

Education (EDUC)

Course information contained within the Bulletin is accurate at the time of publication in June 2025 but is subject to change. For the most up-to-date course information, please refer to the Course Catalog.

EDUC 0806. It's Bigger Than Hip-hop: Exploring the Evolution of Race and Identity through Hip-hop. 3 Credit Hours.

Hip-hop is no longer a subculture where members of marginalized groups are rapping and DJing, break dancing, and participating in the activity of graffiti. No, Hip-hop has evolved into a worldwide phenomenon. Not only do Hip-hop artists such as Jay-Z perform to sold out crowds at Madison Square Garden, but they also headline such mega-events as the Global Citizen Festival in South Africa. Hip-hop is now a global force, ubiquitous with mainstream culture. In this class, we will explore, analyze, and critique the beliefs, practices and behaviors associated with Hip-hop in the context of the conditions of systemic racial oppression and marginalization. Further, the course content will reflect a historical, sociological, and psychological perspective of U.S. culture. Students will follow Hip-hop from its early days in New York City, to the dark and gritty environments that produced the sounds of Hip-hop in the 1990s, to the "bling-bling" era of the early 2000s, and now to contemporary Hip-hop that influences fashion, urbanization, and the mainstream lexicon. Models of racial identity development and race-related psychological impact will be used to explore the development of the group and personal identities for those who are part of Hip-hop culture. At the end of the course, students will be able to critically examine the extent to which Hip-hop has helped form a new cultural identity in the 21st century.

Course Attributes: GD

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

EDUC 0809. Race and Diversity in Children's and Young Adult Books: Reading Between the Lines. 3 Credit Hours.

The purpose of this course is to develop and explore multiple understandings of race and diversity through reading and examining literature that is intended for children and adolescents. We will explore a wide range of historically popular and current picture-books, chapter books, graphic novels and young adult fiction that features characters from traditionally underrepresented racial groups. You will read stories from varied genres, gain an understanding of approaches to content analysis and examine responses readers have to stories. Through critical reading, we will explore the role of literature in identity development and will identify and carefully consider broader ideological beliefs about race and culture raised by the texts. This course will help you discuss issues of race, an important ability for all citizens in a diverse democracy, as well as to read critically and to employ textual data in your writing, two significant abilities needed for success in college across majors.

Course Attributes: GD

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

EDUC 0815. Language in Society. 3 Credit Hours.

How did language come about? How many languages are there in the world? How do people co-exist in countries where there are two or more languages? How do babies develop language? Should all immigrants take a language test when applying for citizenship? Should English become an official language of the United States? In this course we will address these and many other questions, taking linguistic facts as a point of departure and considering their implications for our society. Through discussions and hands-on projects, students will learn how to collect, analyze, and interpret language data and how to make informed decisions about language and education policies as voters and community members. NOTE: This course fulfills the Human Behavior (GB) requirement for students under GenEd and the Individual & Society (IN) requirement for students under Core. Students cannot receive credit for this course if they have successfully completed any of the following: ANTH 0815/0915, Asian Studies 0815, Chinese 0815, CSCD 0815, EDUC 0915, English 0815, Italian 0815, PSY 0815, Russian 0815, or Spanish 0815.

Course Attributes: GB

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

EDUC 0817. Youth Cultures. 3 Credit Hours.

Do you listen to hip hop, spend all your time in Second Life, dress up like a cartoon character and go to anime fairs, or go skateboarding every day with your friends? Then you're part of the phenomenon called youth culture. Often related to gender, race, class and socio-economic circumstances, youth cultures enable young people to try on identities as they work their way to a clearer sense of self. Empowered by new technology tools and with the luxury of infinite virtual space, young people today can explore identities in ways not available to previous generations. Students in this class will investigate several youth cultures, looking closely at what it means to belong. They will also come to appreciate how the media and marketing construct youth identities and define youth cultures around the world. NOTE: This course fulfills the Human Behavior (GB) requirement for students under GenEd and the Individual & Society (IN) requirement for students under Core. Students cannot receive credit for this course if they have successfully completed ANTH 0817, Education 0917 or SOC 0817.

Course Attributes: GB

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

EDUC 0819. Tweens and Teens. 3 Credit Hours.

Exuberance, excitement, social expansion, risk-taking, experimentation, breaking away, testing limits. Anxiety, peer pressure, competition, parental pressure, work and school, drugs and alcohol, test scores. These are some of the challenges that make adolescence one of the most intriguing and disturbing stages of life. But adolescence is only one stage on a continuum of human development that begins in infancy and extends into old age. At each stage, we have hurdles to climb over, tasks to complete, experiences to absorb, lessons to learn. Yet in contemporary society the extended period between childhood and adulthood seems to capture all the attention. Why? This class on human development takes a close look at one of the most confusing, exciting, and critical phases of development, the pre-teen and teen years. Using literature, TV and film, as well as articles and books from the field of human development, the course will explore how children grow into teenagers, how they survive the challenges of adolescence, and how they become productive adults. NOTE: This course fulfills the Human Behavior (GB) requirement for students under GenEd and the Individual & Society (IN) requirement for students under Core. Students cannot receive credit for this course if they have successfully completed Education 0919.

Course Attributes: GB

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

EDUC 0823. Kids in Crisis: When Schools Don't Work. 3 Credit Hours.

This course is designed to teach students how to think about race and diversity through the lens of three social problems in schools. Social problems are part of modern society. They represent a gap between what we would like society to be like and the lived reality for individuals in the society. Race and diversity are implicated in the framing of these three issues as social problems and in devising solutions that move us towards a more equitable society. Devising solutions to social problems and participating in their implementation is an important role for citizens in a democracy. In order to do so we need to understand the role of race and diversity in modern American society and in our own lived experience. This General Education course will examine three pressing social problems in American society that play out in our schools--segregation and racial isolation in schools, school violence, and dropout. Questions that will guide our exploration of these social problems include: Can schools "solve" social problems? How do schools and teachers participate in the social construction of race? How does a student's race influence his or her experiences in American schools? Note: A student may not take both Kids in Crisis to fulfill the Race and Diversity requirement AND Kids, Community and Controversy to fulfill the Human Behavior requirement.

