Harvard Education Press (HEP) publishes innovative and authoritative books covering critical issues in education. These titles inform education practice and administration, explore ongoing policy debates, and synthesize important research in the field. As a mission-driven educational publisher, HEP is fully committed to serving as a forum for different perspectives. We invite you to investigate today’s most vital education issues with us.

This season, we are delighted to highlight two new book series.

The **Continuous Improvement in Education Series**, edited by Anthony S. Bryk, president of the Carnegie Foundation for the Advancement of Teaching, includes books that explore the use of improvement science and networked improvement communities to solve longstanding inequities in educational outcomes. The series seeks to detail the ways that researchers and practitioners have come to understand and work on problems of improvement. The first book in the series will be available May 2020: *Improvement in Action: Advancing Quality in America’s Schools* by Anthony S. Bryk (see page 1 for details).

The **Core Practices in Education Series**, edited by Pam Grossman, dean of the Graduate School of Education and the George and Diane Weiss Professor of Education at the University of Pennsylvania, includes books that highlight national and international efforts to identify core practices of teaching, to teach those practices in professional education, and to apply them in ways that strengthen the teaching profession. The newest book in the series will be available October 2020: *Preparing Science Teachers Through Practice-Based Teacher Education* edited by David Stroupe, Karen Hammerness, and Scott McDonald (see page 7 for details).
IMPROVEMENT IN ACTION
Advancing Quality in America’s Schools
Anthony S. Bryk

“In Improvement in Action, Tony Bryk extends his legacy as one of the most important education change agents of his generation.”

—DONALD M. BERWICK, PRESIDENT EMERITUS AND SENIOR FELLOW, INSTITUTE FOR HEALTHCARE IMPROVEMENT

Improvement in Action, Anthony S. Bryk’s sequel to Learning to Improve, illustrates how educators have effectively applied the six core principles of continuous improvement in practice. The book highlights relevant examples of rigorous, high-quality improvement work in districts, schools, and professional development networks across the country.

The organizations featured in the book have addressed, with remarkable results, long-standing inequitable educational outcomes in high school graduation rates, college readiness, and absenteeism. The cases emphasize the measures the educators took and the thinking that motivated their actions.

Bryk describes how improvers, working in different contexts and confronting different problems, used select principles, tools, and methods to make improvement come to life. Brief analytic reflections are embedded throughout the narratives, and each chapter concludes with an analysis of a set of larger lessons illuminated by the organization's story. Taken as a set, these examples offer readers valuable insights about the actual dynamics of doing improvement work.

Improvement in Action, paired with Learning to Improve, provides readers with a comprehensive understanding of the practice, method, and theory of large-scale continuous improvement in education.

ANTHONY S. BRYK is the ninth president of the Carnegie Foundation for the Advancement of Teaching, where he is leading work on transforming educational research and development, more closely joining researchers and practitioners to improve teaching and learning. Formerly, he held the Spencer Chair in Organizational Studies in the School of Education and the Graduate School of Business at Stanford University.
EQUITY AND QUALITY IN DIGITAL LEARNING

Realizing the Promise in K–12 Education
Carolyn J. Heinrich, Jennifer Darling-Aduana, and Annalee G. Good

*Equity and Quality in Digital Learning* identifies and presents specific strategies and practices for using digital tools to reduce inequities in educational opportunities and improve student outcomes.

Based on the authors’ ten-year research-practice partnership with both the Dallas and Milwaukee public school districts, the book highlights the factors that can support or impede the effective implementation of digital learning in K–12 schools at all levels: district, school, classroom, and student. Digital initiatives can boost higher levels of learning, the authors advocate, but require planning, monitoring and assessment, and revamping and refinement.

As public schools in the United States continue to make major investments in digital learning, the variability in how it’s rolled out, accessed, and supported, both during and outside of the regular school day, threatens to exacerbate rather than reduce inequities in learning opportunities, the authors argue. It is critical to ensure that the chosen digital tools are effectively leveraged to enhance learning and reduce achievement gaps, especially for those students historically underserved in K–12 schools. The authors offer concrete ways to use evidence from the book to increase the effectiveness of digital learning.

