

# Graduate Certificate: Diversity Leadership

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COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Learn more about the graduate certificate in Diversity Leadership.

## About the Certificate

The graduate certificate in Diversity Leadership is designed to provide a broad range of knowledge related to the field of diversity and to create reflective practitioners who can lead and support formal and informal learning collaborations by diverse groups in higher education and K-12 educational settings. The broader vision is that certificate holders contribute to the creation of responsible, ethical citizens able to collaborate in an increasingly diverse world.

A sequence of four courses allows students to build on the knowledge learned from each previous course. First, key foundational principles, policies, and procedures used in the field of diversity in higher education are introduced. Second, students are introduced to the models and theories for developing partnerships and serving as change agents within institutions. They also learn about strategic planning and assessment of diversity initiatives. In the third and fourth courses, the student is facilitator, leading diverse groups in a variety of settings and helping to create self-awareness of their own positionality and attitudes about diversity.

**Time Limit for Certificate Completion:** 2 years

**Campus Location:** Main

**Full-Time/Part-Time Status:** The graduate certificate can be completed on a part-time basis.

**Non-Matriculated Student Policy:** Non-matriculated students may take up to 9 credits of coursework before applying to the graduate certificate program.

## Admission Requirements and Deadlines

### Application Deadline:

Applications are accepted for the Fall, Spring, and Summer terms and are reviewed on a rolling basis.

*APPLY ONLINE to this certificate program.*

### Letters of Reference:

*Number Required: 2*

*From Whom:* Letters of recommendation should be obtained to provide insight regarding the applicant's academic competence. References from college/university faculty are recommended.

**Bachelor's Degree in Discipline/Related Discipline:** A bachelor's degree is required. A minimum undergraduate GPA of 3.0 is expected.

International applicants should also submit an official document that validates completion and conferral of a degree, diploma, and/or certificate. While not required, international applicants are encouraged to submit transcript(s) to the World Education Services (WES) for evaluation.

**Statement of Goals:** Outline your interest in seeking a graduate certificate with a specific focus on the career to which you aspire, your interests, and your academic and job-related experiences that are relevant to the program.

### Standardized Test Scores:

Applicants who earned their baccalaureate degree from an institution where the language of instruction was other than English, with the exception of those who subsequently earned a master's degree at a U.S. institution, must report scores for a standardized test of English that meet these minimums:

- TOEFL iBT: 79
- IELTS Academic: 6.5
- PTE Academic: 53

**Resume:** Current resume required.

**Other Requirement:** Official undergraduate and graduate transcripts from all accredited institutions attended and/or from which credit was earned must be submitted.

## Certificate Requirements

*Number of Credits Required to Complete the Certificate: 12*

*Required Courses:*

Code	Title	Credit Hours
EDAD 5517	Emotions, Diversity and Democratic Leadership (Course 3)	3
HIED 5201	Diversity Issues in Higher Education (Course 1)	3
URBE 5516	School-Community Partnerships in Urban Settings (Course 2)	3
URBE 5620	Special Topics in Urban Education (Course 4 "Group Practices for Multicultural Democracies")	3
Total Credit Hours		12

**GPA Required to be Awarded the Certificate:** 3.0 minimum

## Contacts

### Certificate Program Web Address:

<https://www.temple.edu/academics/degree-programs/diversity-leadership-certificate-graduate-ed-divl-grad>

### Department Information:

Dept. of Policy, Organizational and Leadership Studies  
College of Education and Human Development  
1301 Cecil B. Moore Avenue  
Philadelphia, PA 19122-6091  
educate@temple.edu  
215-204-0999

### Submission Address for Application Materials:

<https://apply.temple.edu/COE/>

### Department Contacts:

*Admissions:*

Office of Enrollment Management  
educate@temple.edu  
215-204-0999

## Educational Administration Courses

**EDAD 5027. Research-Based Practices. 3 Credit Hours.**

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

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

**EDAD 5063. Educational Reform. 3 Credit Hours.**

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

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

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

**EDAD 5201. Action and Collaborative Research Seminar. 3 Credit Hours.**

Action research techniques for the classroom/educational setting. The focus of the action research is problem-driven rather than method-driven. Collaborative research efforts are encouraged.