Course Attributes: GD, SI

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

EDUC 0865. Albums and Algorithms. 4 Credit Hours.

Music is a constant, from Hip-hop to country to Gospel. We can play it on our phones, computers, and turntables. You have access to music from the 1700s, 1920s and 2020s. In this class we will explore lyrics, beats, music history, and the health and wealth of artists and the music industry using tools from statistics and data analysis. This course helps students explore and consider potential explanations for different phenomena they might observe while learning about music, such as how Hip-hop record sales have changed throughout the last 25 years. The purpose of this course is to: (a) show how statistics and data analysis are inherently creative and visual, (b) expose students to how statistics and data function in their everyday lives, (c) explore how research questions are formed, and (d) explain how data are collected/managed, analyzed, and presented visually and in written form. By exploring changes in lyrics over time we can describe how rap's language has evolved, or looking at artists' royalties from various media we can better understand the chances of a new artist being able to survive. This course will provide a basic overview of quantitative measurement and associated quantitative concepts and will explore the ways in which certain data analytic techniques and associated quantitative models could be used to explore problems in the music industry. Finally, and most importantly, this course will help students to become more fluent in their understanding of and communication about data by moving away from data and statistics as content that is highly theoretical and move towards a content that has real-world application.

Course Attributes: GQ

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

EDUC 0915. Honors Language in Society. 3 Credit Hours.

How did language come about? How many languages are there in the world? How do people co-exist in countries where there are two or more languages? How do babies develop language? Should all immigrants take a language test when applying for citizenship? Should English become an official language of the United States? In this course we will address these and many other questions, taking linguistic facts as a point of departure and considering their implications for our society. Through discussions and hands-on projects, students will learn how to collect, analyze, and interpret language data and how to make informed decisions about language and education policies as voters and community members. NOTE: This course fulfills the Human Behavior (GB) requirement for students under GenEd and Individual & Society (IN) for students under Core. Students cannot receive credit for this course if they have successfully completed any of the following: ANTH 0815/0915, Asian Studies 0815, Chinese 0815, CSCD 0815, EDUC 0815, English 0815, Italian 0815, PSY 0815, Russian 0815, or Spanish 0815.

Course Attributes: GB, HO

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

EDUC 0917. Honors Youth Cultures. 3 Credit Hours.

Some young people dye their hair red and go to punk concerts, listen to hip hop, spend all their time in Second Life, dress up like cartoon characters and go to anime fairs, or skateboard every day. They're part of the phenomenon called youth culture. Often related to gender, race, class and socio-economic circumstances, youth cultures enable young people to find new communities and try on different identities as they work their way to a clearer sense of self. Students in this class will investigate several youth cultures, looking closely at why people join and what it means to belong. They will also conduct independent, original research on a youth culture of their choice and draw their own conclusions about how youth cultures interact with mainstream society. (This is an Honors course.) NOTE: This course fulfills the Human Behavior (GB) requirement for students under GenEd and the Individual & Society (IN) requirement for students under Core. Students cannot receive credit for this course if they have successfully completed ANTH 0817, ASST 0817, Education 0817 or SOC 0817.

Course Attributes: GB, HO

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

EDUC 0919. Honors Tweens and Teens. 3 Credit Hours.

Exuberance, risk-taking, experimentation, breaking away, testing limits. Anxiety, peer pressure, competition, parental pressure, work and school, drugs and alcohol. These are some of the challenges that make adolescence one of the most intriguing and disturbing stages of life. But adolescence is only one stage on a continuum of human development that begins in infancy and extends into old age. At each stage, we have hurdles to climb over, tasks to complete, experiences to absorb, lessons to learn. This honors class on human development takes a close look at one of the most confusing, exciting, and critical phases of development, the pre-teen and teen years. Working individually and collaboratively, students will learn theoretical frameworks for interpreting their own experience and that of their peers. They will view media representations of adolescence and draw conclusions about how the media influence adolescents. Students will conduct original research on teen phenomenon and draw their own conclusions about whether identity is innate or a product of our environments. NOTE: This course fulfills the Human Behavior (GB) requirement for students under GenEd and the Individual & Society (IN) requirement for students under Core. Students cannot receive credit for this course if they have successfully completed Education 0819.

Course Attributes: GB, HO

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

EDUC 1001. Diversity and Inclusion: Reflective Paper. 0 Credit Hours.

This reflective paper is designed to help students conceptualize how the coursework of the Diversity and Inclusion certificate applies to their area of study and desired career. Students will reflect on each course individually, as well as how their cumulative skills will transfer to employment or further schooling after graduating. Student learning of the Diversity and Inclusion coursework is chiefly evaluated through this reflective paper; students must attain at least 16 of 20 possible points on the final reflective paper to be awarded a certificate in Diversity and Inclusion.

Repeatability: This course may be repeated for additional credit.

EDUC 1002. College of Education and Human Development First Year Seminar. 1 Credit Hour.

College of Education and Human Development (CEHD) First Year Seminar is a one-credit seminar that introduces students to the opportunities and resources available, both university-wide and within the CEHD. This interactive course is designed to help students transition successfully to academic and student life at Temple University. It emphasizes resources available to help students take responsibility for their academic and career goals and better understand how to navigate the Temple University system. Students will explore campus resources and opportunities; their skills, interests, and goals; and will learn about the history of Temple University and the mission of the CEHD.

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

EDUC 1016. Mathematics for Educators. 4 Credit Hours.

