Teacher Leadership, M.Ed.

COLLEGE OF EDUCATION (http://education.temple.edu)

About the Program

This program is not accepting applications for the 2018-2019 academic year.

Program Requirements

General Program Requirements:
Number of Credits Required Beyond the Baccalaureate: 30

Required Courses:

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Total Credit Hours 30

Educational Administration Courses

EDAD 5027. Research-Based Practices. 3 Credit Hours.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

EDAD 5063. Educational Reform. 3 Credit Hours.
This course identifies current education reform interventions that are provoking change. Additionally, the federal legislation targeting school reform and the implementation of federal programs locally, as well as the politics of federalism in education, are examined.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

EDAD 5201. Action and Collaborative Research Seminar. 3 Credit Hours.
Action research techniques for the classroom/educational setting. The focus of the action research is problem-driven rather than method-driven. Collaborative research efforts are encouraged.
This course is a seminar intended to facilitate the development of reflective practitioners and participatory researchers - educators who perceive classrooms and schools as sites of inquiry. The course is designed to help students develop understandings and skills needed to accomplish the following: (1) identify problems in classrooms and/or schools that can be addressed via research; (2) locate appropriate action and/or teacher research studies for their educational needs; (3) interpret the results of action and/or teacher investigations; and (4) know how to carry out aspects of teacher and/or action research.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.
EDAD 5300. Intro Issues Sch Ldship. 3 Credit Hours.
This course introduces students to the program’s goals and theoretical foundations to help them assess and reflect on their own learning needs as they continue through the program. The course surveys the effective leaders, leadership styles, organizational theory, and decision-making literature(s) from across disciplines to orient students to the school context and examine the role and potential of the individual school leader. Particular attention will be paid to the impact of the leader’s values, knowledge, skills, and behaviors on teaching and learning for adults and children within the school and school community.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.
Repeatability: This course may be repeated for additional credit.

EDAD 5301. Leadership for Learning. 3 Credit Hours.
This course allows students the opportunity to engage in rigorous work designed to challenge traditional paradigms of school leadership and to explore values and beliefs underlying leadership needed for school reform in pre K-12 schools today. Students will be exposed to concepts from current research in developing professional learning communities, collegiality, instructional leadership, data driven decisions and assessment. Coursework includes interactive case studies, team projects, and guest speakers.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.
Repeatability: This course may not be repeated for additional credits.

EDAD 5302. Contexts for Sch Reform. 3 Credit Hours.
This course will focus attention on schools foundation within a distinctly American cultural, constitutional, and legal framework, particularly the internal system-based and external legal, policy, and political environments that affect school policy and practice. TA survey of milestones in contemporary education history/reform, with specific attention to the education of diverse groups provides historical context. Students will examine and apply to practical cases 1) federal, state, and local laws, policies, and regulations and the implications of these for school leadership; 2) literature and case studies on education reform efforts at both the district and school levels, including the forces that influence the outcomes of education reform historically and at the present time; and 3) the school and district as complex systems, as well as strategies used to manage change across system levels.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.
Repeatability: This course may not be repeated for additional credits.

EDAD 5303. Ldshp in Diverse Context. 3 Credit Hours.
This course will examine the issue of diversity in schools in all its dimensions to better understand the challenges of creating schools that ensure the fair and equitable treatment, opportunity, and successful educational outcomes for all students. The course will survey the history and current policy and practice contexts for serving historically under-served/under-performing student populations (e.g. high-poverty students, minorities, English-language learners, and students with disabilities). The range of issues presented by diverse student populations and their impacts on the role of the school leader will serve as the foundation of this course. Emphasis will be on better identifying and addressing the needs of particular students through the use of assessment, research, and data; accessing a variety of available resources (e.g. research, technical assistance); identifying models of effectiveness; and leading school change to meet the needs of all children and close the achievement gap(s) so that all children achieve at high levels.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.
Repeatability: This course may not be repeated for additional credits.

EDAD 5304. Sch Operations, Mgmt, Tech. 3 Credit Hours.
Effective school leaders must effectively lead all aspects of the internal and external school environment. This course provides an introduction to the various operations responsibilities of the principal-plant, budget, human resource, technology, labor and public relations management-and strategies for better aligning school resources (e.g. time, space, teachers, materials) to the vision for improvement. The course will review relevant laws, policies, and standards of practice and progress monitoring in each area. Across topics, students will be supported in developing a data-driven lens that will help them to reflect on and critically assess factors related to implementation progress, particularly the extent to which people and/or processes are affect improvement work.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.
Repeatability: This course may not be repeated for additional credits.
EDAD 5305. Knowledge Sch Improve. 3 Credit Hours.
Availability of considerable amounts and types of research and data does not guarantee accurate interpretation or use. This course will help students to become skillful users of information to enabling them to make intelligent, timely decisions-to be effective and creative problem solvers. In particular, the course will help students to organize and use data to identify those aspects of their school's performance most critical in helping them to reach state standards; sense and diagnose problems and their root causes before they measurably impact performance; read and interpret education research to identify reliable, actionable information on effective programs in support of school progress toward those standards; thoughtfully plan for and implement applications of research with fidelity to the model(s); continuously monitor progress and evaluate outcomes of specific strategies; and intelligently marshal resources based on these assessments and articulated goals. In addition to the development of specific functional/technical skills, the program will help participants to develop specific habits of mind-orientation toward inquiry; reflection; quality problem solving; and performance-focused, continuous improvement.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

EDAD 5306. Change Leadership. 3 Credit Hours.
A required set of skills for tomorrow's educational leaders is the ability to initiate and sustain continuous improvement and results. This course will explore a variety of literature, research-based practices, and case studies to help students to recognize conditions/variables (e.g. resources, culture, organizational dynamics and changes) in school and community contexts, and how to effectively and strategically navigate the landscape towards school improvement. Particular emphasis will be on helping students develop as reflective, ethical leaders.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

EDAD 5307. Clin Exp in Sch Ldship. 3 Credit Hours.
This course is designed to fulfill the internship requirements for a person seeking the Pennsylvania Administrative I certificate (school principal, K-12). In order to be recommended for the Pennsylvania Administrative I certificate, the student must complete both Educational Administration courses 9189 and 9289 (3 semester hours each). This course is designed to meet all of the PIL Standards. This year long internship along with a 20 hour internship in each course in the principal certification program will give a university student a total of 360 hours of field experience. The internship serves as a bridge between university coursework and the world of professional practice in the school community. It helps aspiring leaders translate what they study into effective practices in an authentic work setting. The student engages in administrative work under the direction of an on-site mentor (an administrator or supervisor) in a school district either where the student is employed or in another district.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

EDAD 5308. Clinical Experiences in School Leadership 2. 3 Credit Hours.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

EDAD 5402. Action and Collaborative Research Seminar. 3 Credit Hours.
Action research techniques for the classroom/educational setting. The focus of the action research is problem-driven rather than method-driven. Collaborative research efforts are encouraged.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

EDAD 5503. The Principalship. 3 Credit Hours.
The principal's responsibilities in the organization and administration of a school are examined.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

EDAD 5505. Introduction to Educational Administration and Supervision. 3 Credit Hours.
An overview of educational administration is provided. This is a required first course for educational administration majors.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.
EDAD 5531. The School Superintendent: Chief Educator and Chief Executive I. 3 Credit Hours.

This is a year-long course. Semester I enables the candidate to know; Semester II enables the candidate to be able to do. This is the first of a two-part course and a prerequisite for Part II. A school system is a human organization whose mission is the education of children and youth. The system is composed of a series of interdependent parts, including the formal organization, informal organization, people, status and role-expectancy pattern, and the physical environment. The dynamic forces of the systems concept is integrative. At its core is a goal structure around which the organization is designed, and to which the separate but interrelated components are functionally and operationally united to serve the purpose for which it exists. In a school system, the approach focuses upon the transforming of human and nonhuman resources into educational programs and services through the interaction of human and related system elements. Leadership and Administration in a contemporary educational environment is a social process that takes place within the context of a standards aligned system. This process can be viewed through three points of view. Structurally, leadership and administration is seen as relationships among levels of responsibility within the system. Functionally, these relationships are the locus for allocating and integrating roles and resources in order to achieve the goals of the system. Operationally, the administrative process takes effect in situations involving person-to-person interactions. The ways in which the total system is designed and implemented, from the subsystems to the integrated whole, can affect the willingness of system members to cooperate in achieving organizational goals. Specific focus on budgeting, resource allocation, technology, and policy development are addressed.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

EDAD 5532. The School Superintendent: Chief Educator and Chief Executive II. 3 Credit Hours.

