

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 programs 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. TUtch Apprentice Teaching. 4 Credit Hours.

The purpose of Apprentice Teaching is to offer TUtch students a culminating experience that provides them with the tools needed for their first teaching jobs. Apprentice teachers maintain their role as teacher for the equivalent of two six-week grading periods. Apprentice 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 Apprentice 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. Apprentice 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, Apprentice 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. TUtch apprentice 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 Apprentice 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. TTeach Apprentice 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 apprentice 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 A000. Elective. 0 Credit Hours.

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