This course is intended for undergraduate students seeking Pennsylvania teaching certification in early childhood education, middle grades, secondary education, foreign language education, music, or art education. In alignment with mathematics competencies required for admission into a teacher education program, the course will develop deep, connected understandings of content included in the Geometry, Measurement and Data, Expressions and Equations, and Operations and Algebraic Thinking. Researchers have shown that students learn mathematical concepts more productively when they are given opportunities to struggle with solving problems, to communicate and share their ideas with each other, and to interact with different representations of mathematical objects, especially representations that are concrete and visual. In accordance with this research, we will work in a student-centered and inquiry-based class that provides you opportunities to learn cooperatively and work with concrete and virtual manipulatives. You will not only learn how these instructional techniques and materials can be used in the classroom, but also get a first-hand experience with these as you participate as a learner in this class. In addition to a focus on mathematical content, you will have opportunities to become familiar with research on how students learn mathematics and to consider ways in which this knowledge can be integrated into your future teaching. In summary, you will have opportunities to develop knowledge, understandings, and skills useful for teaching elementary mathematics.

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

EDUC 1017. Algebra and Algebraic Thinking for Educators. 4 Credit Hours.

This course will focus on key algebraic concepts, including polynomial, rational, and algebraic expressions, equations, and inequalities. Students engage in problem solving to build conceptual understandings of algebraic thinking, variables, and functions. Emphasis on transitions from arithmetic to algebra and links between data analysis and algebra.

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

EDUC 1087. Pract International Educ. 1 to 12 Credit Hour.

Repeatability: This course may be repeated for additional credit.

EDUC 1176. Ed Sch & Indiv in US Soc. 3 Credit Hours.

Course Attributes: AC

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

EDUC 1196. Education and Schooling in America. 3 Credit Hours.

The purpose of this writing intensive educational foundations course is to examine selected historical, philosophical and social issues that impact education in the United States. This course will examine the trends in educational studies as well as the political forces at work in the schools. The social and academic goals of education, the current conditions of the American educational systems, and the teaching profession will be addressed. This course presents an interdisciplinary analysis of education and schooling in the United States, examining how education policy has been shaped in the U.S., what important roles certain individuals, institutions and social groups have played in this process, how education policies have had differential impact on various groups. Enables students to study and critically evaluate schools as a significant social institution within the framework of American values and institutions. NOTE: This course can be used to satisfy a university Core American Culture (AC) and Writing Intensive (WI) requirement. Although it may be usable towards graduation as a major requirement or university elective, it cannot be used to satisfy any of the university GenEd requirements. See your advisor for further information.

Course Attributes: AC, WI

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

EDUC 1255. Inclusive Education for a Diverse Society. 3 Credit Hours.

In Inclusive Education for a Diverse Society, students explore the role of culture in education in the United States. They learn about different definitions of culture and how culture is influenced by social, economic and political factors. Culture is viewed as dynamic and evolving and a major influence on the curriculum, policies and practices of schools. In addition, students learn about the close relationship between culture and learning and how teachers and education professionals are seeking to create positive learning environments for all students. Real situations are debated and discussed, and students are encouraged to contribute their own experiences and individual interpretations of events and strategies to the discussion.

Course Attributes: SI

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

EDUC 1322. The Developing Individual across the Life Span. 3 Credit Hours.

This course provides an overview of the factors that have an impact on physical, cognitive and psychosocial development. Students study developmental theories and concepts and how they relate to patterns of change over the lifespan. Both typical and atypical development will be considered. Course work emphasizes the impact on educational practice.

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

EDUC 2002. College of Education and Human Development Transfer Seminar: Planning for Success. 1 Credit Hour.

The College of Education and Human Development (CEHD) Transfer Seminar is a one-credit seminar that provides transfer students support during the transition to Temple University. The seminar introduces students to the opportunities and resources available, both university-wide and within the CEHD. This interactive course is designed to help students transition successfully to academic and student life at Temple University. It emphasizes resources available to help students take responsibility for their academic and career goals and better understand how to navigate the Temple University system. Students will explore campus resources and opportunities; their skills, interests, and goals; and will learn about the history of Temple University and the mission of the CEHD.

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

EDUC 2082. Undergraduate Independent Study. 1 to 3 Credit Hour.

Students will have an opportunity to pursue special topics in their content area or to develop an in-depth project designed to meet personal and program objectives.

Repeatability: This course may be repeated for additional credit.

EDUC 2087. School-Based Community Service. 1 to 3 Credit Hour.

This course provides pre-service teachers and non-education majors with an opportunity to engage with local elementary and high schools in the surrounding community. This effort is focused on addressing the early literacy needs of K-4th graders where the gap in performance often begins and on the needs of 9th grade students in a project-based learning school. Similar to service learning, students in this course will serve as assistants or tutors and make a weekly visit to either two elementary schools located adjacent to main campus or one high school located in North Philadelphia. The course instructor will provide students with strategies for how to provide assistance to individuals and small groups of students. This variable-credit course presents an opportunity for meaningful on-going community engagement through the practical application of academic, behavioral, and creative support in kindergarten through fourth grade classrooms or 9th grade classrooms. Students will spend between 2 to 5 hours per week in the field depending on the number of credits selected for this course.

Repeatability: This course may be repeated for additional credit.

EDUC 2103. Socio-cultural Foundations of Education in the United States. 3 Credit Hours.

This course will help students place their work with students in a broader social, political and economic context. It will introduce students to the history of education in the United States and to many of the issues that shape our schools and the ways children, parents, and teachers experience them. The course will focus particularly on the role of schooling in a democracy and the many demands Americans have placed - historically and currently - on the schools. It will also help students understand how issues of class, race, and gender are manifest in classrooms. Finally, it will provide students with an overview of the challenges facing urban schools and contemporary issues in school reform. Teachers will leave this course with a more robust understanding of the state of American education today, and how they as individuals and members of a profession can most effectively and ethically make a difference.

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

EDUC 2109. Adolescent Development for Educators. 3 Credit Hours.

This course is designed to present information that would help prospective and practicing educators understand the minds and behaviors of middle and high school students. Emerging abilities in adolescents present both wonderful opportunities and challenges for teachers and parents. To understand how to connect with, manage and instruct adolescents, educators need to understand how adolescents think, what motivates them, and what they are capable of understanding. This course should prepare educators to correctly anticipate the likely consequences of their actions directed toward adolescents. NOTE: Background clearances required.

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

EDUC 2179. Knowing and Learning in Mathematics and Science. 3 Credit Hours.