This is a year-long course. Semester I enables the candidate to know; Semester II enables the candidate to be able to do. The prerequisite is EDAD 5531: The School Superintendent: Chief Educator and Chief Executive I. A school system is a human organization whose mission is the education of children and youth. The system is composed of a series of interdependent parts, including the formal organization, informal organization, people, status and role-expectancy pattern, and the physical environment. The dynamic forces of the systems concept is integrative. At its core is a goal structure around which the organization is designed, and to which the separate but interrelated components are functionally and operationally united to serve the purpose for which it exists. In a school system, the approach focuses upon the transforming of human and nonhuman resources into educational programs and services through the interaction of human and related system elements. Leadership and Administration in a contemporary educational environment is a social process that takes place within the context of a standards aligned system. This process can be viewed through three points of view. Structurally, leadership and administration is seen as relationships among levels of responsibility within the system. Functionally, these relationships are the locus for allocating and integrating roles and resources in order to achieve the goals of the system. Operationally, the administrative process takes effect in situations involving person-to-person interactions. The ways in which the total system is designed and implemented, from the subsystems to the integrated whole, can affect the willingness of system members to cooperate in achieving organizational goals. Specific focus on budgeting, resource allocation, technology, and policy development are addressed.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

EDAD 55313. Fostering Professional Development: Coaching and Mentoring. 3 Credit Hours.

Schools and school systems are locations of constant change. Especially in the post-Internet world, teachers, school leaders, and other education professionals are continually expected to update their practice and adapt to evolving standards and ongoing pressure to narrow the achievement gap and improve student performance. This course is designed to assist supervisors, coaches and mentors in their efforts to respond to and manage the continuous improvement environment common in schools today. Learning goals include enhanced communications skills, the ability to assess teacher practice and provide useful feedback, and the ability to model good practice, set goals and develop growth plans. The course will emphasize best practices in adult learning and professional development.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

EDAD 5517. Emotions, Diversity and Democratic Leadership. 3 Credit Hours.

This course introduces students to relevant literature on emotional intelligence, leadership and diversity and to the practice of leading diverse groups. Students learn foundational capacities in emotional intelligence, uncovering common motivations for collaboration, and developing trust in a diverse group. The course also focuses on factors that support and prevent collaboration in various educational settings.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

EDAD 5513. The School Superintendent: Chief Educator and Chief Executive I. 3 Credit Hours.

This is a year-long course. Semester I enables the candidate to know; Semester II enables the candidate to be able to do. The prerequisite is EDAD 5531: The School Superintendent: Chief Educator and Chief Executive I. A school system is a human organization whose mission is the education of children and youth. The system is composed of a series of interdependent parts, including the formal organization, informal organization, people, status and role-expectancy pattern, and the physical environment. The dynamic forces of the systems concept is integrative. At its core is a goal structure around which the organization is designed, and to which the separate but interrelated components are functionally and operationally united to serve the purpose for which it exists. In a school system, the approach focuses upon the transforming of human and nonhuman resources into educational programs and services through the interaction of human and related system elements. Leadership and Administration in a contemporary educational environment is a social process that takes place within the context of a standards aligned system. This process can be viewed through three points of view. Structurally, leadership and administration is seen as relationships among levels of responsibility within the system. Functionally, these relationships are the locus for allocating and integrating roles and resources in order to achieve the goals of the system. Operationally, the administrative process takes effect in situations involving person-to-person interactions. The ways in which the total system is designed and implemented, from the subsystems to the integrated whole, can affect the willingness of system members to cooperate in achieving organizational goals. Specific focus on budgeting, resource allocation, technology, and policy development are addressed.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

EDAD 5532. The School Superintendent: Chief Educator and Chief Executive II. 3 Credit Hours.

This is a year-long course. Semester I enables the candidate to know; Semester II enables the candidate to be able to do. The prerequisite is EDAD 5531: The School Superintendent: Chief Educator and Chief Executive I. A school system is a human organization whose mission is the education of children and youth. The system is composed of a series of interdependent parts, including the formal organization, informal organization, people, status and role-expectancy pattern, and the physical environment. The dynamic forces of the systems concept is integrative. At its core is a goal structure around which the organization is designed, and to which the separate but interrelated components are functionally and operationally united to serve the purpose for which it exists. In a school system, the approach focuses upon the transforming of human and nonhuman resources into educational programs and services through the interaction of human and related system elements. Leadership and Administration in a contemporary educational environment is a social process that takes place within the context of a standards aligned system. This process can be viewed through three points of view. Structurally, leadership and administration is seen as relationships among levels of responsibility within the system. Functionally, these relationships are the locus for allocating and integrating roles and resources in order to achieve the goals of the system. Operationally, the administrative process takes effect in situations involving person-to-person interactions. The ways in which the total system is designed and implemented, from the subsystems to the integrated whole, can affect the willingness of system members to cooperate in achieving organizational goals. Specific focus on budgeting, resource allocation, technology, and policy development are addressed.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

Pre-requisites:
EDAD 5531 | Minimum Grade of C | May not be taken concurrently.
EDAD 5552. Issues in Higher Education. 3 Credit Hours.
The purpose of this seminar is to provide an introduction to the theory and practice of student affairs in American colleges and universities. This course looks at the responsive and adaptive nature of institutions of higher education.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

EDAD 5601. The Two Year College. 3 Credit Hours.
This course provides a critical analysis of the characteristics, scope, public policy issues, and impact of two-year colleges in the United States.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

EDAD 5615. Gender Issues in Education. 3 Credit Hours.
This course is a graduate-level seminar intended to place gender at the center of the discussion of education, in general, and educational leadership, in particular. Although gender is at the heart of this course, considerable emphasis is also placed on the intersection of race and social class in education.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

EDAD 5641. Finance and Business Management. 3 Credit Hours.
Basic principles of finance and administration with an emphasis on practical implications for the workplace constitute the framework for this course. Simulation of budgets and finance problems enhance understanding.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

EDAD 5651. School Plant. 3 Credit Hours.
The planning, construction, operation, and maintenance of the school plant is discussed.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

EDAD 5652. Educational Policy: Decision Making. 3 Credit Hours.
This blended policy course focuses on public policymaking and its impact on K-16 institutions. Discussions of contemporary decision-making theories guide this course. Practical applications to education policy and decision making are detailed utilizing decision-making practices in budgeting, public administration, drug trafficking, and information systems.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

EDAD 5653. Educational Leadership as Civic Leadership. 3 Credit Hours.
This course aims to instill sensitivity in the students to the importance of civic leadership and an understanding of the potential for education leaders to engage systematically and productively with their various "publics" to promote the common good.

Department Restrictions: Must be enrolled in one of the following Departments: Education:Policy/Org/Lead Stud.

Field of Study Restrictions: Must be enrolled in one of the following Fields of study: Educational Administration.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

College Restrictions: Must be enrolled in one of the following Colleges: Education.

Repeatability: This course may not be repeated for additional credits.
EDAD 5654. Leadership in Higher Education. 3 Credit Hours.
While many Educational Administration classes on leadership focus on the functional roles and hierarchical structures of leaders within the educational institutions, this class will focus on the development and expression of individual leadership qualities.

**Department Restrictions:** Must be enrolled in one of the following Departments: Education:Policy/Org/Lead Stud.
**Field of Study Restrictions:** Must be enrolled in one of the following Fields of study: Educational Administration.
**Level Registration Restrictions:** Must be enrolled in one of the following Levels: Graduate.
**College Restrictions:** Must be enrolled in one of the following Colleges: Education.

**Repeatability:** This course may not be repeated for additional credits.

EDAD 5655. Higher Education Economics and Finance. 3 Credit Hours.
This course provides aspiring administrators and academics, interested in research and teaching in higher education, with a basic overview of economics and finance in higher education.

**Department Restrictions:** Must be enrolled in one of the following Departments: Education:Policy/Org/Lead Stud.
**Field of Study Restrictions:** Must be enrolled in one of the following Fields of study: Educational Administration.
**Level Registration Restrictions:** Must be enrolled in one of the following Levels: Graduate.
**College Restrictions:** Must be enrolled in one of the following Colleges: Education.

**Repeatability:** This course may not be repeated for additional credits.

EDAD 5661. Personnel Administration. 3 Credit Hours.
This course examines the principles, policies, and processes of personnel administration in school systems. It may satisfy an elective in programs leading to the Master of Education degree, principal's certification or central certification in Pennsylvania, and the Doctor of Education degree.

**Level Registration Restrictions:** Must be enrolled in one of the following Levels: Graduate.

**Repeatability:** This course may not be repeated for additional credits.

EDAD 5671. Public Relations. 3 Credit Hours.
This course provides an introduction to school public relations, policies, and practices.

