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Must be enrolled in one of the following Program Level(s):
Graduate Quarter

Education: Global and International Education Courses

EDGI 500 - Introduction to Global, International & Comparative Education

Exploration and Analysis of international and comparative education. Comparative method serves as the framework to understand comparative analysis. Theories of the state serves as the framework to understand global theories of education across cultures.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDGI 502 - Global, International and Comparative Education II

Exploration of tradition of national culture and its influence on education as well as an examination of educational and societal developments from a comparative cross-national perspective.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDGI 504 - History and Theory of Comparative Education

Examination of the history of comparative education development and higher education systems of different nations as well as analysis of issues related to comparative education research and the internationalization of globalization of postsecondary education.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDGI 506 - Comparative Higher Education Systems

Examination of higher education systems around the world including the cultural and historical bases of these systems and their spread across the globe.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDGI 508 - Understanding Research in International & Comparative Education

Examination of major concepts, methods and current trends in international and comparative education research.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

EDGI 510 - Culture, Society & Education in Comparative Perspective

Exploration of global education through concepts of culture, cultural relativism and ethnocentrism from a comparative perspective.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDGI 512 - Globalization and Educational Change

Exploration of issues related to economic globalization, politics of globalization, educational change, and the ways individuals and groups of people have changed and must further change to meet new global challenges in the 21st Century.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDGI 514 - Education and National Development

Exploration of the role of education as a primary agent of the socio-economic, cultural and technological advancement of developing countries in world regions.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDGI 518 - Analysis of Policy Issues in Global & International Education

Analysis of current public policy issues using various models of policy analysis across cultures and the globe with specific emphasis in creating, monitoring and evaluating frameworks to guide education sector policy work.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDGI 520 - Comparative Economics of Education

Focus on the principal issues in the economics of education and in education and economic development.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDGI 530 - Peace Education

Exploration of the conditions required for the construction of peace, the various forms of conflict, philosophical bases of human rights, discrimination with particular focus on curriculum reform that emphasizes knowledge, understanding and respect for cultures of others at the national/global level.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDGI 532 - International Organizations in International Education

Examine current international organizations, foreign assistance and their influence on educational policy. Both public and private organizations will be explored.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDGI 534 - Conflict Resolution in an International Context

Examination of conceptual underpinnings of peace and conflict resolution and the paradigmatic models of conflict resolution currently practiced, as well as the substantive enquiry into a variety of approaches to building peace at local, national and global levels.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDGI 600 - Study Abroad Experience

From a city-base in a foreign country, student actively engages in a country's literary, artistic, and cultural traditions through firsthand encounters with literary specialists, authors, artists, and artisans. Homestay model serves as portal for enhanced opportunities for language acquisition, cultural analysis and interpretation.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Must be enrolled in one of the following Major(s):

Global & International Educ

EDGI 610 - International Ecotourism & Education

From a city-base in a foreign country, student integrates the different perspectives of diverse natural, biological and social science disciplines to improve understanding of relationships between human societies and the natural environment.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Must be enrolled in one of the following Major(s):

Global & International Educ

Co-Requisites: EDGI 600

EDGI 715 - Co-op with Portfolio

Students participate in 10 weeks of a part time co-op to provide students with real-life, hands-on experience in international development. Weekly seminar component.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Must be enrolled in one of the following Major(s):

Global & International Educ

Education: Human Resource Development Courses**EHRD 500 - Foundations of HRD**

Introduces HRD as a professional field of practice, places HRD within the context of the contemporary workplace, presents theories, paradigms, and issues in the field; introduces the concept of a learning organization and the HRD practitioner as a change agent.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EHRD 600 - Consulting/Leadership Coaching

Prepares students to be effective consultants and coaches for management. Covers diagnostic and intervention strategies, interpersonal communications, negotiation/mediation skills, ethics, and measurements.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EHRD 650 - Learning Leadership in Organizations

Examinations of cyclical continuum beginning with individual learning, extending through work unit and corporate learning activities, and resulting in organizational success indicators. Students will explore structures for promoting and sharing learning, such as the corporate "university," systems theory, career development and other techniques employed by learning leaders. The course will illumine leadership attributes of the chief learning officer and methodologies for inspiring an organizational culture of leadership.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EHRD 715 - Capstone Co-op with Portfolio I

The School of Education has partnered with the Steinbright Center to provide a part-time co-op for working students for 2 terms. This is the first of a two course sequence. At the end of the co-op, students submit a portfolio and make a presentation on an Action Research Project or an Evaluation Project completed in the Capstone Co-op workplace setting.

Credits: 1.50

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EHRD 500 Minimum Grade: C and EHRD 600 Minimum Grade: C and EHRD 650 Minimum Grade: C and EDHE 600 Minimum Grade: C and EDHE 660 Minimum Grade: C and EDUC 505 Minimum Grade: C and EDUC 804 Minimum Grade: C and EDUC 532 Minimum Grade: C and EDUC 533 Minimum Grade: C and EDLT 536 Minimum Grade: C

EHRD 716 - Capstone Co-op w/Portfolio II

EHRD 716 is Part II of the Capstone Co-op Portfolio Project; a partnership provided by the School of Education and the Drexel Steinbright Center. This is the second course in a two course sequence. At the end of the co-op, students submit a portfolio and make a presentation on an Action Research Project or an Evaluation Project completed in the Capstone Co-op workplace setting.

Credits: 4.50

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EHRD 715 Minimum Grade: C

Education: Learning Technology Courses

EDLT 536 - Learning Sciences & Instr Design

The learning sciences and learning by doing bring about a new instructional design emphasis on how the learning technologies provide scaffolding for collaborative learning and reasoning. Students will learn innovative learning techniques and develop an experiential learning design such as, problem-based learning, goal-based scenarios, role-plays, mini-games and simulations.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Must be enrolled in one of the following College(s)/School(s):

School of Education

Must be enrolled in one of the following Major(s):

Learning Technologies

EDLT 537 - Technologies for Perf Support

This course focuses on online performance support systems, job aids, and assessment tools for e-portfolios, authentic assessments, and data collection to meet performance requirements in education and business. Students will have experience in designing embedded interventions for information help, procedural support, feedback and tracking goals, and develop their own e-portfolio.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Must be enrolled in one of the following College(s)/School(s):

School of Education

Must be enrolled in one of the following Major(s):

Learning Technologies

EDLT 538 - New Media Literacies

Students will learn how new media are changing the dimensions of school literacies and challenge traditional ways of learning and communicating. Students will use action research to study current literacies, collaboratively explore and analyze a range of media texts, and design meaningful media-related literacy learning experiences across the curriculum.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Must be enrolled in one of the following College(s)/School(s):

School of Education

Must be enrolled in one of the following Major(s):

Learning Technologies

EDLT 539 - Co-op Seminar Course w/Portfolio

Students participate in a part-time 20-week co-op of work experience in the field of learning technologies. In the weekly seminar, students share journal entries, do assigned readings and participate in discussions. Students develop a comprehensive portfolio based on explicit criteria, including samples of work and course projects.

