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The Goodwin College of Professional Studies School of Education

About the School

The [School of Education](#) seeks to enrich knowledge and practice related to lifespan learning, based on the most current and appropriate research and practice. The goal of the school goal is to improve human understanding through programs and activities that emphasize creative uses of human effort, technology and problem solving.

The School offers Pennsylvania Department of Education-approved programs to certify students who already hold bachelor's degrees to be teachers in elementary education (with an emphasis on mathematics, science, and technology), secondary education (in biology, chemistry, earth and space science, environmental education, general science, mathematics, or physics), and K-12 (instructional technology specialist and library science). Principal and superintendent certifications are also available. Individuals who complete the minimum requirements receive a teaching certificate and have the option to continue coursework to fulfill requirements in the graduate Science of Instruction master's degree program.

The master's degree programs are also available to those who already have teacher certification and/or do not wish to obtain a teaching certificate. Students who would like to pursue the instructional technology specialist teacher certification must already have Pennsylvania Instructional I certification or appropriate equivalent.



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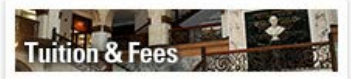
The Goodwin College of Professional Studies School of Education

Facilities

The [Drexel Center for the Prevention of School-aged Violence](#) is located within the School of Education at Drexel University, 3141 Chestnut Street, Philadelphia, PA 19104. The mission of the center is to provide a research venue for investigating applications of creativity and the power of creativity as a force in uncovering hidden talents of youth of diverse age groups, cultures, and economic backgrounds.

The [Multicultural Collaborative](#) is a School of Education center that serves as a hub where scholars and communities beyond the university work together to create projects that transform the lives of all students.

For more information about these and other School of Education centers, visit the [The Centers of Goodwin College](#).



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Master of Science in Educational Administration

About the Program

Using state and national leadership standards, this master's degree is designed to prepare and mentor future elementary and secondary educational leaders with the practical skills, knowledge and internship experiences to become effective leaders in rural, city and suburban schools. This program is ideal for prospective students holding a teaching or counseling certificate who wish to advance into school administration with principal certification.

The program is designed as a part-time cohort model, and can be completed in two years. View the [degree requirements](#) for more detailed information about the courses.

Program objectives

Graduates of the MS in Educational Administration will be prepared to:

- Meet Pennsylvania certification standards
- Facilitate the development, articulation, implementation, and stewardship of a school/district vision of learning that is shared and supported by the school community
- Advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth
- Ensure management of the organization, operations, and resources for a safe, efficient, and effective learning environment
- Collaborate with families and community members, responding to diverse community interests and needs, and mobilizing community resources
- Act with integrity, fairness, and in an ethical manner
- Understand, respond to, and influence the larger political, social, economic, legal, and cultural context
- Monitor and evaluate students' achievements and programs on challenging standards for external and internal accountability goals
- Build teacher leadership capacity and mentor principal interns
- Conduct and share action research that documents sustainability in meeting school accountability goals and has practical, immediate, and useful application for other educators

For additional information, visit the School of Education's [MS in Educational Administration](#) web page or the [Drexel e-Learning's](#) web site.



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Master of Science in Educational Administration

Degree Requirements

Students complete a total of 45 credits consisting of 24 credits in core certification courses and 21 credits in core master's courses.

Core Certification Courses 24.0 Credits

EDUC 702	School Leadership and Decision Making	3.0
EDUC 705	School Law and Politics	3.0
EDUC 708	Managing Integration of Technology in Instruction	3.0
EDUC 710	School Finance and Facilities	3.0
EDUC 712	School/Community Relations and Partnerships	3.0

EDUC 714	Instructional and Curriculum Leadership	3.0
EDUC 715	School Principal Internship: Technology	1.5
EDUC 716	School Principal Internship: Finance	1.5
EDUC 717	School Principal Internship: Leadership	1.5
EDUC 718	School Principal Internship: Relations	1.5