**Level Registration Restrictions:** Must be enrolled in one of the following Levels: Graduate.

**Repeatability:** This course may not be repeated for additional credits.

EDAD 5711. Politics of Education. 3 Credit Hours.
This course draws its intellectual base from research and theory in political science and public policy. Additionally, these disciplines provide the frameworks used to interpret the political dynamics among actors in schools, universities, governmental agencies, and other organizations.

**Level Registration Restrictions:** Must be enrolled in one of the following Levels: Graduate.

**Repeatability:** This course may not be repeated for additional credits.

EDAD 5715. Instructional Leadership. 3 Credit Hours.
This course focuses on the principles and practices directed toward the improvement of the relationship between the individual and the organization, as well as the development of a positive organizational climate.

**Level Registration Restrictions:** Must be enrolled in one of the following Levels: Graduate.

**Repeatability:** This course may not be repeated for additional credits.

EDAD 5742. Pro-Seminar in Ed Policy. 3 Credit Hours.

**Level Registration Restrictions:** Must be enrolled in one of the following Levels: Graduate.

**Repeatability:** This course may not be repeated for additional credits.

EDAD 5746. Management of School Fiscal Affairs. 3 Credit Hours.
The focus is on basic accounting principles, records, and reports appropriate for school fund financial management and bond accounting, cash management, and encumbrance systems.

**Level Registration Restrictions:** Must be enrolled in one of the following Levels: Graduate.

**Repeatability:** This course may not be repeated for additional credits.
EDAD 5771. School Law. 3 Credit Hours.
This course focuses on the legal principles within which public education functions. Court cases and school codes are analyzed.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

EDAD 5772. Law and the Administration of Higher Education. 3 Credit Hours.
This course emphasizes the legal principles within which higher education functions, with emphasis on structure, personnel, programs, property, and finance.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

EDAD 5895. School Violence: Risk Prevention. 3 Credit Hours.
This seminar provides descriptive analyses reflective of the differing perspectives of students, teachers, principals, and parents, and various concerns and issues. This interactive class examines successful school violence prevention programs, how they are influenced by school policy, and how they are administered.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

EDAD 8067. Case Study Research Approaches. 3 Credit Hours.
Case study methods for clinical investigations and field studies in school are presented.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

EDAD 8093. Administration Research Seminar. 3 Credit Hours.
This course is intended to assist students in the dissertation proposal process. It focuses on the dissertation topic and key questions; the literature review for the proposal; the methodological plan for the research; and a timeline for moving toward the proposal defense.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

EDAD 8461. Ethical Leadership. 3 Credit Hours.
This course focuses on ethics, primarily from an analytical perspective. It is designed to explore the moral and ethical dimensions of the work of educational leaders, in particular, school superintendents and special education practitioners dealing with an over-representation of diverse learners. The hope is to assist these leaders to resolve ethical dilemmas in more reflective, intelligent, and principled ways.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

EDAD 8553. Democratic, Equitable, and Ethical Leadership. 3 Credit Hours.
This course is designed to be a research project in spirit and function. Specifically, we seek to answer this question: What are the underlying qualities that make an individual a democratic, ethical leader? While some answers have been reported in the field, the case is hardly closed because the problem is far from a simple one. Rather than employing a didactic and deductive process of imposing a definition upon students, our approach will follow an inductive process patterned after Bruner's (1974) concept attainment model. Using a wide cross-section of women and men from the US and around the world, both in our own time and from time past, the class will consider the common qualities these leaders demonstrate as they faced their greatest personal and professional challenge. Some will come directly from the field of education. Others are identified with different professions. These have had a major impact on society and have, therefore, shaped education. The class will consider this inductive study of leaders and construct a vibrant and organic definition of democratic ethical leadership that will inform the practice of class members.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.
EDAD 8635. Education Policy Analysis. 3 Credit Hours.
This course will focus on current issues in education policy, with an emphasis on identifying underlying causes and exploring potential solutions to problems facing public schools. Although the primary focus will be on education policies, we will also consider social policies that shape educational opportunity and schooling. Throughout the semester we will evaluate the evidence for and against various policies, using the tools of policy analysis. Using the tools of policy analysis, our focus will be on understanding the problems these policies are trying to solve, the success of existing policies, and the potential alternative policies that might be available to solve them. While it is impossible to provide an in-depth analysis of such a broad topic, we will cover many of the major initiatives including school finance reforms, market-based reforms, accountability, and teacher recruitment and evaluation. While the content for the first four sessions is set, specific topics for the remaining sessions will be determined at the beginning of the semester to reflect the interests of enrolled students. Note: Prior to summer 2017, the course title was "Current Issues in Educational Policy."

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

EDAD 8636. Research for Change. 3 Credit Hours.
Educational leaders, particularly superintendents, are increasingly being held accountable for student performance and achievement, but also for how data are collected, presented and used to monitor students' progress and to inform other decision-making in school districts. The purpose of this course is to help participants acquire the abilities to critically consume, evaluate and produce research and evaluation information that leads to change in leadership. This course focuses on developing skill sets to critique research and to conceptualize, design and conduct practitioner-based research projects specifically related to the practice of educational leadership. Emphasis will be placed on understanding how educational research contributes to knowledge about effective professional practices related to student performance and achievement. Research design, data collection and analysis procedures, coupled using data to inform leadership decision will be explored through lecture, class discussion, readings, small work group activities and individual/team projects. Individual and team projects are the primary vehicles for applying analytical tools and research procedures for change in leadership. In addition, the course addresses professional and ethical standards for best practice in developing, implementing and using research information. The framework and content for this course are based on standards developed by the Pennsylvania Inspired Leadership program. Ideally, research helps educational leaders question, explore, analyze, and summarize problems of interest. Methods, designs and data analysis procedures are selected to match a specific research topic, question or context. In order to make these choices wisely, educational leaders should have exposure to and knowledge of a variety of tools and procedures. In general, this course examines the logic and procedures of research and evaluation of educational issues with a heavy emphasis on application (i.e., use of data sources, sub-group analysis for decision making). This course (structured in a research workshop format) offers a doctoral-level survey of research and evaluation methods in education focused on decision-making. The course will cover both the theory and practice of research for change in educational leadership settings.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

EDAD 8653. Civic Leadership. 3 Credit Hours.
This course is designed to introduce participants to the research on and practice of civic leadership. We will discuss the basic concepts, theories, and practices related to this dimension of leadership, specifically in regard to our own roles as educational leaders.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

EDAD 8755. Organizational Dynamics. 3 Credit Hours.
Educators who wish to exercise leadership need to understand their organizations in sophisticated ways. In an era marked by turbulence, rapid change and a rising chorus of seemingly confused perspectives, this may appear to be an elusive goal. Yet, those are the conditions in which we find ourselves. If we faced a simple task, it might do to use one point of view. But how do we know that others share our particular way of looking at things? How do we know that we have the clearest way of understanding our organization? Is there even one possible best way? It seems most appropriate and wise to try to see organizations from several vantage points and through the theoretical thinking of many scholars. The purpose of this course is to help you understand organizations in newer, more complex ways and to further your ability to use this enhanced perspective to move your organization along.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.
EDAD 8775. Understanding Organizational Dynamics in Educational Settings. 3 Credit Hours.
Educators who wish to exercise leadership need to understand their organizations in sophisticated ways. In an era marked by turbulence, rapid change and a rising chorus of seemingly conflicting perspectives, this may appear to be an elusive goal. Yet, those are the conditions in which we find ourselves. If we faced a simple task, it might do to use one point of view. But how do we know that others share our particular way of looking at things? How do we know that we have the clearest way of understanding our organization? Is there even one possible best way? It seems most appropriate and wise to try to see organizations from several vantage points and through the theoretical thinking of many scholars. The purpose of this course is to help you understand organizations in newer, more complex ways and to further your ability to use this enhanced perspective to move your organization along.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

EDAD 8785. Collective Negotiations. 3 Credit Hours.
The negotiations process in relation to the chief school administrator's responsibilities is discussed.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

EDAD 8787. Administration of Higher Education. 3 Credit Hours.
The development and scope of higher education, the principal organizational components of colleges, and contemporary problem areas are emphasized.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

EDAD 8905. Advanced Seminar I. 3 Credit Hours.
Intensive group work on selected administrative topics is undertaken.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

EDAD 8935. Values, Ideology & Education. 3 Credit Hours.
This course assists students in identifying the cultural forces, institutional features, policy network activities, and interest groups influencing education policy decision making in governmental arenas and other organizations.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

EDAD 8941. Planning in Higher Education. 3 Credit Hours.
The planning process in the college and university context is presented.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

EDAD 9189. Field Experience. 3 Credit Hours.
Practical administrative experience in one’s own school system is undertaken.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may be repeated for additional credit.