This course is a seminar intended to facilitate the development of reflective practitioners and participatory researchers - educators who perceive classrooms and schools as sites of inquiry. The course is designed to help students develop understandings and skills needed to accomplish the following: (1) identify problems in classrooms and/or schools that can be addressed via research; (2) locate appropriate action and/or teacher research studies for their educational needs; (3) interpret the results of action and/or teacher investigations; and (4) know how to carry out aspects of teacher and/or action research.

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

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

**EDAD 5300. Intro Issues Sch Ldship. 3 Credit Hours.**

This course introduces students to the program's goals and theoretical foundations to help them assess and reflect on their own learning needs as they continue through the program. The course surveys the effective leaders, leadership styles, organizational theory, and decision-making literature(s) from across disciplines to orient students to the school context and examine the role and potential of the individual school leader. Particular attention will be paid to the impact of the leader's values, knowledge, skills, and behaviors on teaching and learning for adults and children within the school and school community.

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

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

**EDAD 5301. Leadership for Learning. 3 Credit Hours.**

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

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

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

**EDAD 5302. Contexts for Sch Reform. 3 Credit Hours.**

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

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

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

**EDAD 5303. Ldshp in Diverse Context. 3 Credit Hours.**

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

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

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

**EDAD 5304. Sch Operations, Mgmt, Tech. 3 Credit Hours.**

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

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

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

**EDAD 5305. Knowledge Sch Improve. 3 Credit Hours.**

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

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

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

**EDAD 5306. Change Leadership. 3 Credit Hours.**

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

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

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

**EDAD 5307. Clin Exp in Sch Ldship. 3 Credit Hours.**

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

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

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

**EDAD 5308. Clinical Experiences in School Leadership 2. 3 Credit Hours.**

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

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

**EDAD 5402. Action and Collaborative Research Seminar. 3 Credit Hours.**

Action research techniques for the classroom/educational setting. The focus of the action research is problem-driven rather than method-driven. Collaborative research efforts are encouraged.

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

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

**EDAD 5403. Economics of Education. 3 Credit Hours.**

Education plays a central role in the economy through its effects on the labor force, distribution of income, and individuals' earnings and quality of life. This course will provide an introduction to the concepts of economics and how these can be applied to education. Topics to be discussed include education markets and financing (both K-12 and higher education), education production, teacher labor markets, school choice, and school accountability.

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

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

**EDAD 5404. Federal Policy and Local Impact. 3 Credit Hours.**

This course is designed to expand graduate students' understanding of education policy, specifically federal policy and its impact on a local level (i.e., state, district, school). The course will focus on understanding politics and policy making processes, research impact on policy development, and the impact of epistemologies (e.g., feminism, critical race theory, critical theory, etc.). This course will develop student understanding through exploration of major educational policies (e.g., Title 1 - school improvement, School Desegregation, Bilingual Education, High School Reform, Special Education, Teacher Quality and Effectiveness, and Assessments and School Accountability). Each policy review will include a historical policy overview (i.e., policy development and epistemology), its considerations of social problems (i.e., poverty, racism, disparate educational and social outcomes, poorly managed schools, etc.), the policy making process, and the process of policy implementation (i.e., state and local regulations and guidance). Graduate students will be exposed to developing policy briefs on 2-3 educational policy areas, and (re)develop one education policy.

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

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

**EDAD 5503. The Principalship. 3 Credit Hours.**

The principal's responsibilities in the organization and administration of a school are examined.

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

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

**EDAD 5505. Introduction to Educational Administration and Supervision. 3 Credit Hours.**

An overview of educational administration is provided. This is a required first course for educational administration majors.