This course focuses on issues of what it means to learn and know science and mathematics. What are the standards for knowing we will use? How are knowing and learning structured and how does what we know change and develop? For the science and mathematics educator, what are the tensions between general, cross-disciplinary characterizations of knowing (e.g. intelligence) and the specifics of coming to understand powerful ideas in mathematics and science? What are the links between knowing and developing in learning theory, and the content and evolution of scientific ideas? Also, current issues and tensions in education will be discussed, especially as it relates to mathematics and science instruction.

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

Pre-requisites: Minimum grade of C- in (SCTC 1289 (may be taken concurrently) or SCTC 1389 (may be taken concurrently))

EDUC 2205. Curriculum Instruction and Technology in Education. 3 Credit Hours.

"Curriculum, Instruction and Technology in Education" is one of the first in a series of courses designed to enable future teachers to develop skills of effective practice by engaging in and responding to authentic educational experiences. Students will observe authentic interactions among people in school environments. Students will develop learning objectives, and plan, deliver, and evaluate instruction in a simulated teaching/learning environment. The recording of simulated teaching and learning experiences is a primary component of the course. The recordings serve the dual purpose of allowing students to reflect and self-evaluate and providing the basis for peer-evaluation and instructor-student conferences. The development of several teaching skills, self-evaluation and reflection will create the opportunity for a lifetime of professional growth.

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

EDUC 2211. 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.

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

EDUC 2212. English for Academic Purposes. 2 Credit Hours.

The purpose of this course is to improve graduate students' academic English and intercultural competence, necessary for successful participation in an academic environment. Students will work on developing their academic English skills through individual presentations and group discussions. NOTE: This course serves as the graduate school requirement for new international graduate students.

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

EDUC 2214. Curriculum and Supervised Teaching K-12. 3 Credit Hours.

The primary intent of the course is to provide prospective teachers with an opportunity to study teaching practice in an urban public school context by working directly with experienced teachers. The course is organized as a series of seminars and in-school experiences in which students, through inquiry and critical reflection, construct their own understanding of teaching. Specific experiences enable students to develop personal perspectives about how teaching professionals think in action and use professional knowledge in situations of practice. NOTE: A field-based course generally taken in the senior year.

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

Pre-requisites: Minimum grade of C- in EDUC 2287 (may be taken concurrently)

EDUC 2224. Service Learning. 2 to 3 Credit Hours.

A course that helps students investigate what it means to be a community member and a teacher in a diverse, democratic society. The course combines reading, discussion, action in the community, and reflection in the context of addressing real community needs. In addition, students will begin to develop skills needed as a teacher to use service learning with his or her own students. In this course you will engage in literacy and numeracy activities with very young children in local head-start programs, while learning about the communities in which these program exist. NOTE: Students will work in community organizations or after school programs. Students should not register for a class immediately following EDUC 2224 (0224). Students should not sign up for EDUC 2289 (0225) at the same time as EDUC 2224 (0224).

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

EDUC 2255. Effective Use of Instructional Technology in Classrooms. 3 Credit Hours.

This course focuses on using technology to develop N-12 classroom applications to ensure effective teaching. Students are expected to begin to integrate technology into their teaching strategies. Students will develop technology competencies using modern technology to achieve this goal. Additional technology tools and software will be examined and reviewed for possible use in the N-12 classroom. Extensive internet work will be required.

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

EDUC 2272. Instructional Practices in Middle Level Classrooms. 3 Credit Hours.

An in-depth exploration of most effective research-based diagnosis and instrumental practices for the contemporary middle level classrooms. Emphasis is upon a curriculum which recognizes the unique qualities of middle level learners.

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

EDUC 2287. Practicum. 3 Credit Hours.

A first hand opportunity to explore teaching as a profession. Organized visits to elementary, middle, and high schools are combined with assigned readings and seminars. Critical inquiry and reflection will allow for one's essential personal commitment for success in teaching.

Repeatability: This course may be repeated for additional credit.

EDUC 2289. Field Experience: Managing the Contemporary Classroom. 3 Credit Hours.

Education 2289 introduces students to best practices in managing instruction and behavior in contemporary classrooms and to the principles that underlie those practices. Overall, the goal of the course is to ensure that students can identify and articulate the rationale for classroom routines and practices upon which effective instruction depends. This course requires students to spend two hours each week observing classes in an area school. NOTE: Students who are seeking certification in Special Education should enroll in EDUC 2489 (0226).

Repeatability: This course may be repeated for additional credit.

EDUC 2296. Effective Teaching: Theory and Practice. 3 Credit Hours.

EDUC 2296 introduces students to a selection of strategies - some theoretical, some practical - for improving student performance. Course assignments and activities derive from two assumptions - namely, that good planning contributes to good instruction and good instruction contributes to student learning.

Course Attributes: WI

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

EDUC 2306. Assessment and Evaluation. 3 Credit Hours.

Students will learn how to develop and use a variety of evaluation methods to monitor student academic achievement and teaching effectiveness. Special emphasis will be placed on relating evaluations to curriculum and instruction. Students will learn about standardized tests and other diagnostic tools frequently encountered and/or used by classroom teachers. Particular attention will be given to adapting assessments to meet the needs of all students. Students will plan, construct, administer, and analyze data for a diagnostic evaluation of achievement for a content unit. Contemporary issues related to testing, grading, evaluation, and accountability will be addressed.

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

EDUC 2489. Field Experience: Special Education. 3 Credit Hours.

This course is designed to teach basic techniques for managing your classroom. While emphasis is placed on applied behavior analysis, other approaches will also be discussed. In addition, there will be a section on autistic spectrum disorders.

Repeatability: This course may be repeated for additional credit.

EDUC 2900. Honors Special Topics in Education. 3 Credit Hours.

A special topics course, used for materials and approaches to Education. NOTE: Course content varies each semester.

Course Attributes: HO

Repeatability: This course may be repeated for additional credit.

EDUC 2903. Honors Socio-Cultural Foundations of Education in the United States. 3 Credit Hours.