EDAD 9285. Internship in Administration (Part I). 3 Credit Hours.
This course is designed to fulfill the internship requirements for a person seeking the Pennsylvania Letter of Eligibility certificate (school superintendent, K-12), the New Jersey certification, and for others seeking similar practical experiences. The internship serves as a bridge between university coursework and the world of professional practice in the school community. It helps aspiring leaders translate what they study into effective practices in an authentic work setting. The student engages in administrative work under the direction of an on-site mentor (an administrator or supervisor) in a school district either where the student is employed or in another district.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may be repeated for additional credit.
EDAD 9286. Internship in Administration (Part II). 3 Credit Hours.
This course is designed to fulfill the internship requirements for a person seeking the Pennsylvania Letter of Eligibility certificate (school superintendent, K-12), the New Jersey certification, and for others seeking similar practical experiences. PA requires 360 hours of field experience. In order to be recommended for the Letter of Eligibility certificate, the student must complete two semesters of an Internship. During each semester the candidate should spend 120 hours beyond their regularly scheduled duties for a total of 240 hours (EDAD 9285 and EDAD 9286). These are each 3 semester hours. The remainder of the experience hours are found in the other courses and add up to an additional 120 hours. The internship serves as a bridge between university coursework and the world of professional practice in the school community. It helps aspiring leaders translate what they study into effective practices in an authentic work setting. The student engages in administrative work under the direction of an on-site mentor (an administrator or supervisor) in a school district either where the student is employed or in another district.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.
Repeatability: This course may be repeated for additional credit.

EDAD 9289. Secondary Field Experience. 1 to 6 Credit Hour.
Practical administrative experience in one’s own school system is undertaken.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.
Repeatability: This course may be repeated for additional credit.

EDAD 9982. Independent Study. 1 to 6 Credit Hour.
Coursework is conducted on an individual basis with approval of the advisor.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.
Repeatability: This course may be repeated for additional credit.

EDAD 9999. Doctor of Education Dissertation. 1 to 6 Credit Hour.
Candidates who have successfully completed the preliminary examination must register continuously during the Fall and Spring terms until the dissertation has been accepted.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.
Student Attribute Restrictions: Must be enrolled in one of the following Student Attributes: Dissertation Writing Student.
Repeatability: This course may be repeated for additional credit.

Education Courses
EDUC 5010. Special Topics in Education. 1 to 4 Credit Hour.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.
Repeatability: This course may be repeated for additional credit.

EDUC 5011. Entrepreneur Thking-Ed. 3 Credit Hours.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.
Repeatability: This course may not be repeated for additional credits.

EDUC 5101. Critical Understanding of Social Science Research. 3 Credit Hours.
This is an introductory course in understanding research for graduate students who will primarily be consumers of research, such as Masters and Specialist students. It will also serve as an introduction to research for doctoral students in applied fields (EdD and PsyD), who may go on to do applied research and take other research courses such as Program Evaluation or Single-Subject Research. It introduces students to the principles of social scientific research and the components of the research process. We also discuss the ethical issues inherent within any research involving human subjects. Conceptual, procedural, and analysis issues from quantitative, qualitative, and mixed methods research traditions will be covered, ranging from clinical trials and experimental designs to ethnographies in real-life settings. Because the scope of the course is quite broad, it will not be possible to cover all of the details of every design and method used in educational research. Nevertheless, by the end of the course you should be aware of a range of procedures that may be applied to different types of educational studies. You will also be aware of the guidelines that should be used in selecting a set of appropriate research methods and in evaluating research. You will also learn about the role of theory in educational research and how theoretical and conceptual frameworks inform research questions and the choice of data and methods.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.
Repeatability: This course may not be repeated for additional credits.
EDUC 5115. The Context of Education. 3 Credit Hours.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.
Repeatability: This course may not be repeated for additional credits.

EDUC 5203. Effective Teaching: Theory and Practice. 3 Credit Hours.
Provides theoretical and research basis for effective teaching strategies and affords the opportunity to practice the skills in simulated classroom conditions. Emphasizes the mastery of each skill. Exposure to a variety of teaching procedures and to a choice of the most appropriate strategy in a given educational situation.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.
Repeatability: This course may not be repeated for additional credits.

EDUC 5204. Literacy N-6. 3 Credit Hours.
Examines theoretical models in reading and language arts and their applications to early childhood/elementary and classroom practices, K-6. Provides opportunities for students to focus on developmental and application issues in literacy learning, the integration of reading and language arts, and alternative assessment techniques.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.
Repeatability: This course may not be repeated for additional credits.

EDUC 5205. Numeracy N-12. 3 Credit Hours.
A study of how numeric concepts and computational logic contribute to science, social studies, English language arts, and other subject areas. Students in various disciplines learn how to apply these concepts and logic to their own classrooms.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.
Repeatability: This course may not be repeated for additional credits.

EDUC 5207. Early Childhood/Elementary Environments and Learning. 3 Credit Hours.
Guides students as prospective early childhood/elementary teachers in establishing and maintaining learning environments for children. Research based principles for effective teaching and developmentally appropriate curriculum practices are presented and supported with authentic classroom based examples. Helps students utilize proven systematic approaches that will enable them to organize, conduct, and evaluate instructional practices in preschool and elementary settings. Guided by two beliefs: (1) that students need to engage actively with the concepts presented in the course outline, and (2) that students should be exposed first hand to the realities of teaching in urban settings.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.
Repeatability: This course may not be repeated for additional credits.

EDUC 5211. Creating a High School Learning Community. 3 Credit Hours.
Utilizes the natural and social sciences jointly as the vehicle to exemplify to the student (1) the processes associated with stimulating the learners' integration of thinking skills toward higher order problem resolution, and (2) the strategies aimed at socialization of the learners into a learning community.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.
Repeatability: This course may not be repeated for additional credits.

EDUC 5212. Curriculum, Instruction, and Technology in Education. 3 Credit Hours.
This 3 semester hour graduate course provides an introduction to the concepts, theories, and practices that address the linkages between the curriculum, instruction and technology. In particular, this course focuses on the implementation, management, and administration of technology infrastructure (hardware and software) at the building, school, and district levels.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.
Repeatability: This course may not be repeated for additional credits.

EDUC 5215. Standards & Tchg Pract. 1 to 3 Credit Hour.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.
Repeatability: This course may not be repeated for additional credits.
EDUC 5221. English for Foreign Students. 3 Credit Hours.
The focus of this course is on English skills needed for instructional purposes. The course offers students opportunities to develop communicative skills necessary for successful teaching and information about teaching in U.S. institutions of higher education (e.g., syllabi, instructional formats, and legal issues, such as sexual harassment and plagiarism). Note: This course is for ITA students.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

EDUC 5229. Crit Thk Val Clar & Inq. 1 to 3 Credit Hour.
This course examines the tension that exists between curriculum requirements (especially as measured by high stakes testing) and the need to teach students critical thinking and responsibility. Participants will incorporate classroom climate techniques (character education, anti-bullying programs, etc.) into their curriculum development and their instructional planning.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

EDUC 5231. Col Studies AT2 (CSAT 2). 1 to 3 Credit Hour.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

EDUC 5232. Col Studies AT3 (CSAT 3). 1 to 3 Credit Hour.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

EDUC 5241. Comp Rdg Instruction. 3 Credit Hours.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

EDUC 5242. Lit for Mid Level Learnr. 3 Credit Hours.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

EDUC 5243. Col Studies AT1 (CSAT1). 1 to 3 Credit Hour.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

EDUC 5244. Class Discourse. 3 Credit Hours.
The purpose of this course is to provide doctoral students with the theory and framework to study classroom discourses. According to Gee (1989), discourse "integrates words, acts, values, beliefs, attitudes, and social identities as well as gestures, glances, body positions, and clothes" (p. 7). In this broad context, we will examine student discourses in reading/language arts, mathematics and science in both in school and out-of school contexts. We use vignettes from Courtney Cazden's text as a model to critique classroom discourses among teachers and students. We also examine transcribed texts to find linguistic patterns in reading, mathematics and science classrooms. Finally, we use rubrics to judge the quality of classroom discourses to illustrate content knowledge.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

EDUC 5254. Characteristics of Computer-Based Instruction. 3 Credit Hours.
Application of computer technology in instructional programs. Discusses prospects and problems of the uses of computers and other technologies (e.g., interactive whiteboards) in support of direct instruction, management, and testing. Hands-on experience is included.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

EDUC 5255. Tech in Classrooms: TPCK. 3 Credit Hours.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.
EDUC 5257. Elem Sch Rdg Instr. 3 Credit Hours.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.
Repeatability: This course may not be repeated for additional credits.

EDUC 5258. Second Sch Read Inst. 3 Credit Hours.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.
Repeatability: This course may not be repeated for additional credits.