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

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

**EDAD 5513. Fostering Professional Development: Coaching and Mentoring. 3 Credit Hours.**

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

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

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

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

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

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

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

**EDAD 5531. The School Superintendent: Chief Educator and Chief Executive I. 3 Credit Hours.**

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

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

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

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

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

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

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

**Pre-requisites:**

EDAD 5531|Minimum Grade of C|May not be taken concurrently.

**EDAD 5552. Issues in Higher Education. 3 Credit Hours.**

The purpose of this seminar is to provide an introduction to the theory and practice of student affairs in American colleges and universities. This course looks at the responsive and adaptive nature of institutions of higher education.

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

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

**EDAD 5601. The Two Year College. 3 Credit Hours.**

This course provides a critical analysis of the characteristics, scope, public policy issues, and impact of two-year colleges in the United States.

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

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

**EDAD 5615. Gender Issues in Education. 3 Credit Hours.**

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

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

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

**EDAD 5641. Finance and Business Management. 3 Credit Hours.**

Basic principles of finance and administration with an emphasis on practical implications for the workplace constitute the framework for this course. Simulation of budgets and finance problems enhance understanding.

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

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

**EDAD 5651. School Plant. 3 Credit Hours.**

The planning, construction, operation, and maintenance of the school plant is discussed.

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

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

**EDAD 5652. Educational Policy: Decision Making. 3 Credit Hours.**

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

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

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

**EDAD 5653. Educational Leadership as Civic Leadership. 3 Credit Hours.**

This course aims to instill sensitivity in the students to the importance of civic leadership and an understanding of the potential for education leaders to engage systematically and productively with their various "publics" to promote the common good.

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

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

**College Restrictions:** Must be enrolled in one of the following Colleges: Education & Human Development.

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

**EDAD 5654. Leadership in Higher Education. 3 Credit Hours.**

While many Educational Administration classes on leadership focus on the functional roles and hierarchical structures of leaders within the educational institutions, this class will focus on the development and expression of individual leadership qualities.

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

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

**College Restrictions:** Must be enrolled in one of the following Colleges: Education & Human Development.

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

**EDAD 5655. Higher Education Economics and Finance. 3 Credit Hours.**

This course provides aspiring administrators and academics, interested in research and teaching in higher education, with a basic overview of economics and finance in higher education.

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

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

**College Restrictions:** Must be enrolled in one of the following Colleges: Education & Human Development.

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

**EDAD 5661. Personnel Administration. 3 Credit Hours.**

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

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

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

**EDAD 5671. Public Relations. 3 Credit Hours.**

This course provides an introduction to school public relations, policies, and practices.

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

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

**EDAD 5711. Politics of Education. 3 Credit Hours.**

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

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

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

**EDAD 5715. Instructional Leadership. 3 Credit Hours.**

This course focuses on the principles and practices directed toward the improvement of the relationship between the individual and the organization, as well as the development of a positive organizational climate.

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

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

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

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

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

**EDAD 5746. Management of School Fiscal Affairs. 3 Credit Hours.**

The focus is on basic accounting principles, records, and reports appropriate for school fund financial management and bond accounting, cash management, and encumbrance systems.

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

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

**EDAD 5771. School Law. 3 Credit Hours.**

This course focuses on the legal principles within which public education functions. Court cases and school codes are analyzed.

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

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

**EDAD 5772. Law and the Administration of Higher Education. 3 Credit Hours.**

This course emphasizes the legal principles within which higher education functions, with emphasis on structure, personnel, programs, property, and finance.

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

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

**EDAD 5895. School Violence: Risk Prevention. 3 Credit Hours.**

This seminar provides descriptive analyses reflective of the differing perspectives of students, teachers, principals, and parents, and various concerns and issues. This interactive class examines successful school violence prevention programs, how they are influenced by school policy, and how they are administered.

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

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

**EDAD 8067. Case Study Research Approaches. 3 Credit Hours.**

Case study methods for clinical investigations and field studies in school are presented.