Credits: 6.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Must be enrolled in one of the following College(s)/School(s):

School of Education

Must be enrolled in one of the following Major(s):

Learning Technologies

Educational Administration Courses

EDAM 500 - Leading in Urban, Rural and Suburban Settings

Provide school leadership experiences from three settings: urban, rural and suburban. The study of the similarities and differences within and across these types of schools to learn effective leadership skills and

strategies will be examined. They will identify significant educational issues pertaining to these locales and use problem-solving skills, visitations, recent research and scenarios.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDAM 502 - Resource Management, Allocation and Entrepreneurship

Students learn to find, use and allocate needed resources for their schools, communities, and organizations from experienced business and school leaders. Management and monitoring technology tools for optimum effective use of resources and how to gain entrepreneurship skills for expanding opportunities to gain new resources will be explored.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDAM 522 - Evaluation & Assessment Competencies

Procedures and tools of research will be used to evaluate school programs. Program of evaluation in a school setting will be implemented. Essential assessment principles about the importance of implementing an assessment system, distinguish between assessments of learning versus assessment for learning, and about the types of student work samples needed for monitoring and reporting will be examined. Data on norm-referenced and other standardized tests in reporting achievement.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDAM 524 - Mentoring and Collaborative Leadership

Research and experience on mentoring as a critical need in sustaining new teachers, creating renewal for experienced teachers, and building leadership capacity across the staff will be the focus of this course. Specific skills and concepts for effective mentoring/coaching of others and collaborative leadership will be examined. The importance of establishing learning communities in schools will be emphasized with a student's plan for induction within context of supportive school practices.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDAM 526 - Interpreting & Evaluating Research & Achievement Data

Substantive opportunities for interpreting and evaluating different kinds of research with established criteria will be provided. Ways to

lead school teams in analyzing, interpreting and evaluating student achievement data (from several sources, both formative and summative) to monitor student learning, to improve curriculum and instruction, to meet NCLB requirements and for reporting to the community. A balanced perspective in reviewing data from group achievement data to the collaborative analysis of an individual student's work over time will be explored.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDAM 522 Minimum Grade: C

EDAM 528 - Research Methodology for Action Research

Provides rationale, theoretical constructs and methodology for conducting Action Research within a school and/or classroom setting. Significant practical applications for other school practitioners.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDAM 540 - Action Research Project

Culminating course in MSEA program. Students will complete the written research project according to established criteria building from the four stages of Action Research completed in previous course work. The research will be shared in an article or summary form on the School of Education website.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDAM 528 Minimum Grade: C

Educational Lifelong Literacy Courses

EDLS 501 - Current Practices in Literacy

This course provides students with an opportunity to examine the current practices and contemporary issues in PreK-12 reading, writing, and literacy across the subject areas. Theoretical models will be scrutinized for their implications in current curriculum and instruction. Assessment and accountability will be reviewed. Additional field experience hours are required for this course.

Credits: 4.50

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDLS 503 - Models of Reading

This course presents an introduction to the psychological processes of reading. Topics include psycholinguistics, sociolinguistics, literacy

development, cultural influences of home and school, and attitude and motivation in the classroom. Students will investigate research topics in reading pedagogy. Additional field experience hours are required for this course.

Credits: 4.50

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDLS 501 Minimum Grade: C

EDLS 505 - Instruction in Early Literacy

This course emphasizes the development of oral language, early reading skills. Learning theories and recent research looking at early literacy issues of identification of at-risk diagnostic intervention strategies; English Language Learning for dual-language students; appropriate literacy environments; family and intergenerational literacy; and national standards will also be explored.

Credits: 4.50

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDLS 501 Minimum Grade: C and EDLS 503 Minimum

Grade: C

EDLS 507 - Developmental Reading

This course bridges Children's Literature with child development and learning theory, helping teachers understand how high-interest books influence children's reading and writing development. Students will learn how children build story knowledge, language knowledge and word knowledge. Field experience hours are required.

Credits: 4.50

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDLS 501 Minimum Grade: C and EDLS 503 Minimum

Grade: C

EDLS 509 - Strategic Instr. for Adolescent Readers/Writers

This course prepares teachers to teach reading/writing to adolescents in grades 4-12. It provides knowledge of the literacy needs of adolescents, with emphasis on strategies for content information.

Fieldwork is required.

Credits: 4.50

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDLS 501 Minimum Grade: C and EDLS 503 Minimum

Grade: C

EDLS 511 - Designing a Research-based Literacy Program

This course prepares literacy specialists to design balanced reading programs for PK-12 schools. It provides methods for organizing and managing the classroom literacy environment, building reading centers, writing centers, and technology centers for a literacy rich routine. This course requires additional field experience hours.

Credits: 4.50

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDLS 501 Minimum Grade: C and EDLS 503 Minimum

Grade: C

EDLS 515 - Lit. Evaluation & Assessment

This course prepares teachers to select, administer and interpret summative, and formative literacy assessments for the purposes of evaluating reading and language arts instruction. This course requires additional field experience hours.

Credits: 4.50

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDLS 501 Minimum Grade: C and EDLS 503 Minimum

Grade: C

EDLS 519 - Secondary Content Reading

This course prepares teachers to teach and assess adolescents who are learning to read across the content areas. Students will gain an understanding of the inclusive nature of reading texts -textbooks, electronic texts, Internet resources, and multimedia materials. This course requires additional field experience hours.

Credits: 4.50

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDLS 501 Minimum Grade: C and EDLS 503 Minimum

Grade: C

EDLS 521 - Scaffolding Literacy for Eng. Lang. Learners

Credits: 4.50

College: School of Education

Department: School of Education

Pre-Requisites: EDLS 501 Minimum Grade: C and EDLS 503 Minimum

Grade: C

EDLS 529 - Literacy Practicum

This course is designed to prepare candidates for literacy specialist and literacy coach/mentor responsibilities. Candidates will complete activities to prepare them to the professional journey into and beyond the classroom. This course includes additional field experience.

Credits: 9.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):
Graduate Quarter
Pre-Requisites: EDLS 501 Minimum Grade: C and EDLS 503 Minimum Grade: C and EDLS 504 Minimum Grade: C and EDLS 505 Minimum Grade: C and EDLS 507 Minimum Grade: C and EDLS 509 Minimum Grade: C and EDLS 511 Minimum Grade: C and EDLS 515 Minimum Grade: C and EDLS 519 Minimum Grade: C and EDLS 521 Minimum Grade: C

Educational Policy Courses

EDPO 620 - Education Policy: Concepts, Issues, and Applications

Examines concept of "policy" as it relates to education and educational institutions and their governance and practices. Related issues and applications that drive current national and global forces are explored with applications to education. Applied learning component of the course requires student to identify, research and apply understandings of both "policy" and current issues.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDPO 624 - Shaping of American Education Policy: Global Forces

This course develops and deepens understanding of impact of education policies and how in combination they hold the potential for transforming American education. Learning activities encourage investigation, analysis, and speculation about educational policies and the three forces that shape them: global forces, public interests, and politics.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDPO 628 - American Educational Policy and U.S. Competitiveness