EDUC 5259. Tch Rdg & Lang to Spec. 3 Credit Hours.
This course focuses on understanding a) reading, b) reading problems, c) assessment strategies, and d) effective, research-based, teaching practices for students with special needs. “Students with special needs” includes but is not limited to those with poor reading, writing, and speaking skills, learning disabilities, and cultural, economic, and language differences. The goal of the course is provide each student with first-hand knowledge, skills, and solutions to address children's reading problems. Questions that guide this course include: What are the causes of low language and literacy abilities among students? How do we assess students with poor reading and writing skills? What reading and language arts strategies are most effective with students with special needs? What education and psychology of reading theories inform these practices? How can we practice inclusion during reading and language art lessons? What additional services are available to support all children's success in the classroom?
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.
Repeatability: This course may not be repeated for additional credits.

EDUC 5261. Beginning Rdg Instructn. 3 Credit Hours.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.
Repeatability: This course may not be repeated for additional credits.

EDUC 5262. Introduction to Qualitative Research. 3 Credit Hours.
Several qualitative research designs will be reviewed, including discussions of phenomenology, grounded theory, interpretive paradigm, narratives, histories, and ethnography. Research strategies/methods will be critiqued, including interviewing, participant-observation, and textual/content analysis. Important concepts for this course are appropriate research questions, study design, data collection methods, data management, managing the study, data analysis, interpretation of results, and presenting the study to peers. Qualitative data analysis will be introduced, but the emphasis is on research design and data collection. Combining qualitative and quantitative data will also be discussed.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.
Repeatability: This course may not be repeated for additional credits.

EDUC 5272. Instl Pract Middle Class. 3 Credit Hours.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.
Repeatability: This course may not be repeated for additional credits.

EDUC 5275. Seminar in Supervised Teaching. 3 Credit Hours.
Describes basic principles of human behavior in relation to managing classrooms and the teaching of academic skills. Examples of successful applications of the principles are provided. Students required to use the principles and procedures in their classrooms and to report the outcomes to the participants in the class.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.
Repeatability: This course may not be repeated for additional credits.

EDUC 5287. Practicum in Teaching. 3 Credit Hours.
Introduces students to the process of teaching children in an elementary or high school environment. Under the direction of a Temple University faculty member, the student observes elementary or high school students in a variety of situations. Classroom discussions are held in conjunction with observed events and suggestions are made as to how to deal with a variety of management and academic problems. The course is a prerequisite to ED 406 and 412, and is taken in conjunction with ED 403 at the start of the student's program.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.
Repeatability: This course may be repeated for additional credit.
EDUC 5321. Instructional Innovation and Entrepreneurship. 3 Credit Hours.
This course in advanced teaching methods will focus on cutting edge pedagogy and new trends in teaching and learning. The course will be inquiry-based so that teachers across grade levels and disciplines can research and report on promising new methods, including but not limited to methods that take advantage of new technologies. Each student will create a unit of instruction using innovative new pedagogy and present that unit to the class. The course will encourage and nurture innovative and entrepreneurial thinking, creating a model for teacher innovation and entrepreneurship. It will also focus on creative strategies for enabling all students to meet learning goals.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.
Repeatability: This course may not be repeated for additional credits.

EDUC 5325. Introduction to Statistics and Research. 3 Credit Hours.
An introductory course which focuses on basic research and statistical concepts. The course will cover both descriptive and inferential statistics from the perspective of an informed consumer of empirical research. There are no prerequisites for the course. The purpose of this course is to enable students to interpret and use a variety of descriptive and inferential statistical procedures that are commonly used in education and the social sciences. Topics covered in the course include an introduction to research design, sampling, descriptive statistics, t-test, Pearson correlation, univariate analysis of variance, and non-parametric statistical tests. Emphasis will be on the proper use and interpretation of these statistical procedures. The course does not emphasize the calculation of statistics, and mathematical sophistication is not assumed.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.
Repeatability: This course may not be repeated for additional credits.

EDUC 5327. Teacher Leadership and the Teaching Profession: A Guide for Action. 3 Credit Hours.
This course provides an historical perspective on the teaching profession as well as a close look at the status of teaching today, including the development of associations and teacher unions, content-based organizations of teachers like the National Council of Teachers of English, the formation of teacher networks, and national organizations like the National Board for Professional Teaching Standards. It will look at all aspects of teaching including teacher preparation, teacher professional development, teacher advocacy, and the future of the teaching profession. In this context, the course will raise questions about the role and status of teachers in contemporary American society, how teaching fares in public policy debates, and the assumptions about teaching that underlie new federal and state requirements for teacher preparation and professional development. We will examine recent proposals to assess teachers using various frameworks and to include student test scores as a measure of teacher quality and teacher success. Designed for teacher leaders, school leaders, and other education professionals, this course will place teaching and teacher quality at the center of any discussion about the goals of education, student achievement, and school success. It will focus on the conditions necessary for good teaching and learning to occur and how teachers can help to create those conditions in their own classrooms and in collaboration with their peers and administrators.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.
Repeatability: This course may not be repeated for additional credits.

EDUC 5401. Intro to Middle School. 3 Credit Hours.
This course will introduce you to the middle school concept. Characteristics of middle schools will be discussed, including teaming, interdisciplinary units, and literacy across the content areas. Important aspects of the middle school environment, such as collaborating with specialists and creating a learning environment in the classroom, will be emphasized. Field experiences will be in the form of focused observations and interviews.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.
Repeatability: This course may not be repeated for additional credits.

EDUC 5402. Child and Adolesc Develop. 3 Credit Hours.
This course will focus on issues of child and adolescent development that are relevant for educators. Development (e.g., physical, cognitive, social) and learning theories will be examined through discussions of theory and research. Particular attention will be paid to the early adolescent. Field-based experiences, in the form of focused observations and interviews, will support these discussions. Group and individual differences will be emphasized.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.
Repeatability: This course may not be repeated for additional credits.
EDUC 5403. Diverse Lrns in Class. 3 Credit Hours.
Through this course, students will gain expertise in applying best practices to ensure access, equity, and quality education for all students. This course will introduce you to the characteristics and special needs of students having disabilities and of students who are culturally and linguistically diverse. The complex and critical issues surrounding inclusive and heterogeneous schooling will be examined along with the establishment of collaborative relationships with fellow colleagues, members of the school community and families. This course provides an overview of theory, research and practice in teaching culturally and linguistically diverse students in the middle grades. Students will learn about the socio cultural characteristics of ELLS and how the process of acquiring multiple languages and literacy skills affects students’ learning of academic content. Students will be introduced to approaches for adapting science and math content for English language learners.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

EDUC 5406. Teach Math Middle Gr II. 3 Credit Hours.
This course is part of a sequence of courses within the e=mc2 Transition to Teaching graduate certification program. This course will be taught in the third semester for those in the mathematics track. This course will focus on geometry, measurement, and data, as appropriate for the middle grades. This continuation course will again focus on the particular mathematical and pedagogical knowledge needed for teaching, including issues of planning, instruction, and assessment. Field experience will be in the form of student teaching, and this course will allow for reflection on this experience. Support will be provided for student motivation, classroom management, and other realities of teaching.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

EDUC 5407. Teach Sci Middle Gr II. 3 Credit Hours.
This course is part of a sequence of courses within the e=mc2 Transition to Teaching graduate certification program. This course will be taught in the third semester for those in the science track. This continuation course will again focus on the particular pedagogical knowledge needed for teaching including issues of planning, instruction, and assessment. Field experience will be in the form of student teaching and this course will allow for reflection this experience. Support will be provided for student motivation, classroom management, and other realities of teaching. Whereas the first methods course was focused on the big ideas in the various disciplines in science, this course will focus on the cross-cutting themes in science as identified in the National Science Education Standards: systems, order, and organization; evidence, models, and a explanation; change, constancy, and measurement; evolution and equilibrium; form and function.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

EDUC 5409. Research Methods and Induction Capstone. 3 Credit Hours.
This course will provide a vehicle to synthesize learning, reflect on experiences throughout the program, and consider issues related to the first year of teaching. Special topics include behavior problems, teacher stress, first year of teaching, professional development, and action research.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

EDUC 5488. St Tchg in Middle Grade. 3 Credit Hours.
This field experience involves 9 weeks of full-time student teaching. Prospective teachers will be placed in a middle grades mathematics or science classroom, where they will work under the guidance of a mentor teacher. Experiences include observing, assisting, and delivering whole class instruction. NOTE: All coursework must be completed before taking this course.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

College Restrictions: Must be enrolled in one of the following Colleges: Education.

Student Attribute Restrictions: Must be enrolled in one of the following Student Attributes: Clearance for Education.

Cohort Restrictions: Must be enrolled in one of the following Cohorts: EDCNDCY.

Repeatability: This course may be repeated for additional credit.