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

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

**EDAD 8093. Administration Research Seminar. 3 Credit Hours.**

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

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

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

**EDAD 8461. Ethical Leadership. 3 Credit Hours.**

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

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

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

**EDAD 8553. Democratic, Equitable, and Ethical Leadership. 3 Credit Hours.**

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

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

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

**EDAD 8635. Education Policy Analysis. 3 Credit Hours.**

This course will focus on current issues in education policy, with an emphasis on identifying underlying causes and exploring potential solutions to problems facing public schools. Although the primary focus will be on education policies, we will also consider social policies that shape educational opportunity and schooling. Throughout the semester we will evaluate the evidence for and against various policies, using the tools of policy analysis. Using the tools of policy analysis, our focus will be on understanding the problems these policies are trying to solve, the success of existing policies, and the potential alternative policies that might be available to solve them. While it is impossible to provide an in-depth analysis of such a broad topic, we will cover many of the major initiatives including school finance reforms, market-based reforms, accountability, and teacher recruitment and evaluation. While the content for the first four sessions is set, specific topics for the remaining sessions will be determined at the beginning of the semester to reflect the interests of enrolled students. Note: Prior to summer 2, 2017, the course title was "Current Issues in Educational Policy."

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

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

**EDAD 8636. Research for Change. 3 Credit Hours.**

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

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

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

**EDAD 8653. Civic Leadership. 3 Credit Hours.**

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

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

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

**EDAD 8755. Organizational Dynamics. 3 Credit Hours.**

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

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

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

**EDAD 8775. Understanding Organizational Dynamics in Educational Settings. 3 Credit Hours.**

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

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

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

**EDAD 8785. Collective Negotiations. 3 Credit Hours.**

The negotiations process in relation to the chief school administrator's responsibilities is discussed.

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

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

**EDAD 8787. Administration of Higher Education. 3 Credit Hours.**

The development and scope of higher education, the principal organizational components of colleges, and contemporary problem areas are emphasized.

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

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

**EDAD 8905. Advanced Seminar I. 3 Credit Hours.**

Intensive group work on selected administrative topics is undertaken.

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

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

**EDAD 8935. Values, Ideology & Education. 3 Credit Hours.**

This course assists students in identifying the cultural forces, institutional features, policy network activities, and interest groups influencing education policy decision making in governmental arenas and other organizations.

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

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

**EDAD 8941. Planning in Higher Education. 3 Credit Hours.**

The planning process in the college and university context is presented.

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

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

**EDAD 9189. Field Experience. 3 Credit Hours.**

Practical administrative experience in one's own school system is undertaken.

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

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

**EDAD 9285. Internship in Administration (Part I). 3 Credit Hours.**

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

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

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

**EDAD 9286. Internship in Administration (Part II). 3 Credit Hours.**

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

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

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

**EDAD 9289. Secondary Field Experience. 1 to 6 Credit Hour.**

Practical administrative experience in one's own school system is undertaken.

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

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

**EDAD 9982. Independent Study. 1 to 6 Credit Hour.**

Coursework is conducted on an individual basis with approval of the advisor.

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

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

**EDAD 9999. Doctor of Education Dissertation. 1 to 6 Credit Hour.**

Candidates who have successfully completed the preliminary examination must register continuously during the Fall and Spring terms until the dissertation has been accepted.

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

**Student Attribute Restrictions:** Must be enrolled in one of the following Student Attributes: Dissertation Writing Student.

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

## Higher Education Courses

**HIED 5101. Introduction to Higher Education. 3 Credit Hours.**

The purpose of this introductory seminar is to provide a foundation in the theory, research and practice of higher and post-secondary education. This course examines the history and philosophy as well as contemporary issues related to the development, missions, and functions of American colleges and universities. The course introduces graduate students to the interdisciplinary field of higher education which bridges theory, practice, policy and empirical scholarship. Course content aims to enhance and develop students' abilities to critically understand higher education as a site of opportunity and challenge and how these institutions continue to adapt to social, political, economic and demographic forces.