Through the lens of educational policy, this course will explore the ties between K-12 education, higher education and lifelong learning on the one hand and economic and workforce development on the other hand. Linkages and policies will be examined in the contexts of what "global competitiveness" means at the national, state, and local levels.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Higher Education Courses

EDHE 500 - Foundations of Higher Ed

Study of historical growth and advancement of colleges and universities in U.S. from Colonial era to "virtual" public and private universities. Integrated overview of contemporary issues, policies and practices that characterize the operational environments of higher education

institutions in the 21st century; including financial management, accreditation, curriculum, and institutional planning.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDHE 510 - Governance in Higher Ed

Organizational and administrative structures within the institutional hierarchy are explored as students examine the relationship between the university and the community it serves, the role of outreach in the modern university, and the role of faculty, staff, and student unions in academic operations and Risk Management.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDHE 520 - Student Development & Mgmt

Examines Academic Support and Student Life Services from customer satisfaction perspective including admissions, orientation, student health and counseling, and Greek life. Best practices in Customer Relationship Management are introduced.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDHE 540 - Outcomes and Assessments

Introduction to "typical" institutional accreditation process. Best practices presented for performing an institutional self-study, defining appropriate outcomes aligned with institution's strategic plan as well as introduction to appropriate quantitative and qualitative assessment methods.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDHE 600 - Human & Org Performance

Strategies for attaining continuous success in academic marketplace are examined including concept development activities and role of professional development in attaining faculty and administrative performance to sustain these strategies.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDHE 602 - Managing Campus Operations

Detailed overview of key areas affecting campus operations that fall under Finance and Administration units including parking and transportation, non-exempt HR, facilities management, construction, risk management, and environmental health. Introduction to campus master plan development process for strategic planning.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDHE 606 - Higher Ed Career Development

Provides understanding of career patterns of faculty, deans, vice presidents, provosts, and presidents while exploring academic employment markets of these professions. Traditional career paths, diverse points of entry in Higher Education and career development of faculty are explored as well as administrative roles of managing academic units, decision making and change implementation.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDHE 610 - Institutional Advancement

Introduction to history of Institutional Advancement, advancement structures and departments within private and public institutions including Alumni Relations, Communications, Government Relations. Focus on leadership and management of institutional advancement divisions. Key issues such as annual giving, campaigns, corporate/foundation relations are introduced.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDHE 614 - Alumni Relations

Comprehensive overview of leadership, management and organizational structures of alumni associations and models. Volunteer management is examined and campus relations highlighted including engagement options, international alumni and relationships with advisory/alumni boards.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDHE 616 - Institutional Public Relations

Best practices in development of communications including marketing, public relations, and publications and creative services examined. Using research methodologies, exploration of brand management, market

segmentation, message development and positioning, and market implementation.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDHE 624 - Capital Financing Management

Examines the operations related to capital financial structure of higher education institutions including asset management, capital budgeting and fund raising and development. Comparison of business concepts between traditional higher education and private for profit and non-profit ventures.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDHE 626 - Funding and Legal Issues

Introduces contemporary issues of related to financial management of public and private institutions, state-level planning, compliance issues, and budgeting matters of institutions of higher education. Legal differences between public and private institutions are examined.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDHE 634 - Proposals & Sponsored Projects

Provides knowledge and skills required to acquire and manage sponsored projects from a variety of sources including learning and practicing process of developing proposal, organizational vision, goal setting, political realities, and budget in addition to compliance management and reporting.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDHE 640 - Foundations of Inst Research

Provides comprehensive understanding of institutional research including roles and responsibilities. Students are introduced to database systems, statistical software and research methods to explore multifaceted links of institutional research to key divisions within higher education institutions.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDHE 644 - Assessments & Acad Programs

Exposes research tools and theoretical models related to assessing student outcomes and student success measures. Benchmarking and importance of evaluating academic programs and curricula to proactively respond to institutional reporting requirements and accreditation.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDHE 646 - Tools for Effective Reporting

Introduction of latest survey tools and statistical software for institutional research. Develops skills related to data gathering and effective reporting with use of latest application and support technologies to maximize research related to institutional effectiveness, program evaluation, and student outcomes.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDHE 650 - Intro to Enrollment Management

Introduction to history of enrollment management and how it fits university system. Provides a strong understanding of enrollment process, organizational structure, federal and legislative issues, and importance of diverse student body.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDHE 652 - Enrollment Mktg & Recruitment

Comprehensive overview of principles and practices of strategic process including marketing and recruitment through graduation. Exposure to contemporary issues and legal problems in enrollment management.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDHE 654 - Fin Aid & Enrollment Mgmt

Strategic relationships between financial aid and enrollment management are examined in order to secure desired student mix. Financial Aid guidelines and career management strategies are discussed to explore integration of traditional student financial aid and development of aid packages.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDHE 656 - Enrollment Database Sys Mgmt

Provides hands-on experience with database systems and programs that support enrollment management offices incorporating Microsoft suite application, SCT Banner, and People Soft. Collaborative assignments will require student manipulate, analyze and report data in different database systems. Strategies to "optimize" the recruitment mix to maximize state budget allocations are examined.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDHE 660 - Principles of Adult Education

This course explores in-depth analysis of relevant theories relating to contemporary application of adult learner materials and methods. Many adult education theories and practices are explored to provide the participants with a broad understanding of andragogy (the art and science of teaching adults) and how it related to their field.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDHE 662 - Critical Issues in Student Affairs

Profession of Students Affairs and most critical issues examined through use of current texts and articles. Topics include overview of the field, diversity, fiscal/budgetary issues assessment and staff training and development. Other topics include campus conduct, academic integrity, freedom of speech, sustainability and other current issues.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDHE 663 - Safety and Crisis Management

Examination of a broad range of campus safety and crisis management issues and exploration of safety and security strategies and consideration of essential elements of a model crisis response plan. Students will work toward understanding macro and micro safety and security issues and responses, and will design a sample crisis response model as the final course assignment.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDHE 664 - Strategies for Educational Success

Examines research on historical and contemporary responses to inequality in education; includes multicultural education, culture of poverty, single race/sex schools; addresses new trends and strategies affecting equity in education, including immigrants, sexual identity, age, gender, organizations, developmental education, and special needs learners (i.e. older adult learners and students with disabilities).

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDHE 668 - Transformational Leadership

Reviews research about community college leadership, with an emphasis on transformational leadership, creation and implementation of a vision; develops skills in how to identify, interact, and mobilize key community organizations and constituents with an emphasis on board relations and community development.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDHE 669 - Diversity in Higher Education

Course examines research on issues of race, class, gender and disability in education in historical and contemporary contexts; emphasizes evidence-based data analysis, specifically qualitative analysis of data; introduces qualitative analysis of data, assumptions, designs, collection, analysis, and research ethics.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDHE 715 - Higher Education Co-op I with Portfolio

The HE co-op I is the first half of a two quarter sequence in which students work in administrative offices to incorporate their knowledge and develop skills learned in the HE program. The first half of the co-op is designed to prepare students to undertake the hands-on co-op projects they will begin in the second quarter of the co-op.