This course will help students place their work with students in a broader social, political and economic context. It will introduce students to the history of education in the United States and to many of the issues that shape our schools and the ways children, parents, and teachers experience them. The course will focus particularly on the role of schooling in a democracy and the many demands Americans have placed - historically and currently - on the schools. It will also help students understand how issues of class, race, and gender are manifest in classrooms. Finally, it will provide students with an overview of the challenges facing urban schools and contemporary issues in school reform. Teachers will leave this course with a more robust understanding of the state of American education today, and how they as individuals and members of a profession can most effectively and ethically make a difference.

Course Attributes: HO

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

EDUC 3332. Professional Seminar in Human Development and Community Engagement I. 1 Credit Hour.

Many students want to make a difference in children's lives in other ways besides being a teacher. There are several hundred charitable and educational foundations and agencies in the greater metro Philadelphia area alone. State, federal, and local governments also often have child-focused initiatives. The programs, policies, and practices of these agencies and governments could benefit from employees who understand the factors that impede or facilitate the cognitive, social, and physical development of children, particularly in urban communities. This course provides an orientation to the HDCE major and exposure to a variety of career options and organizations that are relevant to HDCE. It aims to help students develop a sense of their future career path and understand their role within a collective impact framework.

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

EDUC 3333. Professional Seminar in Human Development and Community Engagement II. 1 Credit Hour.

Many students want to make a difference in children's lives in other ways besides being a teacher. There are several hundred charitable and educational foundations and agencies in the greater metro Philadelphia area alone. State, federal, and local governments also often have child-focused initiatives. The programs, policies, and practices of these agencies and governments could benefit from employees who understand the factors that impede or facilitate the cognitive, social, and physical development of children, particularly in urban communities. This course provides an orientation to the HDCE major and exposure to a variety of career options and organizations that are relevant to HDCE. It aims to help students develop a sense of their future career path and to understand both the needs and resources in the North Philadelphia area.

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

EDUC 3900. Honors Special Topics in Education. 3 Credit Hours.

A special topics course, used for materials and approaches to Education. NOTE: Course content varies each semester.

Course Attributes: HO

Repeatability: This course may be repeated for additional credit.

EDUC 4038. Assessment of Curr & Instr. 3 Credit Hours.

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

EDUC 4091. Capstone Project: Minor in Education. 3 Credit Hours.

"Capstone Project: Minor in Education" is the culminating experience for the minor degree in education. This required independent study is an opportunity for students to synthesize and apply the range of learning across their education coursework in an inquiry project. Students will be required to demonstrate increased knowledge and skills in practice, research, and evaluation. In coordination with the instructor, students will develop a project around an issue in education they studied during their minor degree coursework. Students will independently investigate this question and produce a written response. In the course of their research, students will conduct observations and interview and interact with stakeholders in schools, community centers, and other educational settings.

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

EDUC 4111. Classroom and Conflict Management in Grades 4 through 12. 3 Credit Hours.

One of the National Education Goals is the creation of safe and constructive learning environments. Educators are increasingly aware of the need to build community in classrooms and schools in order to help students have such environments. A key component of that is conflict resolution education. This course introduces students to the broad field of conflict resolution education (including classroom management, social and emotional learning, anti-bullying programs, peer mediation, negotiation processes, expressive arts, restorative justice programs, and bias/diversity/cultural awareness programs). AOD 2115 provides students with examples of programs, gives them an opportunity to interact with experts in the field, and encourages them to consider how they can support and utilize these programs as teachers and administrators. Particular emphasis will be placed on understanding how to design and implement conflict resolution and social emotional learning programs that address the developmental needs of adolescents and the middle school environment.

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

EDUC 4185. Community Internship and Seminar. 1 to 12 Credit Hour.

This internship in applied development provides a learning experience that unites prior coursework with professional organizational settings and the community as a whole, while also guiding students as they transition into their own professional lives. Students will have dual responsibility: to provide the best service possible to your agency/school/company (you will be, in some sense, an ambassador for Temple and for the program), and to participate in the internship seminar. Students will continue at the site they completed their practicum course. Having developed relationships and acquainting themselves with the organization, students can seamlessly transition into an internship at the same site.

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

Pre-requisites: Minimum grade of C in EDUC 4187.

EDUC 4187. Practicum in Applied Development. 3 Credit Hours.

This course will give undergraduate students the opportunity to integrate and apply theory and coursework within a community organization working with children or other vulnerable populations. Students will be required to demonstrate increased knowledge and skills in practice, research, and evaluation across multi-level systems. Students will experience a practicum placement under the immediate supervision of a professional who functions as the student's Site Supervisor, and the overall supervision of the Practicum Instructor. The practicum will involve activities such as observing the members within the organization and conducting background research about the organization. Additionally, practicum students will meet five times during the course of the semester to share observations and experiences gained from the practicum placement.

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

Pre-requisites: Minimum grade of C in EDUC 3332 and EDUC 3333.

EDUC 4288. Student Teaching in Elementary/Special Education. 9 to 11 Credit Hours.

Practicum for full-time students and education majors who have completed all other program requirements. NOTE: There is a \$50 fee associated with all sections and numbers of student/supervised teaching. Student Teaching Applications are now online at www.temple.edu/education/studentteaching/index.html. Obtain your advisor's signature and return the completed application to the CITE Department advisor, 359 Ritter Hall.

Co-requisites: EDUC 4801.

Repeatability: This course may be repeated for additional credit.

Pre-requisites: minimum GPA of 3 in: courses numbered 0700 to 4999.

EDUC 4333. Effectiveness of Interventions for Children (Zero through 8th Grade). 3 Credit Hours.

This course is designed to describe and promote critical thinking about interventions that have been created to address various societal problems faced by children such as racial gaps in academic achievement, drug use among adolescents, and childhood diseases. Students taking this course will already have taken the following courses: (a) child development (that explain age trends in outcomes such as achievement and the factors that cause these outcomes), (b) research methods (that explain the differences between studies that provide interpretable data and studies that do not), and (c) statistics for decision-making. Students will use information from these prior courses to help evaluate specific interventions such as Head Start. Hopefully, students will not only develop a certain amount of expertise about existing interventions, but will also develop a good sense of how to create new interventions that might be effective, and how to use a framework to evaluate other interventions that were not examined in this course. This knowledge will prove valuable during the required internship in the HDCE major where a major paper focuses on the effectiveness of the agency or program in which the internship takes place.