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

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

**HIED 5102. Administration of Higher Education. 3 Credit Hours.**

This course is designed to help students develop their own practices as principled and effective higher education leaders. Successful administrators have to understand the complexity of the organizations in which they work as well as the political, economic, and social ecosystems in which those organizations are situated. This course helps students understand how to situate particular higher education administrative challenges (retention and student success, equity, learning and assessment, etc.) within the complex organizational and governance structures of higher education institutions. The course also explores theories of organizational culture, learning and change through which administrators can effectively make sense of and address the most pressing challenges in higher education.

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

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

**HIED 5103. Access and Equity in Higher Education. 3 Credit Hours.**

This course covers theory and best practices to help professionals better prepare students underrepresented in higher education for what it takes academically and personally to enroll in and transition through college and onto careers. Focal areas will include: pre-college programs created and designed to assist these underrepresented students and connecting student access and success programs as partners with institutions of higher learning. This course will also provide strategic planning models to assist course participants in analyzing how access and success programs can be an integral part of an institution. Students gain more knowledge of access and equity concerns and the resources necessary to help students successfully navigate postsecondary opportunities.

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

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

**HIED 5104. College Students and Development Theory. 3 Credit Hours.**

This course covers theories, perspectives and research that inform contemporary college students' development and experiences. The study of American college students reflects the history and development of social and cultural issues that have marked the society's general development. The perspectives and experiences of contemporary students in colleges and universities inform institutional policy as well as directives for the larger society. This is an introductory course focused on students in higher education as an area of professional practice and research. Course content examines theory and college as theoretical context, student development and identity formation within and beyond higher education institutions and links theory with professional practice.

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

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

**HIED 5201. Diversity Issues in Higher Education. 3 Credit Hours.**

While colleges and universities have historically struggled to attract and retain students from diverse populations, growing political, economic and ethical demands of the day have forced many to revisit their institutional commitment to diversity and inclusion. This course is designed to provide students the opportunity to critically examine the impact of diversity on all postsecondary stakeholders including students, staff, faculty members, administrators, policy makers, local community members and employers. Using various theoretical models, this course will also help students develop a shared language around diversity, assess institutional missions and responses to diversity and inclusion, and finally, to develop a knowledge base to support strategies for inclusive advising and student support practices in higher education.

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

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

**HIED 5202. The Costs of College. 3 Credit Hours.**

This course provides aspiring leaders, administrators and academics with an overview of economics and finance in higher education. The premise of this course is that in today's increasingly demanding higher education environment, with challenges such as budget cuts, rising institutional costs, tuition pressures, affordability, access and success, the most effective higher education leader must possess at least a basic understanding of postsecondary economics and finance. This course is designed to instill that knowledge, as well as to provide students with an opportunity to critically analyze the literature, issues, and recent trends, for purposes of both practical application and ongoing research.

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

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

**HIED 5203. Getting into College: Strategic Enrollment Management. 3 Credit Hours.**

This course focuses on topical issues in enrollment management in higher education and is intended to serve as an introductory seminar. As such, it aims to provide a forum for thoughtful and meaningful discussion of readings and materials related to strategic activities in enrollment management. The course supports the notion that practice of admissions is not a singular independent activity, but in fact, is an integral part and linked to what we know about the development, mission, and current student profile issues that influence institutional practice. Therefore, the course uses current readings and research (e.g., journal articles, books, higher educational newspapers, reports, and internet resources) to examine issues at the core knowledge base of enrollment management theory and practice in higher education.

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

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

**HIED 5301. Planning and Assessment in Higher Education. 3 Credit Hours.**

This course provides an overview of the accreditation, planning and assessment processes in higher education. It is a graduate-level seminar designed to introduce students to theory, uses, and outcomes of planning in higher education. Strategic planning is a long-standing practice in the business world, but planning--as a proactive and integrated activity--is an expanding practice in American colleges and universities. The course explores accreditation processes particularly how institutional self-assessment and adherence to standards for student learning outcomes assure higher education's internal and external publics that accredited institutions are fulfilling their stated purposes and addressing public and policy expectations.