Credits: 1.50

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Must be enrolled in one of the following Major(s):

Higher Education

Pre-Requisites: AADM 710 Minimum Grade: C

EDHE 716 - Higher Education Co-op II

Students are required to participate in a part-time co-op that lasts no less than two quarters (20 weeks). The co-op is structured to provide students with real-life, hands on experience in higher education.

Students work in administrative offices and incorporate the skills and tools they have garnered in the MSHE program.

Credits: 4.50

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Must be enrolled in one of the following Major(s):

Higher Education

Mathematics Education Courses

MTED 501 - Proportional and Algebraic Reasoning

This course is about learning and teaching algebra, focusing on patterns, functions and graphs, proportionality, and algebraic connections. Participants will collaboratively explore open-ended problems, discussing, evaluating, revising, and analyzing others' solutions. This is the first course in a sequence to prepare teachers for implementing student-centered, content-based and technology-enhanced instruction.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Must be enrolled in one of the following College(s)/School(s):

School of Education

Must be enrolled in one of the following Major(s):

Mathematics Learning & Teach

MTED 502 - Geometry & Spatial Reasoning

This course is about learning and teaching geometry, focusing on characteristics of shapes, representational systems, geometric modeling, and proof. Participants will collaboratively explore open-ended geometric problems, discussing, evaluating, revising, and analyzing others solutions. This is the second of three introductory courses that prepare teachers to enact student-centered learning and teaching.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Must be enrolled in one of the following Major(s):

Mathematics Learning & Teach

MTED 503 - Data Analysis and Probabilistic & Statistical Reasoning

This course is about learning and teaching data analysis and probabilistic and statistical reason, focusing on representation of data, measures of center and spread, inferential statistics, proportionality and probability, and introductory statistical analysis. Participants will discuss, evaluate, revise and analyze solutions and methods. This is the third of a 3-course sequence.

Credits: 3.00

College: School of Education
Department: School of Education
Restrictions:
Must be enrolled in one of the following Program Level(s):
Graduate Quarter
Must be enrolled in one of the following Major(s):
Mathematics Learning & Teach

MTED 511 - Functions through the Curriculum

This course will consist of an extended analysis of the conception of function, including its historical development. Participants will gain personal experience in thinking of function as a unifying idea on mathematics as well as with conceptual instructional materials.

Credits: 3.00
College: School of Education
Department: School of Education
Restrictions:
Must be enrolled in one of the following Program Level(s):
Graduate Quarter
Must be enrolled in one of the following Major(s):
Mathematics Learning & Teach

MTED 601 - Diagnosing Student Mathematical Thinking

This course is about student-centered learning and teaching of mathematics. This goal is to develop participants' expertise in analyzing student work, understanding student thinking, and using that understanding to guide subsequent interactions and interventions with the student.

Credits: 3.00
College: School of Education
Department: School of Education
Restrictions:
Must be enrolled in one of the following Program Level(s):
Graduate Quarter
Must be enrolled in one of the following Major(s):
Mathematics Learning & Teach

MTED 611 - Virtual Field Experience I - Online Mentoring

This course utilizes the Math Forum's online learning environment to provide teachers with opportunities to engage with students, diagnose student understandings, and implement appropriate instructional responses. Key to this course is virtual one-on-one interactions and an opportunity to reflect on these interactions. This is the first of a 2-course sequence.

Credits: 3.00
College: School of Education
Department: School of Education
Restrictions:
Must be enrolled in one of the following Program Level(s):
Graduate Quarter
Must be enrolled in one of the following Major(s):
Mathematics Learning & Teach

MTED 612 - Virtual Field Experience II - Online Mentoring

This course utilizes the Math Forum's online learning environment to provide teachers with opportunities to engage with students, diagnose student understandings, and implement appropriate instructional responses. Key to this course is continued virtual interactions and an

opportunity to reflect on these4 interactions. This is the second of a 2-course sequence.

Credits: 3.00
College: School of Education
Department: School of Education
Restrictions:
Must be enrolled in one of the following Program Level(s):
Graduate Quarter
Must be enrolled in one of the following Major(s):
Mathematics Learning & Teach

MTED 621 - Collaborative Instructional Design & Analysis I

This course focuses on teachers identifying critical areas from their colleagues' classrooms that are in need of improvement and designing and implementing a substantive, outcome-driven response. The course will involve intensive analysis of curricular goals, intended student outcomes, lesson planning and classroom-based ?action research?.

Credits: 3.00
College: School of Education
Department: School of Education
Restrictions:
Must be enrolled in one of the following Program Level(s):
Graduate Quarter
Must be enrolled in one of the following Major(s):
Mathematics Learning & Teach

MTED 622 - Collaborative Instructional Design & Analysis II

This course is the second of two courses designed to help teachers identify critical areas from their colleagues' classrooms that are in need of improvement and designing and implementing an appropriate response. The course will involve similar tasks and assignments as MDED 621 but will differ in curricular focus.

Credits: 3.00
College: School of Education
Department: School of Education
Restrictions:
Must be enrolled in one of the following Program Level(s):
Graduate Quarter
Must be enrolled in one of the following Major(s):
Mathematics Learning & Teach

MTED 690 - Current Research in Mathematics Learning & Teaching

This capstone course for the Master of Science program in Mathematics Learning and Teaching will provide students with an introduction to research in mathematics education. Participants will read, analyze, and synthesize seminal research articles in mathematics education and create a proposal for a future classroom-based research project.

Credits: 3.00
College: School of Education
Department: School of Education
Restrictions:
Must be enrolled in one of the following Program Level(s):
Graduate Quarter
Must be enrolled in one of the following Major(s):
Mathematics Learning & Teach

MTED 775 - Special Topics in Mathematics Education

Covers various topics of particular interest to mathematics teachers and education students.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Must be enrolled in one of the following College(s)/School(s):

School of Education

Special Education Courses

EDEX 556 - Characteristics & Methods: Autism

This course furthers the student's understanding of the diagnosis of Autism. Students will explore current issues and best practices in providing educational services that meet the unique characteristics and needs of students with Autism. Current theories in the field of Autism will be a focus of the course.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDUC 551 Minimum Grade: C

EDEX 558 - Char & Meth High Functioning Autism

This course furthers the student's understanding of the diagnosis of High-Functioning Autism and how it is or is not different from Asperger's Syndrome. Students will explore current issues and best practices in providing educational services that meet the unique characteristics and needs of students with High-Functioning Autism and Asperger's Syndrome.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDUC 551 Minimum Grade: C

EDEX 560 - Comm & Language Interventions: ASD

The focus of this course is on communication and language skills, deficits, needs, and interventions for students with Autism Spectrum Disorders (ASD). Students will gain an understanding of the development of communication and interventions for students with ASD who are non-verbal, limited verbal, or verbal. Social pragmatics will be covered.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDUC 551 Minimum Grade: C

EDEX 562 - Behavior & Sensory Support: ASD

The focus of this course is on specific behavioral and sensory issues of students with Autism Spectrum Disorders (ASD). Students will gain skills in research-based interventions for the behavioral issues and sensory needs of students with ASD. Close attention will be paid to prevention strategies that are effective for ASD.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDUC 551 Minimum Grade: C

EDEX 610 - Action Research Spec Ed Teachers I

This course will introduce action research, a form of self-reflective systematic inquiry by practitioners on their own practice. The goals are the improvement of practice, a better understanding of practice, and an improvement in the situations where practices are carried out. Findings are examined: to support school/instructional change.