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

Pre-requisites: Minimum grade of C in (EPSY 2325 (may be taken concurrently) or 'Y' in CREY01), (AOD 2201 or 'Y' in CRAO01), and (ECED 2101 or 'Y' in CREA01)

EDUC 4388. TUTEACH Apprenticeship Teaching. 4 Credit Hours.

The purpose of Apprenticeship Teaching is to offer TUTEACH students a culminating experience that provides them with the tools needed for their first teaching jobs. Apprenticeship teachers maintain their role as teacher for the equivalent of two six-week grading periods. Apprenticeship Teaching students are required to teach two sections of a science, math, or computer science class in a public middle or high school. They remain on the school campus a minimum of four hours per day. Students are evaluated throughout Apprenticeship Teaching, including two evaluations (formative and summative) on the PA Department of Education (PDE) 430 Form. To pass this assessment, students must receive a satisfactory rating in each of the 4 categories resulting in a minimum total of at least 4 points on the final summative rating. Apprenticeship Teaching reinforces and augments teaching strategies that students have developed through their coursework and field experiences. The program also attempts to fill in any gaps in students' professional development. In particular, Apprenticeship Teaching focuses on classroom management and time management strategies, parent/teacher communication strategies, school culture and school dynamics that make up an effective middle school and high school system, legal and logistical issues in teaching, the final portfolio, and state certification requirements. TUTEACH apprenticeship teachers explore professional development opportunities beyond the classroom, including attending conferences, subscribing to education journals, joining professional organizations, and conducting presentations in educational settings. The goal of Apprenticeship Teaching is to provide the experiences, information, and coaching that will enable students to be successful teachers who are leaders in their schools and communities.

Co-requisites: EDUC 4802.

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

EDUC 4389. Field Experience. 1 to 6 Credit Hour.

The goal of the field experience course is to allow students to apply what they have learned in Secondary Education courses in a school. Students will observe, assist, tutor, and/or instruct in schools or an education-related setting.

Repeatability: This course may be repeated for additional credit.

EDUC 4441. Discourse Practices in Diverse Communities. 3 Credit Hours.

From private businesses to public service, the institutions of today's society are composed of diverse groups of participants whose communication practices reflect their varied backgrounds, traditions, and practices of social relations. Combining discourse analytic and sociolinguistic perspectives, this course will advance students' understandings of the ways people from different cultural backgrounds think, communicate, and behave based on the value systems, worldviews, and narratives that ground them. Students will be asked to read challenging texts, engage in class discussions and exercises, reflect on a variety of media clips, and critically contemplate multiple perspectives on communication. The concepts that we will cover include: the nature of signs; linguistic relativity and the relationship between language and thought; multilingualism; the difference between linguistic and communicative competence; standard language and dialects such as African American Vernacular English; and the connections between language and power, race, class, and gender.

Course Attributes: SI

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

EDUC 4488. Student Teaching in Elementary/Special Education/Early Childhood Education. 9 to 11 Credit Hours.

Students are admitted to student teaching only after their records and potential for success have been reviewed by the program faculty. Students will work under the guidance of cooperating teachers and Temple supervisors. NOTE: There is a \$50 fee associated with all sections and numbers of student/supervised teaching. Student Teaching Applications are now online at www.temple.edu/education/studentteaching/index.html. Obtain your advisor's signature and return the completed application to the CITE Department advisor, 359 Ritter Hall.

Co-requisites: EDUC 4801.

Repeatability: This course may be repeated for additional credit.

Pre-requisites: minimum GPA of 3 in: courses numbered 0700 to 4999.

EDUC 4588. Student Teaching in Elementary Education/Early Childhood Education. 9 to 11 Credit Hours.

Involves a school placement where students demonstrate their knowledge of and competence in early childhood teaching, birth through 3rd grade (N-3). Students work with a certified cooperating teacher and are supervised by a Temple University faculty member. NOTE: All coursework must be completed before taking this course. There is a \$50 fee associated with all sections and numbers of student/supervised teaching. Student Teaching Applications are now online at www.temple.edu/education/studentteaching/index.html. Obtain your advisor's signature and return the completed application to the CITE Department advisor, 359 Ritter Hall.

Co-requisites: EDUC 4801.

Repeatability: This course may be repeated for additional credit.

Pre-requisites: minimum GPA of 3 in: courses numbered 0700 to 4999.

EDUC 4688. Student Teaching in Secondary Education. 9 to 11 Credit Hours.

Students are admitted only after they give evidence of appropriate professional maturity and the potential for success. NOTE: All coursework must be completed before taking this course. There is a \$50 fee associated with all sections and numbers of student/supervised teaching. Student Teaching Applications are now online at www.temple.edu/education/studentteaching/index.html. Obtain your advisor's signature and return the completed application to the CITE Department advisor, 359 Ritter Hall.

Co-requisites: EDUC 4801.

Repeatability: This course may be repeated for additional credit.

Pre-requisites: minimum GPA of 3 in: courses numbered 0700 to 4999.

EDUC 4788. Student Teaching in Secondary Education/Career Technical Education. 3 to 9 Credit Hours.

Involves a full-time school placement where students demonstrate their knowledge of and competence in teaching discipline-specific subject matter to students in grades 7-12, and in some cases, K-12. Students work with a certified cooperating teacher and are supervised by a Temple University faculty member. NOTE: All coursework must be completed before taking this course. Student Teaching Applications are now online at www.temple.edu/education/studentteaching/index.html. Obtain your advisor's signature and return the completed application to the CITE Department advisor, 359 Ritter Hall.

Co-requisites: EDUC 4801.

Repeatability: This course may be repeated for additional credit.