*Equity and Quality in Digital Learning* contributes critical insights and tools needed for educators and policy makers to deliver on the promise of digital learning in American schools.

**CAROLYN J. HEINRICH** is the Patricia and Rodes Hart Professor of Public Policy and Education, chair of the Department of Leadership, Policy, and Organizations, and an affiliated professor of Economics at Vanderbilt University. **JENNIFER DARLING-ADUANA** is an assistant professor of learning technologies in the Department of Learning Sciences, College of Education and Human Development, at Georgia State University. **ANNALEE G. GOOD** is a researcher at the Wisconsin Center for Education Research (WCER), codirector of the Wisconsin Evaluation Collaborative, and director of the WCER Clinical Program at the University of Wisconsin–Madison.
COMMON-SENSE EVIDENCE

The Education Leader’s Guide to Using Data and Research

Nora Gordon and Carrie Conaway

“Common-Sense Evidence is a practical guide for unpacking problems and making research more intuitive and accessible for educators.”
—Candice McQueen, Chief Executive Officer, National Institute for Excellence in Teaching

Written by two leading experts in education research and policy, Common-Sense Evidence is a concise, accessible guide that helps education leaders find and interpret data and research, and then put that knowledge into action.

In the book, Nora Gordon and Carrie Conaway empower educators to address the federal Every Student Succeeds Act mandate that schools use evidence-based improvement strategies. Recommendations include utilizing existing research; generating evidence on the success of their own improvement efforts; and building an organizational culture of evidence use.

The authors walk readers through the processes for determining whether research is relevant and convincing; explain useful statistical concepts; and show how to quickly search for and scan research studies for the necessary information.

The book directs readers through case studies of typical scenarios including a superintendent trying to reduce chronic absenteeism; a middle school math department chair trying to improve student performance on exams; and a chief state school officer attempting to recruit teachers for rural schools.

Common-Sense Evidence helps education leaders build capacity for evidence-based practice in their schools and districts.

Nora Gordon is an associate professor at the McCourt School of Public Policy at Georgetown University. Carrie Conaway is a senior lecturer on education at the Harvard Graduate School of Education.
EVIDENCE, POLITICS, AND EDUCATION POLICY

Lorraine M. McDonnell and M. Stephen Weatherford

In Evidence, Politics, and Education Policy, political scientists Lorraine M. McDonnell and M. Stephen Weatherford provide an original analysis of evidence use in education policymaking to help scholars and advocates shape policy more effectively. The book shows how multiple types of evidence are combined as elected officials and their staffs work with researchers, advocates, policy entrepreneurs, and intermediary organizations to develop, create, and implement education policies.

Evidence, Politics, and Education Policy offers an in-depth understanding of the political environment in which evidence is solicited and used. Two key case studies inform the book’s findings. The primary case—a major, multimethod study—examines the development and early implementation of the Common Core State Standards at the national level and in four states: California, Indiana, Massachusetts, and Tennessee. A comparative case analyzes the evidence used in Congressional hearings over the twenty-year history of the Children’s Health Insurance Program. Together, the two cases illustrate the conditions under which different types of evidence are used and, in particular, how federalism, the complexity of the policy problem, and the policy’s maturity shape evidence use.

McDonnell and Weatherford focus on three leverage points for strengthening the use of research evidence in education policy: integrating research findings with value-based policy ideas; designing policies with incentives for research use built into their rules and organizational structures; and training policy analysts to promote the use of research in policymaking venues.

LORRAINE M. MCDONNELL is professor emerita of political science at the University of California, Santa Barbara, and past president of the American Educational Research Association. M. STEPHEN WEATHERFORD is professor emeritus of political science and former chair of the Department of Political Science at the University of California, Santa Barbara.
THE CHICANA/O/X DREAM
Hope, Resistance, and Educational Success
Gilberto Q. Conchas and Nancy Acevedo

Based on interview data, life testimonios, and Chicana feminist theories, The Chicana/o/x Dream profiles first-generation, Mexican-descent college students who have overcome adversity by utilizing various forms of cultural capital to power their academic success.