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

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

**HIED 5401. Student Affairs in Higher Education. 3 Credit Hours.**

This course is a survey to student affairs as an area of professional practice in higher education. Course content examines the organization and administration of student affairs in postsecondary institutions in the United States and also encourages the application of research and theory to student affairs practice. Specifically, theories, research, and methods are introduced to encourage reflective application to professional practice. Learning objectives and outcomes for the course will be achieved by exploring the following topics: administrative environment of student affairs; organizational and management issues related to student affairs; essential skills and competencies for student affairs administrators and leaders; diversity/equity issues in student affairs; assessment; professional development; and future challenges and opportunities for professional practice in the field.

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

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

**HIED 5502. Digital Education Leadership. 3 Credit Hours.**

This course develops prospective online higher education leaders' vision, skills, and knowledge necessary to responsibly facilitate and sustain online education programming within post-secondary institutions. The premise of this course is that in today's increasingly digitized and online higher education environment - one that has given rise to new forms of faculty development, academic support systems, interdepartmental relationships, and federal/state policies - the successful higher education leader must nurture a vision that will advance both the institution's mission and diverse learners' individual goals. This course is designed to provide students with an opportunity to critically analyze the literature, emergent trends, and various professional standards for purposes of both practical application and ongoing evaluative research.

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

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

**HIED 5801. Gender Issues in Education. 3 Credit Hours.**

This graduate-level seminar serves as a survey of gender issues across the education pipeline. Course content is based on studies of primary, secondary and college settings with implications for administration and leadership. This course examines gender issues including identity development and constructions within diverse education spaces. Placing gender at the center of discussion about education, this course connects research to practice and policy. The perspectives and experiences of contemporary students as well as educators inform this "practice and policy" of gender. Although gender is at the heart of this course, considerable emphasis is also placed on the intersection of race, class and sexual orientation in education.

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

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

**HIED 5802. Leadership in Higher Education. 3 Credit Hours.**

While many higher education classes on leadership focus on the functional roles and hierarchical structures of leaders within postsecondary educational institutions, this class centers on the development and expression of individual leadership qualities. Current theories of leadership will be explored as well as the interpersonal skills necessary to be an effective leader within higher educational institutions. Topics will include: The self-reflective leader, career planning assessments, leadership theories and practices, communication skills for leaders and reflections and recommendations from current exemplary leaders in colleges.

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

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

**HIED 5803. Law and Policy in Higher Education. 3 Credit Hours.**

This course is designed to provide an intensive theoretical and pragmatic inquiry into the ways that higher education administrative practice is regulated. The course examines regulation not just in terms of the legal institution (i.e., case law and the courts) but also as the array of social and political structures that impact the delivery and management of postsecondary education. In addition to major legal events and controversies impacting higher education, students will become familiar with key federal regulation, state and federal policy, and internal institutional regimes of authority, as well as "soft" regulatory mechanisms of markets and social norms. The course helps students understand the nature of law, policy, and regulation as social structures impacting practice in higher education, and provides a critical overview of current key areas of law, policy, and regulation influencing practice in higher education.

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

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

**HIED 5804. The Community College. 3 Credit Hours.**

This course provides a critical analysis of the characteristics, scope, public policy issues, and impact of community and two-year colleges in the United States. Institutional types presented in this course include traditional community colleges, two-year colleges, junior colleges, proprietary schools, and branch campuses. The course introduces students to historical landmarks in the development of community colleges; describe and analyze the impact and implications of the current characteristics, status, and student demographics of community colleges including their role in increasing national college graduation rates. Community colleges' position and role in the higher education landscape are investigated with attention to their external organizational systems and financial structure including state systems, university systems, corporate structures, and other affiliations. A wide range of curricula issues are examined, including transfer articulation agreement, liberal arts, vocational/technical/career, continuing and digital education, and developmental/remedial programs.