EDUC 4801. Senior Seminar and Performance Assessment. 3 Credit Hours.

Students will be involved in experiences that prepare them for making the transition from college to the practice setting, and engage in activities that foster professionalism in school and community settings. The senior performance assessment, which is a requirement for teacher certification students, is also a part of the course. NOTE: This is a required course for all teacher certification candidates, which is taken during the student teaching semester.

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

Pre-requisites: minimum GPA of 3 in: courses numbered 0700 to 4999.

EDUC 4802. TUTEACH Apprenticeship Teaching Seminar. 3 Credit Hours.

Students will be involved in experiences that prepare them for making the transition from college to the practice setting and engage in activities that foster professionalism in school and community settings. The senior performance assessment (SPA), which is a requirement for teacher certification students, is also a part of the course. NOTE: This is a required course for all teacher certification candidates, which is taken during the apprenticeship teaching semester.

Co-requisites: EDUC 4388.

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

Pre-requisites: Minimum grade of C- in MGSE 4189.

EDUC 4941. Honors Discourse Practices in Diverse Communities. 3 Credit Hours.

Even when we speak the same language, we often miscommunicate with friends, co-workers, family members, and neighbors. Add to that scenario a group of people who speak different languages or language varies, and the challenge of communicating effectively becomes more acute. But that's the reality of America today. Simply put, intercultural awareness and communication skills are now a necessary part of life for most people in most aspects of their lives. This course is designed to help students identify how to become better communicators in a wide range of cross-cultural situations. Through readings, discussion, hands-on activities, and 'real world' projects, students will: increase understanding of their own cultural backgrounds and communication style(s); explore different world views, ideologies, and behaviors; acquire knowledge, skills and attitudes that increase intercultural competence; and learn creative ways to address (and possibly avoid) miscommunication in cross-cultural contexts.

Course Attributes: HO, SI

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

EDUC 5010. Special Topics in Education. 1 to 4 Credit Hour.

Repeatability: This course may be repeated for additional credit.

EDUC 5011. Entrepreneur Thinking-Ed. 3 Credit Hours.

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.

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

EDUC 5115. The Context of Education. 3 Credit Hours.

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.

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.

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.

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.

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

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.

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

EDUC 5215. Standards & Tchg Pract. 1 to 3 Credit Hour.

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.

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.

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

EDUC 5231. Col Studies AT2 (CSAT 2). 1 to 3 Credit Hour.

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

EDUC 5232. Col Studies AT3 (CSAT 3). 1 to 3 Credit Hour.

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

EDUC 5241. Comp Rdg Instruction. 3 Credit Hours.

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

EDUC 5242. Lit for Mid Level Learnr. 3 Credit Hours.

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

EDUC 5243. Col Studies AT1 (CSAT1). 1 to 3 Credit Hour.

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.

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.

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

EDUC 5255. Tech in Classrooms: TPCK. 3 Credit Hours.

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

EDUC 5257. Elem Sch Rdg Instr. 3 Credit Hours.

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

EDUC 5258. Second Sch Read Inst. 3 Credit Hours.

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?

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

EDUC 5261. Beginning Rdg Instructn. 3 Credit Hours.

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.

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

EDUC 5272. Instl Pract Middle Class. 3 Credit Hours.

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.

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.

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.

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.

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.

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.

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

EDUC 5402. Child and Adol 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.

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.

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.

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.

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.

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.

Repeatability: This course may be repeated for additional credit.

EDUC 5501. Fundamental Interpersonal Techniques for Healthcare Professionals. 3 Credit Hours.

The purpose of this course is to develop the fundamental interpersonal skills healthcare professionals will need to provide successful healthcare services to patients and their supervisees. We accomplish this through the practice and development of micro-skills in an experiential format. Students will have an opportunity to begin to develop mastery of these skills through in class role-playing, mock interviews, and videotaped interpersonal communication session role-plays.

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

EDUC 5502. Case-Based Instruction and Learning. 3 Credit Hours.

This 3-credit course is designed to explore and familiarize students with similarities and differences between case-based learning (or patient-based learning) and other traditional teaching and learning methods used in professional health care education. Case-based instruction and learning is grounded in constructivism where students form new meanings by interacting with prior knowledge and a case presented. Students develop critical thinking skills related to clinical practice.

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

Pre-requisites: Minimum grade of C in AOD 5403.

EDUC 5503. Professional Issues in Healthcare Education. 1 Credit Hour.

This 1-credit seminar is designed to explore and familiarize students with the essence of the topics to be studied through this masters program and how they relate to their individual health care fields.

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

EDUC 5504. Professional Health Education Capstone. 3 Credit Hours.

Supervised work experience in an applied research and evaluation capacity in healthcare settings. Analysis of the work experience in light of the skills and abilities obtained in students' prior coursework in the Professional Health Education program. Upon completion of this course, students will be able to: apply evidence-based health care principles to teaching future professionals in their field of study, apply adult learning theories in both the didactic and clinical teaching of future professionals in their field of study, develop a viable study of teaching within their field of study, conduct a capstone project and present the capstone project. Students will be assessed in each course individually, but the capstone course will be one course in which all core content will be used to implement the study designed in the practicum course. The study is expected to be a viable study of teaching and learning in their field of study. In this capstone course, students will conduct that study, write an analysis of outcomes, and present the results to all students and faculty of the program.

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

Pre-requisites: Minimum grade of C in EDUC 5587.

EDUC 5587. Professional Health Education Practicum. 3 Credit Hours.

Students will complete a practicum within the healthcare profession one day per week. The placement of this practicum must be approved by the program before it begins. Your supervisor must be approved by your instructor and be a healthcare professional holding a doctorate and the appropriate credentialing to practice in your setting, with at least 3 years of experience in the field. You should plan to be at your site one day per week (6 to 8 hours), for a total of at least 100 hours across the entire school year. The monthly class will include group supervision and discussion of cases.

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

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.

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

EDUC 5801. Residency Practicum Capstone. 1.5 Credit Hour.