While college enrollment rates for Chicana/o/x students have steadily increased over the last decade, this cohort still faces significant barriers to academic achievement. As a result, Chicana/o/x students maintain stubbornly low four-year completion rates. Against this backdrop, Gilberto Q. Conchas and Nancy Acevedo address the mechanisms that shape the achievement, aspirations, and expectations of Chicana/o/x students who grew up in marginalized communities and unequal school contexts and share success stories about this growing population of students.

Conchas and Acevedo elevate the voices of students at a research university and in the community college sector to reveal important issues and factors impacting and shaping the students’ academic journeys. These students evince hope, resistance, and empowerment in the face of marginalization, anti-immigration sentiment, poverty, and an education system that too often reinforces deficit-minded stereotypes.

The authors critique the educational policies and practices that systematically fail to champion Chicana/o/x success and examine the use of community cultural wealth that supports US-born and US immigrant students of Mexican descent to make their achievement possible. In so doing, the authors look toward the future by highlighting the actions that Chicana/o/x students take in creating bridges between K–12 and college and between their communities and higher education.

The Chicana/o/x Dream helps define the heart and soul of tomorrow’s America and elucidates how Chicana/o/x college students maintain hope, enact resistance, and succeed against injustice. The book offers a call to action to K–20 educators and administrators to develop better supports to foster the success of Mexican-descent students.

**Gilberto Q. Conchas** is Wayne K. and Anita Woolfolk Hoy Professor of Education in the College of Education at the Pennsylvania State University. **Nancy Acevedo** is an associate professor in the Department of Educational Leadership and Technology at California State University, San Bernardino.
Transgender Students in Elementary School offers guidance to educators who want to provide a supportive school culture and climate for transgender and gender-expansive students. The book provides recommendations for creating learning environments that facilitate all students’ sense of belonging and reduce the constraints inherent in binary gender norms.

Through this book, teachers and school leaders can deepen their understanding about why they need to make schools gender-inclusive and how to make it happen. Focusing on case studies of five schools, Melinda M. Mangin provides real-life quotes and vignettes that candidly illustrate the learning curve of leaders, staff, and families. These stories demonstrate both the successes and challenges of creating affirming school environments for transgender and gender-expansive students.

Mangin argues that while educators are powerfully motivated by the desire to meet the needs of the transgender children in their care, change should not be limited to one-time efforts to meet one child’s needs. Rather, the focus should be on creating a comprehensive school culture in which children of all gender expressions and identities can thrive.

Melinda M. Mangin is an associate professor in the Graduate School of Education at Rutgers University.
PREPARING SCIENCE TEACHERS THROUGH PRACTICE-BASED TEACHER EDUCATION

Edited by David Stroupe, Karen Hammerness, and Scott McDonald

This comprehensive volume advances a vision of teacher preparation programs focused on core practices supporting ambitious science instruction. The book advocates for collaborative learning and building a community of teacher educators that can collectively share and refine strategies, tools, and practices.

A renewed interest in practice-based teacher education paired with increasingly rigorous requirements, notably the Next Generation Science Standards, has highlighted the importance of teachers’ deep disciplinary knowledge. This volume examines the compelling ways teacher educators across the country are using core practices to prepare preservice teachers for ambitious and equitable science teaching.

With contributions from a wide network of teacher educators focusing on science education in various geographical and institutional contexts, Preparing Science Teachers Through Practice-Based Teacher Education serves as a valuable resource both for teacher educators and for administrators.

DAVID STROUPE is an associate professor of teacher education and science education at Michigan State University. KAREN HAMMERNES is the director of educational research and evaluation at the American Museum of Natural History. SCOTT MCDONALD is an associate professor of science education at the Pennsylvania State University (PSU) and director of the Krause Innovation Studio in the PSU College of Education.

