

Education Reform (EDRE)

Courses

EDRE 4913H. Honors Social Studies through Fiction. 3 Hours.

As common references to utopian schemes and Orwellian newspeak show, some of the most important works of politics are fictional. This course explores classic and contemporary works of political fiction, to better understand recent political history and such concepts as power, freedom, totalitarianism, discrimination, and social class.

EDRE 498VH. Honors Seminar. 1-3 Hour.

Topics vary by instructor.

EDRE 499V. Special Topics in Education Policy. 1-3 Hour.

Topics vary by instructor. May be repeated for up to 6 hours of degree credit.

EDRE 5053. Philosophy and History of Education and Education Reform. 3 Hours.

This course traces the historical development of the philosophical debates concerning education and its role in society as well as how those ideas and consequent demands for reform affected the educational system and its structures.

EDRE 559V. Field Research. 1-6 Hour.

Directed graduate-level field research in education policy settings. Prerequisite: Approval of EDRE Graduate Director. May be repeated for up to 6 hours of degree credit.

EDRE 6023. Economics of Education. 3 Hours.

This course applies the principles of economic analysis to education and education reform. Topics include: Human capital and signaling theories; education labor markets; educational production functions; public policy and market forces. The course also features empirical evidence evaluating economic theories of education.

EDRE 6033. Politics of Education. 3 Hours.

This course explores historical and institutional forces that help shape education policymaking. Particular attention will be paid to the experience of past education reform movements as well as the influence of interest groups, federalism, bureaucracy, governance structures, public opinion, and judicial review on education policy.

EDRE 6043. Finance and Education Policy. 3 Hours.

This course examines K-12 education finance from the standpoint of education reform policy. The tools of analysis include economics, public finance, law and political science. Topics include: revenue sources and fiscal federalism, standards-based reform and school finance, school funding formulas, adequacy lawsuits, the politics of school funding, school funding and markets. The course also features empirical evidence on the educational impact of education finance.

EDRE 6053. Measurement of Educational Outcomes. 3 Hours.

This course will train students to consider the various types of outcome and assessment measures used for education at the K-12 level throughout the United States; further, the students will engage in analyses of research that relies on these various outcome measures.

EDRE 6103. Quantitative Analytical Techniques for Education Policy. 3 Hours.

This course introduces students to the quantitative techniques required for the evaluation of education policies and interventions. The class will focus on the identification and estimation of causal effects, necessary assumptions, and how to deal with the failure of these assumptions. Major topics covered include randomized experiments, the ordinary least squares regression method, matching estimators, instrumental variable methods, regression discontinuity, difference in difference methods, and introduction to estimation strategies with panel data models.

EDRE 6113. Advanced Quantitative Analytical Techniques for Education Policy. 3 Hours.

This course introduces students to advanced estimation methods and empirical models often used in education policy empirical research, such as Maximum Likelihood to estimate discrete choice models, censored models and selection models, duration models, Generalized Method of Moments to estimate dynamic panel data models, and bootstrapping of standard errors and simulation-based inference. Prerequisite: EDRE 6103.

EDRE 6213. Program Evaluation and Research Design. 3 Hours.

This course provides students with training in the methods used to generate evidence-based answers to questions regarding the efficacy and impacts of education programs. The central questions that motivate most educational program evaluations are: (1) What is the problem? (2) What policies or programs are in place to address the problem? (3) What is their effect? (4) What works better? (5) What are the relative benefits and costs of alternatives?

This course is cross-listed with ESRM 6613.

EDRE 6223. Research Seminar in Education Policy. 3 Hours.

This course provides students with the opportunity to learn about education policy research by interacting directly with the leading scholars and practitioners in the field. Students will also gain a foundation in the field of education policy research by reading and discussing some of the founding works of the field.

EDRE 636V. Special Problems. 1-6 Hour.

Independent reading and investigation in education policy under faculty supervision. Prerequisite: Approval of EDRE Graduate Director. May be repeated for up to 6 hours of degree credit.

EDRE 6413. Issues in Education Policy. 3 Hours.

This course examines how K-12 education policy is designed and implemented in the United States. Students will develop a working knowledge of policymaking frameworks to examine major education policies of current interest and debate key policy issues that arise at each level of government. In great measure, the goals of the course will be accomplished through the consideration of opposing stances on key educational policy debates and issues that are of current import.

This course is cross-listed with EDFD 5683.

EDRE 6423. Seminar in School Choice Policy. 3 Hours.

This course examines parental school choice - perhaps the most controversial education reform of our age. Students will be introduced to the full set of school choice policies, including charter schools and vouchers, and evaluate their benefits and drawbacks as educational interventions.

EDRE 6433. Seminar in Education Accountability Policy. 3 Hours.

This course examines K-12 school and district accountability under state and Federal law (e.g. NCLB), as well as teacher and student accountability (e.g. exit exams). Topics include the theory of incentives and politics of tradeoffs, measurement issues of policy implementation, and statistical evidence on policy effects on performance.

EDRE 6443. Seminar in Education Leadership Policy. 3 Hours.

This course will examine the individual and systemic prerequisites of effective leadership of schools and school systems, and effective leadership techniques. It will consider the differences between public and private sector leadership. It will also explore ways to identify effective and ineffective leaders, and design and evaluate systems to recruit and train the former and reassign the latter.

EDRE 6453. Seminar in Teacher Quality and Public Policy. 3 Hours.

Examines how our public system of education shapes the preparation and continued professional development of K-12 teachers, and how that system has been influenced by standards-based education reform as well as efforts to enhance the quality of teaching and learning in public schools. Uses education reform legislation in several states as case studies to illustrate the successes and pitfalls of attempts to reform teacher education and licensure through public policy.

EDRE 674V. Internship in Education Policy. 1-6 Hour.

Internship at a public or private entity involved in the making or implementation of education policy. Paper required on a significant aspect of the internship experience.

Prerequisite: Approval of EDRE Graduate Director.

EDRE 699V. Special Topics. 1-3 Hour.

Topics vary depending on instructor. Prerequisite: Approval of EDRE Graduate Director. May be repeated for up to 9 hours of degree credit.

EDRE 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral Dissertation. Prerequisite: Candidacy. May be repeated for degree credit.