Core Master's Degree Courses 21.0 Credits

EDAM 500	Leading in Urban, Rural, Suburban School Settings	3.0
EDAM 502	Resource Management, Allocation and Entrepreneurship	3.0
EDAM 522	Evaluation and Assessment Competencies	3.0
EDAM 524	Mentoring and Collaborative Leadership	3.0
EDAM 526	Interpreting and Evaluating Research and Achievement Data	3.0
EDAM 528	Research Methodology for Action Research	3.0



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Performances

The performances for meeting Pennsylvania leadership standards and National Leadership Standards include a Leadership Portfolio. The Leadership Portfolio includes:

- Four Log Reflections -- explaining growth in log reflection over each term
- Evidence of 600 hours across four terms logged in the Internship
- Logs over 48 weeks
- Four term Goal Statements and Reflections on accomplishments
- Two to three artifacts on each of the ELCC standards totaling 14 to 21 or more artifacts
- An explanation of how each artifact shows applications of skill on each identified standard
- Four evaluations on the ELCC Standards and Drexel Competencies completed by the school site supervising principal

In addition, students must have a passing score on 580 on the Pennsylvania PRAXIS, Administrative Ed. Leadership (0410).



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Master of Science in Global and International Education

About the program

The School of Education's Master of Science in Global and International Education will prepare students to work effectively with the complex global challenges, trends, and issues influencing education and learning in diverse parts of the world, including the United States.

Today, leaders are needed who are trained with the skills and practical knowledge required to work effectively within the context of global economic, political, cultural, and community influences on education; are aware of global trends and issues in the field of education; recognize the various dimensions of educational interventions and are able to analyze the implications for learners within and beyond mainstreams; and can critique the roles and approaches of international, comparative, and educational research. The MS in Global and International Education will provide these necessary tools, experiences, understandings, and related attitudes.

Program objectives

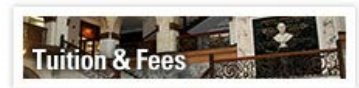
The mission of the Master of Science in Global and International Education is to prepare students with the skills, knowledge, and attitudes necessary to work effectively with the complex economic, political, cultural, and social contexts that influence education and learning in diverse parts of the world. In addition to being aware of global trends and issues of diverse approaches to education, students will develop the attitudes necessary to support learners and learning within and beyond mainstream educational systems.

Graduates of this program will be qualified to pursue careers in higher education, ESL programs, education abroad, law firms, international education associations, accreditation agencies, local community international outreach centers, U.S. government, international development or human service agencies, non-governmental agencies, as well as act as administrators, managers, and researchers in national and international organizations, foundations, associations, and corporations.

Graduates of this program will lead their organizations in addressing the dramatic change in society and culture due to globalization and how these influence education.

The program is designed as a part-time cohort model, and can be completed in two years. View the [degree requirements](#) for more detailed information about the courses.

For additional information, visit the School of Education's [MS in Global and International Education](#) web page or the [Drexel e-Learning's](#) web site.



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Master of Science in Global and International Education

Degree Requirements

A Master of Science in Global and International Education is a part-time online program. Students complete a total of 45 credits, consisting of six core courses, four primary concentration courses, three secondary concentration courses, an elective and a capstone course.

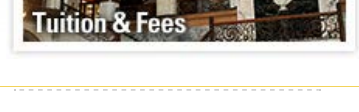
Core Courses		18.0 Credits
EDGI 500	Introduction to Global, International and Comparative Education	3.0
EDGI 508	Understanding Research in Global, International and Comparative Education	3.0
EDGI 510	Culture, Society and Education in Comparative Perspective	3.0
EDGI 512	Globalization and Educational Change	3.0
EDGI 518	Analysis of Policy Issues in Global, International and Comparative Education	3.0
EDGI 520	Comparative Economics of Education	3.0