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Black, Brown, Bruised
How Racialized STEM Education Stifles Innovation
Ebony Omotola McGee
Foreword by David Omotoso Stovall

Drawing on narratives from hundreds of Black, Latinx, and Indigenous individuals, Ebony Omotola McGee examines the experiences of underrepresented racially minoritized students and faculty members who have succeeded in STEM. Based on this extensive research, McGee advocates for structural and institutional changes to address racial discrimination, stereotyping, and hostile environments in an effort to make the field more inclusive.

Black, Brown, Bruised reveals the challenges that underrepresented racially minoritized students confront in order to succeed in these exclusive, usually all-White, academic and professional realms. The book provides searing accounts of racism inscribed on campus, in the lab, and on the job, and portrays learning and work environments as arenas rife with racial stereotyping, conscious and unconscious bias, and micro-aggressions. As a result, many students experience the effects of a racial battle fatigue—physical and mental exhaustion born of their hostile learning and work environments—leading them to abandon STEM fields entirely.

McGee offers policies and practices that must be implemented to ensure that STEM education and employment become more inclusive, including internships, mentoring opportunities, and curricular offerings. Such structural changes are imperative if we are to reverse the negative effects of racialized STEM and unlock the potential of all students to drive technological innovation and power the economy.

Ebony Omotola McGee is associate professor of diversity and STEM education at Peabody College of Vanderbilt University.
ADOLESCENTS AT SCHOOL
Perspectives on Youth, Identity, and Education
Third Edition
Edited by Michael Sadowski

Adolescents at School brings together the perspectives of scholars, educators, and researchers to address the many issues that affect adolescents’ emerging identities, especially in relation to students’ experience of and engagement with school. The book offers current and preservice teachers a practical understanding of the concept of identity development, particularly as impacted by such factors as race, ethnicity, gender, sexual orientation, ability/disability, immigration, and social class.

This third edition includes new chapters on boys’ emotional lives, risk and resilience in girls, the experiences of undocumented immigrant students, Muslim-American youth, and income inequality; features on “teaching while white”; and an extensively updated chapter on LGBTQ+ students. The book expands on the strengths and insights of the previous editions while also touching on issues highly relevant to contemporary youth such as social media, youth activism, and immigration.

A practical and insightful volume, Adolescents at School points to ways to foster the success of every student in our schools and classrooms.

MICHAEL SADOWSKI is the director of the Bard Early College Hudson, an associate professor in Bard’s Master of Arts in Teaching program, and the editor of Harvard Education Press’s Youth Development and Education series.

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CHALLENGING THE ONE BEST SYSTEM

The Portfolio Management Model and Urban School Governance

Katrina E. Bulkley, Julie A. Marsh, Katharine O. Strunk, Douglas N. Harris, and Ayesha K. Hashim

In Challenging the One Best System, a team of leading education scholars offers a rich comparative analysis of the set of urban education governance reforms collectively known as the “portfolio management model.” They investigate the degree to which this model—a system of schools operating under different types of governance and with different degrees of autonomy—challenges the standard structure of district governance famously characterized by David Tyack as “the one best system.”

The authors examine the design and enactment of the portfolio management model in three major cities: New Orleans, Los Angeles, and Denver. They identify the five interlocking mechanisms at the core of the model—planning and oversight, choice, autonomy, human capital, and school supports—and show how these are implemented differently in each city. Using rich qualitative data from extensive interviews, the authors trace the internal tensions and trade-offs that characterize these systems and highlight the influence of historical and contextual factors as well. Most importantly, they question whether the portfolio management model represents a fundamental restructuring of education governance or more incremental change, and whether it points in the direction of meaningful improvement in school practices.

Drawing on a rigorous, multimethod study, Challenging the One Best System represents a significant contribution to our understanding of system-level change in education.