Credits: 4.50

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDEX 611 - Action Research Spec Ed Teachers II

In this second course in action research sequence, students will come to class with data from the classroom. The class will focus on the issues pertaining to the ethics of data collection, data analysis and interpretation, and writing the action research study.

Credits: 1.50

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDEX 610 Minimum Grade: C

Teacher Education Courses

EDUC 505 - Instructional Systems Design

This course explores and offers in-depth analysis of relevant theories relating to contemporary application of Instructional Systems Design. The purpose is to provide the student with theoretical, experimental and critical perspectives on instructional design as it is applied in a number of educational venues.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDUC 510 - Computer Appl In Teaching

Analyzes issues concerning uses of computing in instruction. Evaluates the microcomputer as an instructional aide in elementary and secondary classroom instruction. Provides hands-on experience with applications in students' subject matter fields to develop competence

in selecting and integrating appropriate instructional software for computers found in today's classrooms, with particular focus on the Macintosh.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDUC 511 - Computer Skills for Teachers

Presents major instructional design concepts students will use in developing their own curricular materials. Describes and discusses various kinds of teacher-developed instructional tools in relation to appropriate instructional task or learning environment. Primarily uses the Macintosh microcomputer and appropriate authoring systems. Provides extensive hands-on instruction and experience using various authoring systems to create many different kinds of instructional tools. Students must be experienced with the Macintosh.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDUC 510 Minimum Grade: C

EDUC 512 - Focus on World Geography

Through the study of geography, students will be encouraged to find a meaningful framework for understanding the system of human culture on Earth and become familiar with the vast interactive system involving humanity and its natural environment.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDUC 514 - Science Teaching Methods

This course bridges theory and practice, providing hands-on experience in the application of constructivist learning theory to designing and delivering effective classroom experiences.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDUC 516 - Diversity and Today's Teacher

This course explores major issues related to the increasing diversity of students in elementary and secondary classrooms in the United States. The multifaceted challenges of teaching heterogeneous student populations (and strategies for).

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDUC 518 - Mathematics: Method & Content

Course emphasizes diagnostic instruction in mathematics by allowing students to complete problems that their students will be expecting to work, noting the error and correction process as well as gaining an awareness of student's difficulties in mathematics.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDUC 520 - Prof Studies Instruction

For students who lack professional-level classroom teaching in grades K to 12. Examines and develops skills in instructional planning, pedagogy, motivation, classroom management and discipline, interrelationships among diverse populations within school settings, and identification of instructional resources. Discusses current principles of developmental and learning theories and instructional design applied to teaching.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDUC 522 - Evaluation of Instruction

Provides study and experience in quantitative and qualitative assessment. Methods for assessing student learning include informal test procedures such as rating scales, checklists, observations, and student self-assessment and formal test procedures such as essay tests, developmental criteria and rubrics, teacher-made objective tests, and standardized tests. Authentic alternative assessments include journals, portfolios, and performance assessments. Processes and problems in test construction and analyzing, summarizing, and reporting student outcomes are examined. Standards for validity and reliability are studied. Qualitative research includes gathering data through observations, interviewing, documentation, and triangulation in field settings. Includes a field component.

Credits: 4.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDUC 523 - Diagnostic Teaching

Focuses on teaching that attempts to identify the student's level of performance and all the relevant information that contributes to that performance. Involves analysis of material to be learned and implementation of instruction that integrates the learner's cognitive and emotional development with the appropriate part of the knowledge or task to be learned. Investigates various learning styles, including field-dependent/independent, convergent/divergent thinking, right/left brain activity, reflective/impulsive personalities, risk-taking/cautious, and attention to locus of control. Includes analysis and

application of generic influences on cognitive, social, emotional, psychomotor, and physical aspects of learning. Investigates curriculum in terms of its psychological nature and selection and development of instructional strategies that enhance learning and prevent learning problems. Provides opportunities to work with elementary and secondary school students in the Drexel Diagnostic Mathematics Learning Laboratory.

Credits: 4.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDUC 520 Minimum Grade: B

EDUC 524 - Current Rsrch Curric & Inst

Examines the relationship of curricula and instruction to current research in learning and knowledge construction, developing higher-order thinking in specific disciplines and content areas, and the role of understanding and metacognition in learning. Complex problems of pedagogy are identified and analyzed (e.g., interdisciplinary curricula, team teaching, collaborative learning), with attention to designing learning goals and outcomes with effective instructional strategies.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDUC 525 - Multi-Media Instruc Desgn

Investigates learning theory and its implications for interactive multimedia formats, including the relationship of instructional design principles to selection of media elements (text, video, sound, animation, and graphics) for high-quality design. Examines human-computer interface principles, navigation features, and visual thinking using a wide range of educational software examples. Criteria for software assessment and virtual classrooms are reviewed. Students design and write a software prototype as a group design project. Complex issues and concepts in technology and education are analyzed.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDUC 526 - Language Arts Processes

Applies contemporary research to processes and problems in teaching oral and written communication, with the basic assumption that listening, speaking, writing, and reading are integrated processes and should be taught as such. Covers analysis and use of instructional strategies for teaching developmental reading and writing, reading and writing in content areas, written correspondence, research reports, journal writing, poetry, and appreciation of children's literature.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDUC 527 - Underst Learning Disabil

Addresses learning disability issues including types of learning disabilities and related general approaches to the assessment and treatment of them. Specific disorders discussed include dyslexia, dyscalculia, attention deficit hyperactivity disorder, social cognition deficit, and disorders of language and hearing.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDUC 528 - Cult Hist Significance of Math

The course explores how mathematics reflects and influences the ideas and movements in culture, history, biography and philosophy. An emphasis on teaching methods is integrated throughout the course.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDUC 530 - Adv Technq Instr & Assess

Major professional and educational issues associated with college teaching are addressed. Provides multiple opportunities to develop and enhance teaching skills, as well as exposure to alternative assessment.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDUC 531 - College Teaching & Comm Skills

This course addresses critical issues in college teaching and communication skills. These are: what is learning, comparative philosophies of education, understanding the adult learner, best practices in integrating technology to enhance learning, methods of evaluation student learning including performance-based assessments and foundations for effective oral and written communication.

