep.fas.harvard.edu/icb/icb.do; for more on the Harvard Teacher Fellows, visit gse.harvard.edu/Harvard-Teacher-Fellows. For additional licensure information, contact the HGSE Licensure Unit at 617-495-5848 or visit the Educator Licensure website: cso.gse.harvard.edu/licensure.

Massachusetts Licensure as a Reading Specialist Teacher

Students admitted to the L&L 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, *From Language to Literacy*), literacy assessment and intervention (H-801, *Literacy Assessment and Intervention Practicum*), bilingual learners (H-813, *Bilingual Learners: Literacy Development and Instruction*), reading instruction and development (H-818, *Reading Instruction and Development*), reading difficulties (H-860, *Reading Difficulties*), reading comprehension (H-870, *Reading to Learn: Socialization, Language, and Deep Comprehension*), and psycho-educational assessment (HT-820, *Introduction to Psychoeducational Assessment*), 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 required courses, participate in a 150-hour practicum

(H-800, *Reading Specialist Licensure Practicum*), 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 L&L Program website (gse.harvard.edu/masters/langlit/) or contact the program director, Pamela Mason, at pamela_mason@gse.harvard.edu. For additional licensure information, contact the HGSE Licensure Unit at 617-495-5848 or visit the Educator Licensure website: cso.gse.harvard.edu/licensure.

Massachusetts Initial Principal Licensure—School Leadership Program

Within SLP, HGSE offers 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, 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, and 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, course work, and state-specific prerequisites that candidates will need to address.

Prior to enrollment in the Principal Licensure Strand, students must be admitted to SLP. 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 and complete the Massachusetts performance assessment for leaders (PAL).

For further information about the Principal Licensure Strand, including a list of required courses, visit gse.harvard.edu/masters/slp/. For additional licensure information, contact the HGSE Licensure Unit at 617-495-5848 or visit the Educator Licensure website: cso.gse.harvard.edu/licensure.

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

The PSP Program offers a combination of a master's degree and a 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 course work 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, course work, 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 PSP 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 course work 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 course work 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 PSP 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 PSP counseling program, visit gse.harvard.edu/masters/pspl/. For additional licensure information, contact the HGSE Licensure Unit at 617-495-5848 or visit the Educator Licensure website: cso.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 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 Students

A select number of applicants for nondegree study may be admitted to take up to two courses during the academic year. This option is only available for professional educators seeking to enhance their current work, college or university faculty from institutions other than Harvard, and advanced doctoral students for whom the courses will contribute to their research. Admission to take courses as a nondegree student is competitive; course enrollment is on a space-available basis and is limited to HGSE courses only. Once admitted, a student's official enrollment in a course is subject to the approval of the instructor. Please note that Special Students are not eligible for HGSE funding, housing, or office space.

Application for nondegree study at HGSE includes:

- Online application form
- \$85 nonrefundable application fee
- Official and unopened transcript(s) from each postsecondary institution attended (including institutions from which course credits transferred) showing all courses and grades
- Statement of Purpose: one page detailing how the course(s) you wish to take specifically relates to your current professional responsibilities or academic work
- Resume or curriculum vitae
- One letter of recommendation (submitted through the online application system). Professional educators: This letter should be from a supervisor familiar with your work. College or university faculty: You do not need to submit a recommendation. Doctoral students: This letter should be from an academic advisor familiar with your plan of study and research interests.
- TOEFL scores (if applicable): Applicants whose native language is not English and whose baccalaureate is not from a college or university where English is the sole language of instruction are required to take the Test of English as a Foreign Language (TOEFL).

In addition, Harvard University does not provide student visas to Special Students.

Note that if you are a HGSE degree holder, a CAS recipient, a voucher holder, or a Harvard employee eligible to take a course through TAP, you do not need to fill out the Special Student application. You should contact the HGSE Office of the Registrar to arrange to take a course as a nondegree student.

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 nondegree 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 totaling four credits) per semester.

Programs in Professional Education

Through the Office of Programs in Professional Education (PPE), HGSE delivers a portfolio of face-to-face and online professional development experiences that connect the research and teaching of HGSE and other faculty with practitioners and policymakers across the preK–16 continuum worldwide. Each PPE offering is chaired or co-chaired by an HGSE faculty member, reflecting the school's commitment to making an impact on both policy and practice. With more than 40 years of experience delivering high-quality professional development to educational practitioners, PPE provides rigorous learning opportunities that align with high-priority problems of practice and create opportunities for educators to become part of a vibrant community of learners and a long-term network of professional colleagues. PPE offerings include preK–12 programs for a wide range of school administrators and teachers; the Principals' Center, which provides professional development experiences to strengthen the principalship; the Harvard Institutes for Higher Education, which reach all levels of college and university leadership; and WIDE World, which delivers online learning experiences to educators throughout the world. For more information, visit gse.harvard.edu/ppe/.

This document is produced by the HGSE Office of the Registrar, in conjunction with Program Administrators for each program, and is meant to be used as a 'snapshot' of HGSE programs for 2016-17. *kmw*, 8/16