Primary Concentration Courses		12.0 Credits
EDGI 502	Global, International and Comparative Education II	3.0
EDGI 504	History and Theory of Comparative Education	3.0
EDGI 506	Comparative Higher Education Systems	3.0
EDGI 514	Education and National Development	3.0

Students either select a Secondary Concentration in Peace Education or three additional electives:

Elective Secondary Concentration I: Peace Education*		9.0 Credits
EDGI 530	Peace Education	3.0
EDGI 532	International Organizations in International Education	3.0
EDGI 534	Conflict Resolution in an International Context	3.0

*As an alternative secondary concentration, students may create a customized area of study from other Drexel University departments/programs such as



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Electives **9.0 Credits**

Students select one course as an elective from within the School of Education or a course (with School of Education approval) from another Drexel University program/department, such as International Business Administration, Foreign Language, Women's Studies, or Science/Technology/Society.

Sample Electives:

EDGI 600	Study Abroad Experience	3.0
EDGI 610	International Ecotourism and Educational Experience	3.0

Capstone Requirement **6.0 Credits**

EDGI 715	Co-Op with Portfolio	1.5
EDGI 716	Co-Op with Portfolio	4.5



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Master of Science in Higher Education

About the Program

The MS in Higher Education is designed specifically to prepare highly skilled and knowledgeable practitioners for administrative and management careers in higher education in the United States and abroad. Graduates will be qualified to pursue careers as professionals in university and college offices as well as careers in national and international organizations, foundations, associations, and corporations.

Program objectives

Students graduating with an MS in Higher Education will possess outstanding leadership, organizational, interpersonal and advocacy skills, including the ability to communicate effectively with internal and external groups. Students will be provided with in-depth knowledge regarding both public and private (non-profit and for-profit) institutions, as well as small and large institutions and multi-campus institutions.

About the curriculum

The curriculum for the MS in Higher Education incorporates an interdisciplinary approach, with courses offered through the Goodwin College of Professional Studies School of Education and The LeBow College of Business. The program integrates leading learning strategies and instructional technologies into the course delivery. Courses introduce students to best practices, current research, software applications and database management systems. Students demonstrate knowledge and skills through both individual and group projects.

This program is 45 credits and consists of 14 courses: 6 core courses, 4 primary concentration courses, 3 elective courses or secondary concentration courses, and 1 capstone course (co-op with portfolio).

Primary concentration areas include:

- Administration and Organizational Management

Secondary areas of concentration include:

- Academic Development, Technology and Instruction
- Community College Administration and Leadership
- Enrollment Management
- Financial Management in Higher Education
- Institutional Advancement
- Institutional Research and Planning
- Student Development and Affairs

View the [degree requirements](#) for more detailed information about the courses.

The program is designed as a part-time cohort model, and can be completed in two years. View the [program delivery options](#) for more information about the available formats for completing the program.

For additional information, visit the School of Education's [MS in Higher Education](#) web page.



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Master of Science in Higher Education

Admission Requirements

Applicants for the program will follow the university standards for admission to graduate study. In addition, the admissions committee will evaluate the applicant's potential and commitment to succeed in graduate study in higher education and at least one of the two program delivery formats. The applicant's potential to contribute to the overall quality of the program of study will also be considered.

Prospective students are required to submit the following:

- Completed Application Form
- Transcripts (must be provided for every institution attended)
- Referrals (two letters are required)
- Personal Essay

Prospective students must apply through [Drexel eLearning](#) using the online [application](#). Additional information about how to apply is available on the [Graduate Admissions at Drexel University](#) website.



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Master of Science in Higher Education

45.0 credits

This Master of Science in Higher Education program requires 45.0 credits and consists of 14 courses: 6 core courses, 4 primary concentration courses, 3 elective courses or secondary concentration courses, and 1 capstone course (co-op with portfolio).