KATRINA E. BULKLEY is professor of educational leadership at Montclair State University. JULIE A. MARSH is a professor of education policy at the Rossier School of Education at the University of Southern California and faculty director of Policy Analysis for California Education. KATHARINE O. STRUNK is a professor of education policy and, by courtesy, economics, and the Clifford E. Erickson Distinguished Chair in Education at Michigan State University. DOUGLAS N. HARRIS is professor and chair of the Department of Economics and the Schlieder Foundation Chair in Public Education at Tulane University. AYESHA K. HASHIM is assistant professor of policy, leadership, and school improvement at the University of North Carolina at Chapel Hill School of Education.
In this volume, editors Patricia Somers and Matt Valentine lead an examination of the unintended consequences of campus gun policy and showcase voices from the college community who are grappling with the questions, issues, and consequences that have emerged at their respective institutions. While making the case that campus carry legislation is harmful, the book gathers some of the very best thinking around enacting such policies and offers valuable recommendations for mitigating its effects and preserving university values.

The implementation of campus carry is complex and has provoked many questions: How does concealed carry on campus affect the free expression of ideas in the classroom or the safety of faculty holding unpopular or even controversial views? Should students who misplace or leave their weapons unattended be disciplined? How are communities of color impacted by campus carry? Along with the book’s contributors, Somers and Valentine provide higher education leaders, administrators, and faculty with a valuable resource that will guide them toward considerations that might otherwise be overlooked, help them avoid pitfalls that have been encountered elsewhere, and protect institutional priorities.

The book features reflection pieces from students, alumni, and faculty to illustrate the complexity and controversy of the campus carry policy. Given that the legal possession of guns in the classroom is now a reality for American educators and students in much of the country, Campus Carry concludes with a passionate call for more university-based original research on gun violence.

PATRICIA SOMERS is an associate professor in the Program of Higher Education Leadership in the Educational Leadership and Policy Department at the University of Texas at Austin. MATT VALENTINE teaches writing at the University of Texas at Austin, where he is a fellow of the Trice Professorship in the Plan II Honors Program.
In *The Teacher Insurgency*, Leo Casey addresses how the unexpected wave of recent teacher strikes has had a dramatic impact on American public education, teacher unions, and the larger labor movement. Casey explains how this uprising was not only born out of opposition to government policies that underfunded public schools and deprofessionalized teaching, but was also rooted in deep-seated changes in the economic climate, social movements, and, most importantly, educational politics.

With an eye to maintaining the momentum of the insurgency, the author examines four key strategic questions that have arisen from the strikes: the relationship of mobilization to organizing; the relationship between protests and direct action; the conditions under which teacher strikes are most likely to be successful; and the importance of “bargaining for the common good.” More broadly, Casey examines how to organize teachers for collective action, focusing on four discourses of teaching: teaching as nurturance; as professionalism; as labor and craft; and as a vocation of democratic intellectual work.

Casey’s analysis is located within a larger examination of organizing teachers for collective action. He draws upon social science and historical literature in addressing these questions and examines this wave of activism not just as a phenomenon of labor, but in the context of the broader universe of social movements.

**Leo Casey** is the executive director of the Albert Shanker Institute, a former public high school teacher, and past vice president of New York City’s United Federation of Teachers.
TOWARD ANTI-OPPRESSIVE TEACHING
Designing and Using Simulated Encounters
Elizabeth A. Self and Barbara S. Stengel

Toward Anti-Oppressive Teaching introduces an innovative approach for using live-actor simulations to prepare preservice teachers for diverse classroom settings. Based on the SHIFT Project at Vanderbilt University, the book highlights the promise of these encounters to empower preservice teachers to become more culturally responsive.

Despite widespread recognition of the need to educate novice teachers in the theory and practice of culturally responsive pedagogy, few teaching candidates have the opportunity to try out, reflect upon, and internalize these lessons prior to taking their first job. As a result, new teachers are often unprepared to respond effectively to real-life dilemmas of difference and inequity in K–12 schools.