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

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

**HIED 8093. Advanced Higher Education Research Seminar. 3 Credit Hours.**

The Ed.D. in higher education is a rigorous program that is built around aligned and integrated content related to the study of higher education and practice. Students in the program develop proficiency in research methods and data analysis through course work. This advanced research seminar is designed to provide students with structured preparation for writing a literature review and other competencies evaluated in the comprehensive examination. During the seminar, the development of a literature review and preparation for the doctoral comprehensive examination will be combined. Doctoral students will be enrolled in this seminar as they complete all required coursework for the program or it should be taken immediately following completion of coursework. The seminar serves as intensive groundwork for the comprehensive exam and all students will take the exam at the end of the advanced research seminar course. Given this intentional link to preparation for the comprehensive examination, the seminar will focus on developing students' ability to: Situate and define a chosen topic within the concepts and history of the field; Compare, contrast, and justify various research methods appropriate to investigate a practice-based research problem in higher education; and Critically synthesize the extant scholarly and practice-focused literature that informs topic.

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

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

**HIED 8101. Advanced Seminar on Higher Education Administration. 3 Credit Hours.**

HIED 8101 is an advanced seminar focused on higher education administration as an area of professional practice and research. Course content examines the organization and administration of higher educational institutions and links the application of research and theory to practice. Learning objectives and outcomes for the course will be achieved by exploring the following topics: higher education as a social good; administrative environment of higher education; organizational factors related to how universities and colleges function; assessment competencies for administrators and leaders; diversity/equity and cultural issues; and future challenges and opportunities for professional practice and research in higher education. During the course, students will explore a variety of roles higher education administrators play on university/college campuses and seek to develop an understanding of how institutional cultures (and professionals' roles within those cultures) facilitate institutional effectiveness. Specifically, this course is designed to critically engage students' thinking about higher education institutions through discussing contemporary issues, problems, trends, administrative practices, leadership and post-secondary opportunities. An initial brief review of current and lingering challenges of higher education in the United States will help ground the course.

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

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

**HIED 8102. Higher Education Economics and Finance. 3 Credit Hours.**

This course provides doctoral students with a comprehensive overview of economics and finance issues in higher education. The premise of this course is that in today's increasingly demanding higher education environment, with challenges such as budget cuts, rising institutional costs, tuition pressures, affordability, access, and so on, the successful higher education leader must possess at least a basic understanding of postsecondary education economics and finance. This course is designed to instill that knowledge, as well as to provide students with an opportunity to critically analyze the literature, issues, and recent trends, for purposes of both practical application and ongoing research. This course addresses theoretical and practical aspects of higher education administration. The theoretical components are based primarily on the readings. The practical aspects derive from the professor's experiences as a university administrator, from the experiences of members of the class and from reading about current events and cases.

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

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

**HIED 8103. Equity in Higher Education Policy and Practice. 3 Credit Hours.**

This doctoral course on equity in higher education covers theory and best practices related to under-represented groups in higher education. This course will engage critical issues informed by research, policy and practice relating to access and equity in higher education. Special attention will be given to the ways in which race, gender, class, and the intersection of these social identities influence equity considerations in higher education. The course will specifically examine what it takes structurally and institutionally to enroll and transition traditionally marginalized students to post-secondary education. Focal areas will include: pre-college programs and policy created and designed to assist these students and connecting access and equity programs as partners with institutions of higher learning. Course participants will gain more knowledge about research on equity issues and the practices necessary to help students successfully navigate postsecondary opportunities.

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

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

**HIED 8104. Seminar on Theory in Higher Education and Leadership. 3 Credit Hours.**

This seminar is designed to provide doctoral students a general understanding of (1) what theory is and how it guides scholarly research and effective administrative practice in higher education, and (2) major theoretical perspectives, frameworks, and paradigms that inform higher education research and practice. The course is not meant as an exhaustive survey of all theory relevant to higher education. Rather, the course is intended as an intensive seminar to help students develop the skill of identifying, understanding, and applying theory related to applied research and practice. The following broad questions guide the course: What are the differences between theories, paradigms, conceptual models and frameworks, and epistemologies in higher education? Why is theory important to higher education research and to practice? What are the differences between "micro" and "macro" or "meta" theory? When is each appropriate or helpful in research and practice in higher education? How do we employ theory in research and how does the role of theory differ between qualitative and quantitative methodologies? Where and how does theory appear in a dissertation proposal?