EDUC 5605. Models of Teaching. 3 Credit Hours.
Models of teaching are studied to better understand their goals and strategies, and to support new teachers in developing broader perspectives regarding teaching practice and their implications for student learning.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.
EDUC 5888. Supervised Teaching. 3 or 4 Credit Hours.
Involves full-time placement in an elementary or secondary school for the entire semester. Students with paid teaching positions may use the school site; others are placed in a school and work with a cooperating teacher. All students supervised by Temple University faculty member.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.
Repeatability: This course may be repeated for additional credit.

EDUC 8102. Ethnographic Research Methods. 3 Credit Hours.
This class will use an in-depth study of ethnographic methods to develop qualitative data collection skills. Ethnography is one type of qualitative research. It uses the study of people in their natural settings to attempt to understand their social world, culture, and the meanings they make of their experiences in social contexts. According to LeCompte and Schensul, "ethnography takes the position that human behavior and the ways in which people construct and make meaning of their worlds and their lives are highly variable and locally specific...[Thus,] ethnographic researchers learn through systematic observation in the 'field,' by interviewing and carefully recording what they see, hear, and observe people doing, while also learning the meanings that people attribute to what they do and the things they make" (LeCompte and Schensul, pp. 1-2). Because ethnographic research is intensive and involves a variety of data collection techniques - observations, interviews, and document analysis - learning ethnography is a good way to explore all of these techniques.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.
Repeatability: This course may not be repeated for additional credits.

EDUC 8103. Contemporary Trends in Educational Research. 3 Credit Hours.
The purpose of the course is to provide a fundamental step in the development of a research orientation of educational phenomena through introducing students to the domain of educational research and to the kind of research questions asked by educational researchers when assuming disciplinary as well as interdisciplinary perspectives.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.
Repeatability: This course may not be repeated for additional credits.

EDUC 8104. Epistemology and Method in Educational Research. 3 Credit Hours.
The purpose of the course is to provide a fundamental step in the development of a research orientation of educational phenomena through introducing students to the epistemological foundations and research methods of educational research.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.
Repeatability: This course may not be repeated for additional credits.

EDUC 8232. Technology, Teaching, and Learning. 3 Credit Hours.
Focuses on educational technologies and the ability of technology to enhance both program administration and teaching and learning for youth and adults in school and non-school settings. The ethical, social, and scientific ramifications of technological developments in education and how these developments affect the teaching and learning process are discussed. Application of instructional technologies in education, business, and industry presented.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.
Repeatability: This course may not be repeated for additional credits.

EDUC 8251. Teacher Development: The Reflective Teacher. 3 Credit Hours.
Designed for practitioners interested in enhancing their skills of reflection with an eye on improving classroom practice. The fundamental components of teaching and learning will provide the foci for discussion, inquiry and reflection. The course will be largely experiential, providing participant's ample opportunity to participate directly in activities designed to provoke introspection and critical analysis.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.
Repeatability: This course may not be repeated for additional credits.
EDUC 8252. Cultural Diversity and Learning Styles. 3 Credit Hours.
This course rests on three premises: (1) Because differences among learners affect learning, those differences should inform teaching, (2) Master teachers make informed judgments about learners’ needs and interests, and (3) Master teachers use both these judgments and student performance data to inform instruction. This course aims to encourage teachers to consider the usefulness of these three premises for improving student performance.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

EDUC 8253. Accom Tchr: Nbpts Process. 3 Credit Hours.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

EDUC 8271. Program Planning and Evaluation. 3 Credit Hours.
Program planning and evaluation are viewed and discussed from a lifespan perspective that incorporates program planning and evaluation for school, post-secondary and higher education, continuing education, community-based, and training and development settings. Students are encouraged to apply program planning content and processes in real educational settings, which may be school or community based.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

EDUC 8272. Adv Classroom Mgt. 3 Credit Hours.
Students will study many of the teacher-controlled environmental variables which influence learning in the classroom. Particular emphasis will be placed on discovering and assessing practical and theoretical instructional strategies related to behavior management, classroom organization, differentiated and adapted teaching techniques, lesson design, motivation, and assessment. Techniques used will include teacher presentations, discovery learning, panel discussions, cooperative learning structures, group and individual projects. Assessment will be based on course participation and a summative portfolio.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

EDUC 8273. Adv Coop Learning. 3 Credit Hours.
Through readings, lectures, class discussion and instructor-led activities, students enrolled in this course will be able to (1) describe research-based outcomes achievable through cooperative learning and (2) design and implement a number of practical, cooperative learning models for achieving specific learning objectives.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

EDUC 8274. Curnt Issu/Curr & Instruc. 2 to 3 Credit Hours.
This course invites students to thoughtfully review what is currently considered best instructional practices. Special emphasis will be given to the organization, management, and evaluation of instruction.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

EDUC 8275. Research Design in CITE. 3 Credit Hours.
Students are provided with practical experience in formulating research problems and designing appropriate methods to address those problems within a lifelong perspective of education and learning. An overview of various research designs, including both qualitative and quantitative designs are conducted. Students are expected to learn how to design research.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

EDUC 8276. International Ed Seminar. 1 to 9 Credit Hour.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.
EDUC 8278. Found Theor Res Reading. 3 Credit Hours.
This course will examine influential theories and research that address the psychological, cognitive, sociocultural, literary and linguistic foundations of reading. During the first part of the course we will consider how leading and often competing reading theories developed over time as well as how seminal research studies were conducted and considered by scholars, practitioners and policy makers. From there we will then focus on research propelling current conversations in the literacy field in

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

EDUC 8279. Found Theor Res Writing. 3 Credit Hours.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

EDUC 8289. Capstone Seminar Cur Iss. 3 Credit Hours.
This course, taken near the end of the program, will focus on current educational issues and the research surrounding them. In addition, it will include an experiential activity that will form a bridge between the student's career and the coursework of this program, especially the student's specialization or focus.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

EDUC 8401. Philosophical Foundations of Educational Research. 3 Credit Hours.
This course asks students to grapple with questions that will be foundational to their development as scholars in the field of education. At the most basic level, the course asks, "Why do we conduct research in education?" To help students answer these questions, the course surveys the broad variety of philosophical and scholarly traditions underlying educational research. Each of these traditions makes fundamental assumptions about the nature of knowledge and knowing, the role of education in society and human life, and the purposes and consequences of educational research. Throughout the course, students will explore these fundamental assumptions and determine their connection to various research agendas in education. In addition, students will grapple with their own reasons for conducting educational research, the impact they hope to have, and the connections between these and the College's commitment to equity and social justice. We will give special consideration to the philosophical assumptions inherent within various disciplines and debate the merits of each for conducting well-designed investigations that have the potential to improve the lives of others.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

EDUC 8402. Policy Analysis. 3 Credit Hours.
Should we get rid of neighborhood schools and allow a system of full choice? Should higher education be free for all students? Should the government expand access to subsidized housing? These are but a small set of the complex and important questions facing government today. This course is designed to help you learn how to identify underlying causes and explore potential solutions to problems facing public schools, institutes of higher education, and other complex organizations. Using the tools of policy analysis, our focus will be on understanding the problems these policies are trying to solve, the success of existing policies, and the potential alternative policies that might be available to solve them. Throughout the semester you will learn to evaluate the evidence for and against various policies and develop concise reports of your findings and recommendations. While it is impossible to provide an in-depth analysis of such a broad topic as "policy", we will cover many of the major current initiatives including market-based reforms of K-12 education. While the content for the first four sessions is set, specific topics for the remaining sessions will be determined at the beginning of the semester to reflect the interests of enrolled students.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.
EDUC 8403. Understanding Social Science. 3 Credit Hours.
The purpose of the course is to provide a foundation in the core ideas of social science research of a research orientation through introducing students to epistemological foundations and research methods in educational research. More specifically, we will be working together to promote the following major goals: Understand and grapple with the types of questions that are addressed by social science researchers, particularly in the field of education; Review the major concepts, theoretical perspectives, and practical lenses of sociology and their application in an educational context; Explore relationships among the questions social science researchers ask, the methods they employ, the epistemologies they invoke, and the conclusions they draw; Collaborate with students from other concentrations to understand how different questions, methodologies, and epistemologies play out in different fields of study; Consider our own questions, interests, methodological preferences, and epistemological beliefs and the implications of these assumptions for our emerging research questions and design choices.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