Core courses 18.0 Credits

EDHE 500	Foundations of Higher Education	3.0
EDHE 510	Governance, Management & Administration in Higher Education	3.0
EDHE 520	Student Development & Customer Service Management	3.0
EDHE 540	Outcomes Assessment and Continuous Improvement	3.0
EDUC 705	School Law and Politics	3.0
ORGB 631	Leading Effective Organizations	3.0

Capstone 6.0 Credits

EDHE 715	Higher Education Co-op with Portfolio	1.5
EDHE 716	Higher Education Co-op II	4.5

Primary Concentration 12.0 Credits

Students complete the four required courses for the primary concentration:

Higher Education Administration and Organizational Management Concentration

EDHE 714	Introduction to Research Methods	3.0
EDHE 601	Strategic Planning and Evaluation	3.0
EDHE 602	Managing Campus Operations	3.0
EDHE 606	Higher Education Career Development	3.0
	Strategic Planning and Evaluation	3.0

Electives or Secondary Concentration 9.0 Credits

Students select either any three elective courses (from offerings within the School of Education) or three courses within the secondary concentrations offered. Courses within a student's primary concentration do not count as electives.



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Secondary Concentration in Student Development and Affairs

Students select three courses from the following list:

EDHE 652	Enrollment Marketing and Recruitment	3.0
EDHE 662	Critical Issues in Student Affairs	3.0
EDHE 663	Safety and Crisis Management	3.0
EDHE 669	Diversity in Higher Education	3.0

Secondary Concentration in Community College Administration and Leadership

Students select three additional courses from the following list:

EDHE 634	Proposals and Sponsored Projects	3.0
EDHE 664	Strategies for Educational Success	3.0
EDHE 668	Transformational Leadership	3.0
EDHE 669	Diversity in Higher Education	3.0

Secondary Concentration in Institutional Advancement

EDHE 610	Institutional Advancement	3.0
EDHE 614	Alumni Relations	3.0
EDHE 616	Institutional Communications, Marketing and Public Relations	3.0
AADM 650	Fund Development for the Arts	3.0

Secondary Concentration in Financial Management

EDHE 602	Managing Campus Operations	3.0
EDHE 624	Capital Financing, Business Development & Asset Management	3.0
EDHE 626	Public-Private Funding & Legal Issues	3.0
BUSN 501	Measuring and Maximizing Financial Performance	3.0

Secondary Concentration in Academic Development, Technology & Instruction

EDHE 634	Proposal Writing & Sponsored Project Management	4.0
EDUC 522	Evaluation of Instruction	3.0
EDUC 524	Current Research in Curriculum and Instruction	3.0
EDUC 530	Advanced Techniques in Instruction and Assessment	3.0

Secondary Concentration in Institutional Research

EDHE 640	Foundation of Institutional Research	3.0
EDHE 644	Student Assessments & Academic Program Evaluation	3.0
EDHE 646	Survey Tools, Statistical Software and Effective Reporting	3.0
EDUC 803	Educational Research Design	3.0

Secondary Concentration in Enrollment Management

EDHE 650	Introduction to Enrollment Management	3.0
EDHE 652	Enrollment Marketing, Recruitment and Retention	3.0
EDHE 654	Financial Aid & Enrollment Management	3.0
EDHE 656	Enrollment Management Database Systems & Management	3.0



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Master of Science in Human Resource Development

About the Program

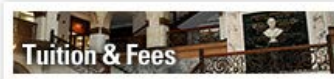
Human resource development (HRD) refers to the principles, methods, and techniques for assessing and responding to the learning and organization development needs of employees and their organizations. The Master of Science in Human Resource Development prepares students to have a positive direct and indirect influence on the future of human resource development in its many forms. The program is designed to prepare graduates for strategic roles in promoting employee and organizational learning in various national and multi-national organizations, as well as to promote the use and integration of technology to support organizational learning.

The MS degree in Human Resource Development incorporates an interdisciplinary curriculum. Students may choose an area of concentration through either the School of Education or the LeBow College of Business. The program integrates leading learning strategies and instructional technologies into course delivery. Courses expose students to best practices, current research, software applications, and database management systems. Students demonstrate their knowledge and skill acquisition through individual and group projects.