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

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

**HIED 8262. Advanced Practice-Based Qualitative Research in Higher Education. 3 Credit Hours.**

This doctoral course is intended to provide a forum for advancing qualitative research strategies in the practice of higher education. The course extends the study of foundational philosophies, standpoints and uses of qualitative inquiry. Designed to help doctoral students in higher education develop a critical understanding of the various considerations and stages of qualitative research, this course includes the development of researchable questions, understanding theoretical and conceptual frameworks, and using methodological strategies such as data collection and analysis. Course readings, assignments, discussions, and learning activities will expose students to qualitative studies in the higher education literature. In doing so, the course aims to prepare students for qualitative approaches that may be part of their dissertation research.

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

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

**HIED 9995. Master's Capstone in Higher Education. 3 Credit Hours.**

In this course, students completing a master's degree in higher education will work with an advisor to construct a capstone project. Drawing on the program's core ideas students will complete a summative project in which they apply these ideas to a real-world problem in the field. The final product for the course will include a written document summarizing this work.

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

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

## Urban Education Courses

**URBE 5401. Policy and Practice in Urban Education. 3 Credit Hours.**

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

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

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

**URBE 5417. The Urban Environment. 3 Credit Hours.**

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

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

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

**URBE 5501. Urban Schools. 3 Credit Hours.**

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

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

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

**URBE 5515. Service Learning and Community Development. 3 Credit Hours.**

This course presents models for service learning with particular emphasis on those that contribute to urban community development and community building. Students conduct a participatory community study and design a service learning project that meets authentic community needs. Offered every Fall term.

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

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

**URBE 5516. School-Community Partnerships in Urban Settings. 3 Credit Hours.**

This course introduces models, practices, and theories for developing partnerships between schools, universities, community-based groups/agencies, and neighborhoods. Among the models studied are various types of partnerships, community organizations, family centers, and community schools.

The course emphasizes the manifold issues that emerge when partnerships involve participants who cross the boundaries of class, race, gender, professions, culture, and language. Field visits and fieldwork are included. Offered Spring term.

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

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

**URBE 5565. The Origins of Urban Education. 3 Credit Hours.**

This reading and discussion class is based on the most important secondary literature in urban history and the history of urban education. Philadelphia is used as a case study. Topics in urban history include the geography and functional differentiation of urban space; the political economy of cities; urban demographics with a special emphasis on racial and ethnic minorities; urban political and social institutions; and the site as educator, including regional and site planning and urban material culture. Topics in urban educational history include race and ethnicity in the history of urban education; the politics of urban education; the history of social class; and the opportunity structure in urban education.

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

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

**URBE 5611. Reforming City Schools. 3 Credit Hours.**

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

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

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

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

Topics vary.

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

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

**URBE 5630. Special Seminar in Urban Education. 3 Credit Hours.**

Topics vary.

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

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

**URBE 8602. Theory Seminar in Urban Schools. 3 Credit Hours.**

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

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

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

**URBE 8603. Urban Education Doctoral Capstone. 3 Credit Hours.**

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

**Field of Study Restrictions:** Must be enrolled in one of the following Fields of study: Urban Education.

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

**College Restrictions:** Must be enrolled in one of the following Colleges: Education & Human Development.

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

**URBE 9982. Independent Research in Urban Education. 3 Credit Hours.**

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

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

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

**URBE 9991. Research Practicum. 3 Credit Hours.**

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

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

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

**URBE 9996. Masters Thesis. 3 Credit Hours.**

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

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

**URBE 9999. Doctoral Dissertation. 1 to 6 Credit Hour.**

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

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

**Student Attribute Restrictions:** Must be enrolled in one of the following Student Attributes: Dissertation Writing Student.

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