EDUC 8404. Quantitative Analysis, Part I. 3 Credit Hours.
Student attitudes toward statistics run the gamut from extreme interest to apathy to dread. You will learn in this course that it is possible to improve your thinking and make better decisions when you are facile in some fundamental statistical concepts and skills. When you "mathematize" your personal and professional world, you can reduce uncertainty, make better predictions, and understand the difference between (a) real and illusory differences among people and (b) real and illusory correlations (e.g., gender and depression; gender and risk-taking). This is true regardless of whether you are training to be a researcher, training to be a counselor, and learning stats for a variety of other fields. All methods for improving the lives of children and adults rely on research; major organizations (e.g., AERA, APA, ACA, AMA, etc.) emphasize evidence-based decision-making or choosing techniques that have been shown to be effective. Understanding statistics is a key component of evidence-based decision-making. One reason people hate or fear statistics is that their prior mathematics instructors were so bad that they became turned off to any kind of math or even doubted their math ability. Another reason is that some stats professors think that the mathematical (computational) aspect of stats is the only and most important thing rather than viewing computations as a means to an end, and aid in making decisions or drawing conclusions.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

EDUC 8405. Quantitative Analysis, Part II. 3 Credit Hours.
The world is a complex place, particularly in the arena of education. Rarely are phenomena related to developing, learning, teaching, remembering, or forgetting rooted in a single source or explained by a lone cause. This course is designed to train future educational researchers to untangle these complex, multifaceted interconnections between predictor(s) and outcome(s) through multivariate statistics. The emphasis for this course is on understanding and using educational statistics, not on memorization. Particular attention is dedicated to mastering when and why particular techniques would be useful, and what specific windows into reality they offer relative to other analytic strategies.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

EDUC 8501. Motivation in Education. 3 Credit Hours.
The purpose of the course is to provide students the opportunity to develop deep, critical, and personally relevant understanding of theoretical concepts and processes, methodological considerations, and practical implications of contemporary motivation theories as they are applied in educational settings. Particularly, the course aims to help students develop knowledge and skills that would allow the critical and constructive application of motivational theory to designing investigations of educational phenomena of interest.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

EDUC 8502. Social Contexts of Learning. 3 Credit Hours.
This three-credit hour course examines research from both social cognitive and sociocultural perspectives on learning in education in classrooms, schools, and informal contexts. We will investigate research on students' everyday practices and its connection to learning various subjects in schools; the relationships between culture, language, teaching and learning; and issues of race, social class, ability, and gender in education. Finally, we will examine how national, state, and local policies influence the social contexts of teaching and learning, with particular attention placed on issues of equity and access in classrooms.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.
EDUC 8503. Learning to Read. 3 Credit Hours.
The purpose of this course is to provide students with the opportunity to learn about the most current research and practices of how children learn to read. We will discuss the importance of early language and literacy experiences and discuss techniques used to teach phonics and reading comprehension. Each topic will focus on an issue in learning to read and how it impacts special populations and English Learners (ELs). The course will take a developmental approach and discuss how foundational skills begin from birth and are developed through four grade. The class will discuss how foundational language and emergent literacy skills impact learning to read. We will then discuss how beginning readers and writers need to develop an understanding of the alphabetic principle (in order to decode words) and begin to use their knowledge of how letters represent sounds and how those letters and sounds make up words. We will also learn how children transition from learning to read to reading to learn as children begin to develop comprehension strategies. In each class, we will discuss how each topic relates to children who are having difficulty learning and children who are English Learners.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

EDUC 8504. Problem Solving and Reasoning in STEM Education. 3 Credit Hours.
This course will introduce you to a subset of major research lines in reasoning and problem solving, with specific contexts in science, technology, engineering and mathematics (STEM) education. We will use research literature to explore conceptualizations of rationality and critical thinking, how students use these skills to understanding mathematics and science, and how educators teacher use these skills in mathematics and science classrooms, as well as teaching these skills to students. In addition to these topics, this course will continue building and developing the skills that doctoral students will need in order to be successful in their graduate programs and in their professional lives. In particular, this course will focus on developing skills related to analyzing, synthesizing, and reviewing educational research literature, and to write a research proposal relevant to reasoning and problem solving in STEM Education.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

EDUC 8505. Assessment and Evaluation of Students. 3 Credit Hours.
This is course is designed to provide students an opportunity to examine the literature related to major issues in the assessment of students with learning problems, including students with disabilities (SWD) and English Language Learners (ELL). It is assumed that students enrolling in this seminar will bring an understanding of psychometrics and knowledge of the methods used to assess these populations.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

EDUC 8506. Cognition and Learning in Education. 3 Credit Hours.
This course is designed to stimulate graduate students’ thinking about how learning occurs in a variety of domains, and what aspects of cognition influence the ability to learn in those domains. We will read and discuss relevant review chapters and empirical articles and share findings from related articles of interest from fields such as cognitive and developmental psychology, education, and the learning sciences. Focal questions for the course include: What are the current cognitive perspectives on how learning occurs in a variety of academic domains? How might this knowledge impact instructional design in those domains? How can we study and assess learning in different settings? We will think about and discuss learning across a wide range of age groups (from early childhood through adult years), individual differences (e.g., native language, special education status), academic domains (e.g., reading, mathematics, etc.), and learning environments (e.g., classroom, out-of-school, informal learning, computer-based learning environments).

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

EDUC 8545. Social Cntxt Math Sci Ed. 3 Credit Hours.
This course examines research from a socio-cultural perspective on mathematics and science education. We will investigate research on students’ everyday mathematics and science and its relationship to learning these subjects in schools; the relationship between culture, language, and mathematics teaching and learning; and issues of race, social class, and gender in mathematics and science education. Finally, we will examine how national, state, and local policies influence mathematics and science teaching and learning, with particular attention placed on issues of equity and access.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.
EDUC 8727. Foundations Math Sci Ed. 3 Credit Hours.
This course will introduce students to the foundations of math and science education. It will examine trends in the history of math and science education, consider major philosophical arguments about learning math and science, and analyze the portrayal of math and science in the K-12 classroom. Simultaneously, we will focus on what it means to do math and science and on understanding the practices and habits of minds of mathematicians and scientists.

**Level Registration Restrictions:** Must be enrolled in one of the following Levels: Graduate.

**Repeatability:** This course may not be repeated for additional credits.

EDUC 8730. Res Topics Sci Ed. 3 Credit Hours.
This doctoral level course will explore current research in science education. Key questions will be explored and current literature on that topic will be read and critiqued. Faculty in the program area will alternate teaching this course and the topics will vary from year to year. As a result, this course can be taken up to 3 times. Topics that this course will explore are demonstrations in the classroom, scientific inquiry, professional development, classroom-based research, technology in the science classroom among other topics.

**Level Registration Restrictions:** Must be enrolled in one of the following Levels: Graduate.

**Repeatability:** This course may be repeated for additional credit.

EDUC 8731. Psych of Learning Math. 3 Credit Hours.
This doctoral seminar will focus on psychological theory and research relating to the learning and teaching of mathematics. The main emphasis will be on developing solid conceptions of what it means to know and understand mathematics from a psychological perspective.

**Level Registration Restrictions:** Must be enrolled in one of the following Levels: Graduate.

**Repeatability:** This course may not be repeated for additional credits.

EDUC 9255. Res.Seminar/Math/Sci Ed. 3 Credit Hours.
This three credit graduate course will introduce you to a subset of major research lines emerging in the fields of mathematics and science education. We will examine the research literature to understand the “hot topics,” focusing on those that are currently in debate in the fields. While the course will be focused around topics that affect both fields, readings will help us understand how these topics are being conceptualized in the individual areas of science education and mathematics education. In addition to these topics, this course will continue building and developing the skills that doctoral students will need in order to be successful in their graduate programs and in their professional lives. In particular, this course will focus on developing skills related to writing integrated reviews of research, necessary both for your dissertation and publication. Specific skills focused on in this course will be: situating your research within a larger context (i.e., asking meaningful and answerable (!) questions), identifying focus of specific journals, and writing a critical literature review.

**Level Registration Restrictions:** Must be enrolled in one of the following Levels: Graduate.

**Repeatability:** This course may not be repeated for additional credits.

EDUC 9257. Problems in Education. 1 to 6 Credit Hour.
Limited to matriculated doctoral students and those with permission of instructor. Specified problems, research, and practice in education. May be repeated for credit when approved by the instructor. Specific offering changes from semester to semester; contact advisor.

**Level Registration Restrictions:** Must be enrolled in one of the following Levels: Graduate.

**Repeatability:** This course may be repeated for additional credit.

EDUC 9282. Graduate Independent Study in Curriculum, Instruction, and Technology. 1 to 6 Credit Hour.
Limited to matriculated doctoral students and those with permission of instructor. A course intended to meet the needs of students who desire to carry on individual investigation.

**Level Registration Restrictions:** Must be enrolled in one of the following Levels: Graduate.

**Repeatability:** This course may be repeated for additional credit.

EDUC 9287. Practicum Corr Remed. 3 Credit Hours.