This seminar is designed to help you make connections between the practicum teaching experiences you will have this semester and what you will be learning concurrent with your university coursework. The course will help you bridge theory and practice and provide you with a framework of support and guidance as you prepare to take charge of your own classroom. It will also provide you with tools to reflect on your experience and learn from it, which will facilitate your successful entry into the teaching profession. To accomplish this, we will engage in discussions and activities that center on your core beliefs about teaching, the context for your teaching (where you teach), your pedagogical practices (how you teach), the content you teach (what you teach), and the needs of your students (whom you teach). We will also examine how theory informs classroom practice and come to understand how instructional management strategies are inherently linked to good pedagogy. We will examine and discuss how both formal and informal student assessments work as tools for reflection and improvement. This course will prepare you for making the transition from pre-service teacher to teaching professional by beginning a teaching portfolio that you will further develop the following semester as your culminating performance assessment. The portfolio review is an invaluable assessment activity intended to help you reflect and grow as a teacher as well as prepare you for conversations about your teaching and student learning as you transition to professional practice. Your portfolio will be rooted in Temple's six teaching standards, which together comprise our definition of good teaching. You will be using the standards as a means of evaluating your teaching and your students' learning.

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

EDUC 5802. Residency Student Teaching Capstone. 1.5 Credit Hour.

This capstone class is designed to help you make connections between the teaching experiences you will have this semester as residents and what you have learned in your university classes. The course will help you bridge theory and practice and provide you with a framework of support and guidance as you prepare to take charge of your own classroom. It will also provide you with tools to reflect on your experience and learn from it, which will facilitate your successful entry into the teaching profession. To accomplish this, we will engage in discussions and activities that center on your core beliefs about teaching, the context for your teaching (where you teach), your pedagogical practices (how you teach), the content you teach (what you teach), and the needs of your students (whom you teach). We will also examine how theory informs classroom practice and come to understand how instructional management strategies are inherently linked to good pedagogy. We will also examine and discuss how both formal and informal student assessments work as tools for reflection and improvement. This course will also prepare you for making the transition from pre-service teacher to teaching professional by creating a teaching portfolio and successfully passing the College's culminating performance assessment. The portfolio review is an invaluable assessment activity intended to help you reflect and grow as a teacher as well as prepare you for conversations about your teaching and student learning as you transition to professional practice. Your portfolio will be rooted in Temple's six teaching standards, which together comprise our definition of good teaching. You will be using the standards as a means of evaluating your teaching and your students' learning during the student teaching semester.

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

Pre-requisites: Minimum grade of C in EDUC 5801.

EDUC 5887. Residency Practicum. 1 Credit Hour.

As a teacher candidate in a Residency program, you will engage in a year-long transformative experience in your preparation as an urban middle or secondary grades teacher. The first half of this experience we will refer to as the "Residency Practicum." During the Practicum, you will begin to enact in your classroom the teaching theories, strategies, and standards you will learn in your core courses. To help you in your development as a highly-qualified educator, you will share the classroom with an experienced professional who will impart to you his or her knowledge of best practices and the wisdom acquired from years of experience.

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

EDUC 5888. Supervised Teaching. 1 to 4 Credit Hour.

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.

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.

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.

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.

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.

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.

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

EDUC 8252. Cultural Diversity. 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.

Course Attributes: SI

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

EDUC 8253. Accom Tchr: Nbpts Process. 3 Credit Hours.

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.

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.

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.

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

EDUC 8274. Currnt 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.

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.

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

EDUC 8276. International Ed Seminar. 1 to 9 Credit Hour.

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

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

EDUC 8279. Found Theor Res Writing. 3 Credit Hours.

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.

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 a 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.

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.

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.

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 professional and personal 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.

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.

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.

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.

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.

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.

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.

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).

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.

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.

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.

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.

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

EDUC 9185. Applied Research and Evaluation Internship. 3 Credit Hours.

Supervised work experience in an applied research and evaluation capacity in schools, business, government, or private agency. Analysis of the work experience in light of the skills and abilities obtained in student's prior coursework in AOD.

Repeatability: This course may be repeated for additional credit.

EDUC 9255. Research Seminar in Science, Mathematics, and Educational Technology. 3 Credit Hours.

This course will introduce you to a subset of major research lines emerging in the fields of mathematics and science education as well as educational technology. We will examine the research literature to understand some of the "hot topics" currently in debate in the fields of mathematics, education and educational technology research. Although the course will be focused around topics that intersect three fields, readings will help us understand how these topics are being conceptualized in the individual areas of mathematics education, science education and educational technology. 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 a literature review or research proposal. This paper could facilitate exploration of research questions that interest you and/or build a foundation for your dissertation study. This course will be guided by questions such as: What do we know? How do we know it? What don't we know? How do scholars build on previous work in the field? How do scholars critique previous work in the field? What methods are they using to collect and analyze their data?

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.

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.

Repeatability: This course may be repeated for additional credit.

EDUC 9287. Practicum Corr Remed. 3 Credit Hours.

Repeatability: This course may be repeated for additional credit.

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

Repeatability: This course may be repeated for additional credit.

EDUC 9289. Fldwork Disabilities Sty. 1 to 6 Credit Hour.

Repeatability: This course may be repeated for additional credit.

EDUC 9487. Pract: Program Supv.. 3 Credit Hours.

Repeatability: This course may be repeated for additional credit.

EDUC 9489. Field Exp & Practicum. 3 to 6 Credit Hours.

Repeatability: This course may be repeated for additional credit.

EDUC 9587. Prac Intro to Diagnosis. 3 Credit Hours.

Repeatability: This course may be repeated for additional credit.

EDUC 9987. Teaching Practicum. 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 Practicum 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 Practicum will differ from student to student.

Repeatability: This course may be repeated for additional credit.

EDUC 9991. Research Practicum. 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.

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.

Repeatability: This course may be repeated for additional credit.

EDUC 9994. Preliminary Examination Preparation. 1 to 6 Credit Hour.

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.

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.

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.

Repeatability: This course may be repeated for additional credit.

EDUC A000. Elective. 0 Credit Hours.

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