Credits: 1.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDUC 532 - Designing Virtual Communities for Staff Development - Non-Field Experience

Examines the impact of distance learning and multimedia technologies on the educational systems of teachers, administrators, librarians, and other professionals in schools responsible for technology and professional development. Online discussion groups, video

conferencing, and web-based instruction will be used to form a virtual learning community. There is no field experience component in this course.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Must be enrolled in one of the following Major(s):

Human Resource Development

EDUC 533 - Designing Virtual Communities

Examines the impact of distance learning and multimedia technologies on the educational systems of teachers and other professionals responsible for technology and professional development. Online discussion groups, video conferencing, and Web-based instruction will be used to form a virtual learning community. This course includes a 20-hour internship for ITS certification.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDUC 534 - Dev Educ Leaders Using Techn

Addresses leadership and team building competencies that instructional technologists need to work collaboratively with teachers, administrations, parent groups, and the community. Will use technologies that facilitate communication and team building. This course includes a 1-2 day field-based research assignment.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDUC 525 Minimum Grade: B

EDUC 535 - Rsrch & Eval Instruction Tech

Course will focus on teaching and learning technology standards, general applications of technology and basic technology and skills. Will examine and critique educational software and learning technologies, and through research, develop criteria for technology. This course includes a 1-2 day field-based research assignment.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDUC 522 Minimum Grade: B

EDUC 536 - Distance Learning

The course explores pedagogical issues in distance learning. Readings are integrated with hands-on use of the tools used to create distance learning programs.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDUC 537 - Learning Disabilities II

The course focuses on how to manage instruction for students with special needs in the inclusive classroom.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDUC 540 - Field Experience

Provides supervised field experience at a cooperating school designed to develop skills in instructional planning, pedagogy, motivation, classroom management and discipline, interrelationships among diverse populations within school settings, identification of instructional resources, and applications of current research on effective teaching.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDUC 520 Minimum Grade: B

EDUC 542 - Fundamentals of Special Education

This course provides an overview of the essentials of special education for today's teachers. Specific emphasis is placed on; the history of special education, purposes of formal and informal assessments and current research on inclusive classrooms. Additional focus will be placed on legal/ethical considerations in testing and the translation of data.

Credits: 4.50

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDUC 544 - The Inclusive Classroom

The focus of this course is to teach teachers how to manage instruction for students with diverse learning and behavioral profiles in the inclusive classroom by examining normal and abnormal cognitive, physical, social, behavioral and language development of children. The course will address curricular, environmental and instructional adaptations in addressing students' needs.

Credits: 4.50

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDUC 542 Minimum Grade: C

EDUC 546 - Literacy and Content Skill Development

The focus of this course is literacy skill development in individuals at-risk for disabilities and with disabilities as well as causes and correlates of individual differences in reading ability. Research, theory, identification approaches and practical, research-supported instructional strategies will be provided for working with students.

Credits: 4.50

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDUC 542 Minimum Grade: C and EDUC 544 Minimum Grade: C

EDUC 547 - Special Education Processes

This course focuses on special education processes, including; screening, assessment, IEP development/monitoring and evaluation.

The course will also focus on strategies for problem-solving, communication, collaboration and student monitoring techniques within in the special education process. Specific legal cases will be reviewed throughout the term.

Credits: 4.50

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDUC 542 Minimum Grade: C and EDUC 544 Minimum Grade: C

EDUC 548 - Emotional & Behavioral Support

This course focuses on both low and high-incidence emotional and behavioral problems encountered in general and special education environments. Specific emphasis will be on understanding of characteristics and interventions that work with the most challenging students. Research in the area of behavior disorders will also be introduced.

Credits: 4.50

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDUC 542 Minimum Grade: C and EDUC 544 Minimum Grade: C

EDUC 549 - High Incident Disabilities

This course focuses on high-incidence disabilities, specifically learning disabilities and language disorders encountered in the general and special education environments. Additional emphasis is placed on an understanding of characteristics and interventions that support these students. Research-based instructional strategies and accommodations will also be discussed.

Credits: 4.50

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDUC 542 Minimum Grade: C and EDUC 544 Minimum Grade: C

EDUC 550 - Teaching Students with Low Incident Disabilities

This course focuses on curriculum development approaches, instructional strategies, and accommodations for students with low incident and moderate/severe disabilities, with emphasis on age-appropriate functional education in school and community-based programs. Additional emphasis is placed on disabilities such as low vision and blindness, hearing impairment and deafness and severe health and physical disabilities.

Credits: 4.50

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDUC 542 Minimum Grade: C and EDUC 544 Minimum Grade: C

EDUC 551 - Pervasive Developmental Disorders

The focus of this course will be pervasive developmental disorders (PDD), specifically; understanding of characteristics, instructional strategies and effective interventions. The course will also emphasize behavior reduction strategies that are consistent with a positive behavioral support approach for students with PDD. Research in the area of PDD will also be emphasized.

Credits: 4.50

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDUC 542 Minimum Grade: C and EDUC 544 Minimum Grade: C

EDUC 552 - Integrating Technology for Learning & Achievement

This course is designed to teach educators how to integrate technology into instruction to support achievement in general and special education classes, specifically to support reading, writing and mathematics achievement. It also focuses on the use of technology for universal design for learning and using assistive technology with students with disabilities.

Credits: 4.50

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDUC 542 Minimum Grade: C and EDUC 544 Minimum Grade: C

EDUC 553 - Special Education: Methods & Practices

This course will focus on effective instructional strategies to meet the learning needs of students with disabilities. Specific emphasis will be placed upon; lesson planning, unit planning, grouping strategies, and

collaboration with other teachers and staff in all delivery settings. Students choose, evaluate and construct instructional materials.

Credits: 4.50

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDUC 542 Minimum Grade: C and EDUC 544 Minimum Grade: C

EDUC 560 - Conflict and Dispute Resolution

Examines the concept of conflict and means for its resolution as it occurs between individuals and within organizations. Provides foundational knowledge for professionals practicing in many fields and industries to resolve conflicts in positive ways. Students will examine obvious and hidden organizational conflict and the dispute resolutions systems available to resolve these issues. Includes skill development techniques for dispute resolution to apply learned knowledge.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDUC 566 - Futures Studies in Education and the Workplace

Course explains and analyzes the field of futures studies including overview of the origins of futures studies, study of how futures studies methods are and can be utilized in education and a range of other industries, and techniques for developing strategic forecasts and plans. A critical approach is taken to enable an analysis of the field's strengths and weaknesses.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDUC 602 - Language Learning & Teaching

This course introduces participants to foundational theory in both first and second language acquisition and instruction. The course explores how learners acquire language, what influences the learning process, and how instruction best aids that process. A practicum component includes observations of classrooms and tutorials of English language learners.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDUC 604 - Structure/Sound Sys of English

This course focuses on the structural features of the English language, including phonetic, phonological, morphological, syntactic and pragmatic features. In the practicum component, participants will collect and analyze language from both native and non-native speakers

of English, using it to develop targeted structural exercises for English instruction.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDUC 606 - Design and Assessment

This course emphasizes the role of ESL teachers as course developers and action researchers, focusing on effective lesson planning, task design, materials development, assessment and evaluation, and the use of computers in instruction. In the practicum component, participants will design thematic units, determine objectives, develop materials, and design assessment tools.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDUC 608 - The Intercultural Learner

This course explores the needs, experiences, values, and beliefs of culturally and linguistically diverse learners and their families and communities. Building home/school relations and adapting and supporting curriculum through school services will be a focus. For a practicum, participants will engage in a case study of an English language learner.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDUC 702 - Schl Ldrshp & Decsn Making

This course will focus on decision-making in the schools. Emphasis will be placed on major challenges and opportunities in the work world of the principal and the interpersonal skills of school leadership.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDUC 705 - School Law and Politics

This course is designed to assist students with their understanding of how law, politics, and power structures interact to influence the goals and operations of the schools. Students will student the roles of school boards and community organizations, state boards of education, state government agencies, special interest groups, professional organizations, and unions.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):
Graduate Quarter

EDUC 708 - Tech Integr w/Sch Instr & Mgmt

In this course students will investigate learning theory and its implication for interactive multimedia learning formats including the relationship of instructional design principles to selection of multimedia elements.