**Level Registration Restrictions:** Must be enrolled in one of the following Levels: Graduate.

**Repeatability:** This course may be repeated for additional credit.

EDUC 9288. Instr. Pract: Corr/Remed. 3 Credit Hours.

**Level Registration Restrictions:** Must be enrolled in one of the following Levels: Graduate.

**Repeatability:** This course may be repeated for additional credit.
EDUC 9289. Fldwork Disabilities Sty. 1 to 6 Credit Hour.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.
Repeatability: This course may be repeated for additional credit.

EDUC 9487. Pract: Program Supv.. 3 Credit Hours.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.
Repeatability: This course may be repeated for additional credit.

EDUC 9489. Field Exp & Practicum. 3 to 6 Credit Hours.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.
Repeatability: This course may be repeated for additional credit.

EDUC 9587. Prac Intro to Diagnosis. 3 Credit Hours.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.
Repeatability: This course may be repeated for additional credit.

EDUC 9987. Teaching Apprenticeship. 3 Credit Hours.
This course is designed to provide graduate students with hands-on teaching experience in higher education under the mentorship of a full-time faculty member. The purpose of the Teaching Apprenticeship is to prepare students for independent teaching that is central to academic careers and that will be required for many funding opportunities during graduate school. Because students’ interests and expertise and the needs of the college vary, placements for the Teaching Apprenticeship will differ from student to student.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.
Repeatability: This course may be repeated for additional credit.

EDUC 9991. Research Apprenticeship. 1 to 3 Credit Hour.
Working under the close mentorship of a faculty member, students actively engage in research and produce a scholarly product such as a submission to an academic conference, an article or chapter or a grant proposal.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.
Repeatability: This course may be repeated for additional credit.

EDUC 9993. Master’s Comprehensive Examination. 1 to 6 Credit Hour.
This course is for the Master’s comprehensive examination in the College of Education. You should register for the section specific to your advisor.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.
College Restrictions: Must be enrolled in one of the following Colleges: Education.
Repeatability: This course may be repeated for additional credit.

EDUC 9994. Preliminary Examination Preparation. 1 to 6 Credit Hour.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.
Repeatability: This course may be repeated for additional credit.

EDUC 9996. Thesis Credits: Masters. 1 to 6 Credit Hour.
Students complete a thesis or project under the supervision of their advisor.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.
Repeatability: This course may be repeated for additional credit.

EDUC 9998. Dissertation Proposal Design. 1 to 3 Credit Hour.
Proposal writing. Limited to those who have passed the Preliminary Exams. Repeatable.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.
Repeatability: This course may be repeated for additional credit.
EDUC 9999. Doctor of Education Dissertation. 1 to 6 Credit Hour.
Dissertation research. Limited to those elevated to candidacy/class 9.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.
Student Attribute Restrictions: Must be enrolled in one of the following Student Attributes: Dissertation Writing Student.

Repeatability: This course may be repeated for additional credit.

Urban Education Courses

URBE 5401. Policy and Practice in Urban Education. 3 Credit Hours.
This course introduces students to key issues in urban education. It helps students situate urban schools in their broader social, political, and economic contexts, providing a deeper understanding of the ways larger social processes shape cities and their schools. In addition, it provides students with multiple lenses to understand dynamics within urban schools and classrooms.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

URBE 5417. The Urban Environment. 3 Credit Hours.
"The Urban Environment" will provide students with an introduction to the historical, social, and political factors shaping cities. The course is primarily, but not exclusively, intended for education students and is designed to help students to develop a more sophisticated understanding of the contexts in which urban education occurs. More specifically, the course will focus on the history of cities, including 20th and 21st century urban transformation, the development and persistence of residential segregation, urban politics and poverty, and trends in theory and practice around urban redevelopment. Students will, of course, be encouraged to make connections between course material and other issues in urban education or their own areas of specialization.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

URBE 5501. Urban Schools. 3 Credit Hours.
This course is designed to help students understand the social, political, and economic factors that shape urban schools. The focus is on both perennial and emerging issues affecting the urban environment and schools and on major policies relating to those issues (e.g., equity, accountability, and school finance). The class requires several critiques of educational literature, as well as an extensive review of the literature on a substantive topic related to urban education. Offered every Fall term.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

URBE 5515. Service Learning and Community Development. 3 Credit Hours.
This course presents models for service learning with particular emphasis on those that contribute to urban community development and community building. Students conduct a participatory community study and design a service learning project that meets authentic community needs. Offered every Fall term.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

URBE 5516. School-Community Partnerships in Urban Settings. 3 Credit Hours.
This course introduces models, practices, and theories for developing partnerships between schools, universities, community-based groups/agencies, and neighborhoods. Among the models studied are various types of partnerships, community organizations, family centers, and community schools. The course emphasizes the manifold issues that emerge when partnerships involve participants who cross the boundaries of class, race, gender, professions, culture, and language. Field visits and fieldwork are included. Offered Spring term.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.
URBE 5565. The Origins of Urban Education. 3 Credit Hours.
This reading and discussion class is based on the most important secondary literature in urban history and the history of urban education. Philadelphia is used as a case study. Topics in urban history include the geography and functional differentiation of urban space; the political economy of cities; urban demographics with a special emphasis on racial and ethnic minorities; urban political and social institutions; and the site as educator, including regional and site planning and urban material culture. Topics in urban educational history include race and ethnicity in the history of urban education; the politics of urban education; the history of social class; and the opportunity structure in urban education.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

URBE 5611. Reforming City Schools. 3 Credit Hours.
This course will examine educational policy reform ideas and strategies. The course content will focus on understanding the impact of educational policymaking on big city school districts and their local school contexts. Special attention will be paid to the urban social and political environments in which policies are made and applied, along with the challenges of racial and social class inequalities. Students will consider different types of current and past reforms, utilizing published research literature, popular media, and Internet-based resources to increase the likelihood that current debates in the field are covered. The intended and unintended consequences of educational and social policy will be examined as well.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

URBE 5620. Special Topics in Urban Education. 2 to 6 Credit Hours.
Topics vary.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may be repeated for additional credit.

URBE 5630. Special Seminar in Urban Education. 3 Credit Hours.
Topics vary.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may be repeated for additional credit.

URBE 8602. Theory Seminar in Urban Schools. 3 Credit Hours.
This course introduces some important theoretical frameworks and theorists that inform research in urban education. Emphasis in on the contributions of the social sciences. Theories are discussed in the context of urban education and are applied to major issues of interest to the class. Each student selects an issue, which s/he may have begun to explore in URBAN ED 5501, around which written and oral presentations are based. Teams of students also lead class discussions on the work of selected theorists.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

URBE 8603. Urban Education Doctoral Capstone. 3 Credit Hours.
This is the first semester of a two semester (Fall/Spring) course that is required for all urban Education doctoral students. It is designed to support students as they carry out their own independent research projects and to serve as a capstone to their doctoral education. Ideally, all students will work on developing projects related to their future dissertation research.

Department Restrictions: Must be enrolled in one of the following Departments: Education:Policy/Org/Lead Stud.
Field of Study Restrictions: Must be enrolled in one of the following Fields of study: Urban Education.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.
College Restrictions: Must be enrolled in one of the following Colleges: Education.

Repeatability: This course may be repeated for additional credit.
URBE 9982. Independent Research in Urban Education. 3 Credit Hours.
Because the Urban Education Program is interdisciplinary and draws on faculty from across the University, it is critical that students become acquainted with faculty whose research styles and interests will contribute to their course of study by, for example, serving on their dissertation committees. This course requires students to design and complete a project with a faculty member outside the program. In consultation with their advisors, students identify an affiliated member with whom to work and then create and complete an independent study. This research can take several forms, e.g., collecting and analyzing data, conducting an extensive literature review, or utilizing secondary data.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may be repeated for additional credit.

URBE 9991. Research Practicum. 3 Credit Hours.
This doctoral-level course provides each student with the experience of completing an independent study research project. Students are required to formulate a research question; conduct a thorough review of the relevant literature on the topic; design a small study to be carried out throughout the year; and write up the results. While this project may be directly related to the student's dissertation research, it does not serve as a replacement of that research endeavor. Each student is expected to present her/his work in a public setting.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may be repeated for additional credit.

URBE 9996. Masters Thesis. 3 Credit Hours.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may be repeated for additional credit.

URBE 9999. Doctoral Dissertation. 1 to 6 Credit Hour.
Open only to doctoral candidates who have successfully completed the minimum hours of coursework required for the degree, passed the preliminary examination, and have an approved proposal on file with the Graduate School. Continuous registration during the Fall and Spring semesters is required until the dissertation is completed and accepted by the Graduate School.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.
Student Attribute Restrictions: Must be enrolled in one of the following Student Attributes: Dissertation Writing Student.

Repeatability: This course may be repeated for additional credit.