The book shows how carefully crafted encounters—when incorporated as part of a well-designed cycle of instructional tasks—can build on traditional approaches to educating future teachers about culture, power, and systems of oppression. The book is ambitious in scope, laying out the rationale and theory behind the use of this new approach, and shows how teacher educators are using, adapting, and designing simulations to fit the context of a teaching program. The authors include sample simulation materials and offer advice for addressing common logistical and programmatic challenges for adopting this new practice, including how to hire, train, and care for actors.

Filled with engaging examples and testimony from students who have participated in the program, Toward Anti-Oppressive Teaching provides guiding principles and practical suggestions, and offers a point of entry for those interested in a new approach to addressing a long-standing challenge in teacher education.

ELIZABETH A. SELF is an assistant professor of the Practice of Social Foundations of Education in the Department of Teaching and Learning at Vanderbilt University’s Peabody College. BARBARA S. STENGEL is a professor emerita of the Practice of Education at Vanderbilt University’s Peabody College, past president of the Philosophy of Education Society, and an associate editor of Educational Theory.
RURAL EDUCATION IN AMERICA

What Works for Our Students, Teachers, and Communities

Geoff and Sky Marietta

*Rural Education in America* provides a comprehensive framework for understanding the diversity and complexity of rural communities in the United States and for helping rural educators implement and evaluate successful place-based programs tailored for students and their families. Written by educators who grew up in rural America and returned there to raise their children, the book illustrates how efficacy is determined by the degrees to which instruction, interventions, and programs address the needs and strengths of each unique rural community.

Geoff and Sky Marietta weave research, compelling case studies, and personal experience to illustrate effective approaches along the P–16 pipeline. Emphasizing the value and vitality of these communities, the authors advocate for solutions that fit the sociocultural and historical reality of the community, rather than strategies that fundamentally support out-migration. They also provide tools that can be used to evaluate rural educational initiatives and implement place-based strategies that are aligned with the strengths of a particular community.

*Rural Education in America* includes examples from a range of geographic locations, including Eastern Washington, Montana, Ohio, northern Minnesota, North Carolina, Mississippi, Kentucky, and the Navajo Nation. Core chapters focus on critical issues for advancing rural education, including early literacy, STEM education, and college completion, while highlighting successful programs and partnerships in these areas. This book presents a vision of what rural education can be and how it can attend to the well-being of the people, places, and regions that it serves.

**GEOFF MARIETTA** is the entrepreneur-in-residence at the University of the Cumberlands, and the former executive director of Pine Mountain Settlement School. **SKY MARIETTA** is an assistant professor at the University of the Cumberlands, where she directs the Academic Resource Center.
CREATING INCLUSIVE LEARNING OPPORTUNITIES IN HIGHER EDUCATION

A Universal Design Toolkit
Sheryl E. Burgstahler
Foreword by Ana Mari Cauce

“Through stories, examples, and first-person accounts, Dr. Burgstahler presents a pragmatic picture of how to take specific and realistic steps to make institutions more accessible and inclusive.”

—from the foreword

In Creating Inclusive Learning Opportunities in Higher Education, Sheryl E. Burgstahler provides a practical, step-by-step guide for putting the principles of universal design into action. The book offers multiple ways to access, engage with, and transform the higher education environment: making physical spaces welcoming to students of all abilities; creating digital learning and assistive technology programs that meet the needs of all users; developing universal design in higher education (UDHE) syllabi, assessments, and teaching practices that minimize the need for academic accommodations; and institutionalizing universal design supports and services.

A follow-up to Universal Design in Higher Education, Burgstahler’s new book will be a valuable resource for leaders, faculty, and administrators who are interested in acquiring the tools needed to create barrier-free learning environments. Filled with applications, examples, recommendations, and above all a framework in which to conceptualize UDHE, this volume will help educators meet the design needs of all students and honor the principles of diversity and inclusivity.

SHERYL E. BURGSTHALE is the founder and director of the Disabilities, Opportunities, Internetworking, and Technology (DO-IT) Center and the Access Technology Center (ATC), and an affiliate professor in the College of Education at the University of Washington in Seattle.

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