Credits: 3.00
College: School of Education
Department: School of Education
Restrictions:
Must be enrolled in one of the following Program Level(s):
Graduate Quarter
Co-Requisites: EDUC 715

EDUC 710 - School Finance and Facilities

In this course, students will study the school budgeting process and school facilities management. Students will receive and overview of the basic financial and facility issues, unique to education that affect individual school buildings.

Credits: 3.00
College: School of Education
Department: School of Education
Restrictions:
Must be enrolled in one of the following Program Level(s):
Graduate Quarter
Co-Requisites: EDUC 716

EDUC 712 - Sch/Comm Partn and Relations

In this course, students will study the skills, techniques and attitudes. School leaders need to work effectively with school constituents.

Credits: 3.00
College: School of Education
Department: School of Education
Restrictions:
Must be enrolled in one of the following Program Level(s):
Graduate Quarter
Co-Requisites: EDUC 718

EDUC 714 - Instructional and Curr Ldrship

In this course, students will examine the relationship between school culture and classroom instruction. Students will study the five fundamental tasks of instructional leadership (direct assistance, group development, professional development, curriculum development, and action research). Students will also investigate effective classroom observation methods.

Credits: 3.00
College: School of Education
Department: School of Education
Restrictions:
Must be enrolled in one of the following Program Level(s):
Graduate Quarter
Co-Requisites: EDUC 717

EDUC 715 - School Prin Intern: Technology

This yearlong intensive internship is the activity for the students in the Drexel Education Leadership Program. During this course, the students

will put school leadership theory and knowledge to practical application.

Credits: 1.50
College: School of Education
Department: School of Education
Restrictions:
Must be enrolled in one of the following Program Level(s):
Graduate Quarter
Pre-Requisites: EDUC 708 Minimum Grade: C

EDUC 716 - Sch Princ Internship: Finance

The yearlong intensive internship is the culminating activity for the students in the Drexel Education Leadership Program. During this course, the students will put school leadership theory and knowledge to practical application.

Credits: 1.50
College: School of Education
Department: School of Education
Restrictions:
Must be enrolled in one of the following Program Level(s):
Graduate Quarter
Pre-Requisites: EDUC 710 Minimum Grade: C

EDUC 717 - Sch Princ Internship: Ldrship

The yearlong intensive internship is the culminating activity for the students in the Drexel Education Leadership Program. During this course, the students will put school leadership theory and knowledge to practical application.

Credits: 1.50
College: School of Education
Department: School of Education
Restrictions:
Must be enrolled in one of the following Program Level(s):
Graduate Quarter
Pre-Requisites: EDUC 714 Minimum Grade: C

EDUC 718 - Sch Princ Intern: Relations

The yearlong intensive internship is the culminating activity for the students in the Drexel Education Leadership Program. During this course, the students will put school leadership theory and knowledge to practical application.

Credits: 1.50
College: School of Education
Department: School of Education
Restrictions:
Must be enrolled in one of the following Program Level(s):
Graduate Quarter
Pre-Requisites: EDUC 712 Minimum Grade: C

EDUC 775 - Special Tops Teacher Prep

Covers various topics of particular interest to teacher education students.

Credits: 9.00
College: School of Education
Department: School of Education
Restrictions:
Must be enrolled in one of the following Program Level(s):
Graduate Quarter

EDUC 780 - Patterns for I.D.E.A.S.

Develops teaching methods that focus on analyzing student thinking, including processes in inductive reasoning, storage and imaging by use of simulations, case studies, and role-playing.

Credits: 4.50

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDUC 781 - Keys to Motivation

Analyzes roadblocks to student motivation as related through attribution theory. Examines reinforcement response strategies that enable the teacher to provide an encouraging classroom environment, teacher leadership strategies that create an environment where students have greater decision-making power, strategies to enhance organization and expression of ideas, group learning strategies to promote student involvement, and risk management.

Credits: 4.50

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDUC 782 - Teaching Through Learning Channels

Requires students to analyze their own learning preferences and apply resulting skills to students in the classroom. Explores techniques for identifying kinesthetic, tactual, auditory, and visual activities to support student learning strengths and diminish weaknesses. Includes student-presented demonstration lessons that model these skills.

Credits: 4.50

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDUC 783 - P.R.I.D.E.

Provides instruction in the use and interpretation of non-verbal communication and its impact on learning. Addresses strategies and problem-solving techniques for effectively managing classroom disruptions, increasing student involvement, and keeping students on task.

Credits: 4.50

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDUC 784 - Classroom Management: Orchestrating a Community of Learners

Provides instruction in verbal skills and strategies focusing on positive, observable teacher behaviors and classroom practices that enhance student self-esteem and create a positive and inviting learning environment through verbal skills, active listening, teacher leadership,

and problem exploration and resolution. Assumes that if teachers understand student characteristics, they will be more successful in creating a positive group dynamic.

Credits: 4.50

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDUC 785 - Coaching Skills

Designed to develop teacher coaches with the skills necessary to identify an instructor's strengths as well as areas for improvement based on effective teaching research. Explores and applies current research on the coaching process.

Credits: 4.50

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDUC 799 - Independ St - Teach Prep

Covers various topics of particular interest to teacher education students, explored individually by the student under guidance from an instructional team member.

Credits: .50 to 9.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDUC 800 - Educational Leadership & Change

Covers leadership characteristics, styles, and profiles along with the dynamics of the change process. Students develop an action plan for a school-based project, keep a log, and do reflective analysis. Students will interview a leader about their experiences in change and develop a leadership portfolio.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDUC 801 - Creatv Strat For Educ Ldr

Examines the theoretical and research issues pertaining to creativity and the development of the creative thought process. Emphasizes how role playing and drama techniques can become a powerful tool to promote creative thinking, innovation, and change for educational leaders.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDUC 802 - Using/Integrat Learn Tech

Covers learning theories and integrative models as they use instructional software in different contexts and subject areas. Demonstrates strategies for using and implementing multimedia, hypermedia, and electronic networking for candidates to implement in their own school settings.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDUC 803 - Educational Research Design I

Introduces students to research design paradigms and the assumptions behind them, use of the literature, developing research questions, qualitative and quantitative procedures, and research study formats.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDUC 804 - Study Edu Orgs & Progrms

Covers the differences between evaluation and other disciplines; how to design an evaluation framework to work with; transformations in evaluation; new methodological approaches, including performance measurement; and issues that evaluators must deal with.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDUC 806 - Linking Educational Theory to Research

Course designed to acquaint students with educational theories and perspectives that have shaped the education discipline. A range of educational theories developed throughout 19th, 20th and 21st centuries will be discussed and explored toward guiding students on how these theories and viewpoints apply to research and educational practice today.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDUC 807 - Multi- & Cross-Cultural Perspectives in Leadership

Course will assist administrators, researchers and scholars to transform schools to address persistent inequities present in US educational systems and serve the needs of disadvantaged and disenfranchised groups. Course will deepen students' knowledge of multicultural education and advance their skills and talents as educational leaders.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDUC 810 - Educational Research Design II

The course builds upon Educational Research Design I and focuses on five main themes: research design, sampling design, data collection, data analysis, and reporting research results using educational applications.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDUC 803 Minimum Grade: C

EDUC 811 - Multimedia Apps For Lrng

Allows students to design and develop a multimedia application for learning using an object-oriented authoring application and the process of design, development, and testing. Demonstrates and applies principles of learning that affect interface design, instructional design, storyboarding, navigation, interactivity, and feedback design.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDUC 812 - Staff Dev & Team Building

Helps educational leaders explore effective models for professional development in schools and school districts. Covers the development of effective strategies and practices based upon current research, adult learning theory, and successful local and national models. Also provides in-depth training in the area of effective meeting design, involvement, and decision-making.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDUC 813 - Educational Issues Seminar

Examines current issues in public education, including school community, staff relations, integrating educational innovation, negotiating the bureaucracy, public charter schools, and urban education.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDUC 814 - Design Educ Organizations

Examines innovation in rostering, scheduling, and defining the instructional program. Emphasizes middle school education and design of small learning communities such as the cluster concept and public charter schools.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDUC 815 - Rsch Writing In Educ

Guides students in the writing for research, publication, and funding in education by studying examples of effective writing formats written by successful practitioners and by using an active writing process approach: writing drafts, and giving feedback in small peer groups.

Students produce a final document for each type of writing that employs authentic tasks and assessments.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDUC 816 - Inclusion Issues

Examines the various inclusion models whereby children with special needs become part of the teaching and learning community in which everyone-teacher and all students-can benefit by an inclusive program. Addresses such topics as how administrators may take leadership in implementing inclusion and designing an inclusive school.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDUC 817 - Curriculum Models

Allows candidates to develop models of curricula aligned with local, state, and national standards. Presents strategies for interdisciplinary teaching, creating constructivist learning environments, and developing integrative curriculum modules. Considers learning styles in effective methods that will be modeled and implemented in the course.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDUC 818 - Applied Research Study

Offers candidates a field-based opportunity to design and implement a pilot research study that will be presented and defended. Steps include framing the question and methodological approach, collecting and analyzing data, interpreting the results, and writing a report. Students document their research activities in a log. Research approaches can include action research, case studies, experimental designs, etc.

Credits: .50 to 20.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

EDUC 820 - School Superintendency

This course is designed to provide both theoretical and practical insights into the evolving responsibilities associated with being the chief executive office of a school system.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDUC 801 Minimum Grade: C and EDUC 802 Minimum Grade: C

EDUC 824 - Parents and Schools

This course provides the candidate with the skills required by system-level administrators to work with a broad spectrum of constituencies. Students will focus on the major issues facing families, especially those that mitigate against strong home-school relations, such as poverty, domestic violence, and drug abuse.

Credits: 3.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Continuing Education

Co-Requisites: EDUC 828

Pre-Requisites: EDUC 827 Minimum Grade: B

EDUC 827 - Sch Supt Intern: Curric Models

This is a yearlong internship in various central office positions depending on the candidate's career preferences. The experience will focus on school issues of a system-wide impact, such as policy development, long-range planning, school board function and personnel management.

Credits: 1.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter

Pre-Requisites: EDUC 820 Minimum Grade: C

EDUC 828 - Sch Supt Intern: Parents/Schs

This is a yearlong internship in various central office positions depending on the candidate's career preferences. The experience will focus on school issues of a system-wide impact, such as policy development, long-range planning, school board function and personnel management.

Credits: 1.00

College: School of Education

Department: School of Education

Restrictions:

Must be enrolled in one of the following Program Level(s):

Graduate Quarter
Co-Requisites: EDUC 824
Pre-Requisites: EDUC 827 Minimum Grade: C

EDUC 829 - Sch Supt Intern: III

This is a yearlong internship in various central office positions depending on the candidate's career preferences. The experience will focus on school issues of a system-wide impact, such as policy development, long-range planning, school board function and personnel management.

Credits: 1.00
College: School of Education
Department: School of Education
Restrictions:
Must be enrolled in one of the following Program Level(s):
Graduate Quarter
Pre-Requisites: EDUC 828 Minimum Grade: C

EDUC 830 - Sch Supt Intern: IV

This is a yearlong internship in various central office positions depending on the candidate's career preferences. The experience will focus on school issues of a system-wide impact, such as policy development, long-range planning, school board function and personnel management.

Credits: 1.00
College: School of Education
Department: School of Education
Restrictions:
Must be enrolled in one of the following Program Level(s):
Graduate Quarter
Pre-Requisites: EDUC 829 Minimum Grade: C

EDUC 835 - Quantitative Research Methods/Data Analysis

Continuation of EDUC 810. Use of statistical methods using real-world problems and real-world data to gain experience with following topics: analysis of variance and covariance, simple and multiple linear regression, multivariate techniques of factor analysis, cluster analysis and multi-level and structural equation modeling. Course includes a lab for practice-based learning using SPSS.

Credits: 4.00
College: School of Education
Department: School of Education
Restrictions:
Must be enrolled in one of the following Program Level(s):
Graduate Quarter
Must be enrolled in one of the following Major(s):
Educ. Lead. & Learning Tech.
Pre-Requisites: EDUC 803 Minimum Grade: C and EDUC 810 Minimum Grade: C

EDUC 836 - Qualitative Research Methods/Data Analysis

Continuation of EDUC 835. Use of qualitative methods using real-world problems and real-world data to gain experience with following research techniques such as ethnography and case studies to gain skills in participant observation, interviewing, archival research and historical analysis. Other theoretical frameworks and methodological approaches for qualitative research will be discussed. Course includes a lab for practice-based learning to use computer software for data collection/analysis.

Credits: 4.00
College: School of Education
Department: School of Education
Restrictions:
Must be enrolled in one of the following Program Level(s):
Graduate Quarter
Must be enrolled in one of the following Major(s):
Educ. Lead. & Learning Tech.
Pre-Requisites: EDUC 835 Minimum Grade: C

EDUC 880 - Doctoral Seminar

Seminar to prepare students who have completed the core doctoral courses and residency requirement to work with their Dissertation Advisor in the development of their dissertation research proposal.

Credits: 1.00
College: School of Education
Department: School of Education
Restrictions:
Must be enrolled in one of the following Program Level(s):
Graduate Quarter
Pre-Requisites: EDUC 810 Minimum Grade: B and EDUC 811 Minimum Grade: B and EDUC 813 Minimum Grade: B

EDUC 998 - PhD Dissertation

Allows candidates to conduct an original research study that will comprise the dissertation.

Credits: 1.00 to 12.00
College: School of Education
Department: School of Education
Restrictions:
Must be enrolled in one of the following Program Level(s):
Graduate Quarter