The curriculum is 45 credit hours consisting of 39 hours of course work and a 6-credit co-op project. Students complete nine core courses and four courses from one of the following concentrations:

- Human Resource Development in Business Settings
- Human Resource Development in Educational Settings
- Human Resource Development in Global Settings

For additional information, contact the [School of Education](#) or view the Master's degrees online on the [Drexel Online Learning](#) web site.



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Master of Science in Human Resource Development

Admission Requirements

Applicants for the program will follow the university standards for admission to graduate study. Prospective students must have earned a bachelor's degree from an accredited institution and have an undergraduate GPA of 3.0 or higher to be considered for admission (graduate degree GPAs will be considered along with the undergraduate GPA). In addition, prospective students are required to submit the following:

- Completed Application Form including official transcripts from all universities or colleges attended
- Two letters of recommendation
- Personal essay
- Resume
- Application fee

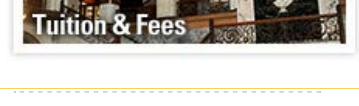
The admissions committee will evaluate the applicant's potential and commitment to succeed in graduate study in the online environment. The applicant's potential to contribute to the overall quality of the program of study will also be considered.

Interviews, in person or by phone, will be conducted by the admissions committee with those applicants who meet Graduate Admission's standard admissions criteria.

Decisions will be made using dates corresponding to the regular university schedule for rolling admissions in Graduate Admissions.

For additional information, contact the [School of Education](#) or view the Master's degrees online on the [Drexel Online Learning](#) web site.

Find additional details about how to apply on the [Graduate Admissions at Drexel University](#) website.



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Master of Science in Human Resource Development

45.0 credits

The MS in Human Resource Development program requires 45 credit hours consisting of 39 hours of coursework and a 6-credit capstone course that includes a co-op project and results in the submission of a professional portfolio.

Degree Requirements

Core Courses 27.0 Credits

EDHE 600	Human and Organizational Performance	3.0
EDHE 660	Principles of Adult Education	3.0
EDLT 536	Learning Sciences and Instructional Design	3.0
EDLT 537	Technologies for Performance Support	3.0
EDUC 532	Designing Virtual Communities for Staff Development: Non-Field Experience*	3.0
EDUC 804	Studying Educational Organizations and Programs	3.0
EHRD 500	Foundations of Human Resource Development	3.0
EHRD 600	Consulting and Leadership Coaching	3.0
EHRD 650	Learning Leadership in Organizations	3.0

Internship/Co-op (2 terms) 6.0 Credits

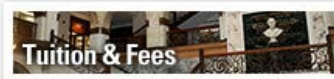
EHRD 715	Capstone Co-op Portfolio I	1.5
EHRD 716	Capstone Co-op Portfolio II	4.5

Students select one Concentration: 12.0 Credits

Human Resource Development in Business Settings Concentration

The following courses in the graduate Business curriculum are highly recommended. Any substitution must be approved by the faculty advisor.

BUSN 501	Measuring and Maximizing Financial Performance	3.0
BUSN 502	Essentials of Economics	3.0
ORGB 625	Leadership and Professional Development	3.0
ORGB 631	Leading Effective Organizations	3.0



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Human Resource Development in Educational Settings Concentration

The following courses in the graduate Education curriculum are highly recommended. Any substitution must be approved by the faculty advisor.

EDAM 502	Resource Management, Allocation and Entrepreneurship	3.0
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EDAM 528	Research Methodology for Action Research	3.0
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EDAM 524	Mentoring and Collaborative Leadership	3.0
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EDHE 606	Higher Education Career Development	3.0
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Human Resource Development in Global Settings Concentration

The following courses in the graduate curriculum for Global and International Education are highly recommended. Any substitution must be approved by the faculty advisor.

EDGI 500	Introduction to Global, International and Comparative Education	3.0
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EDGI 510	Culture, Society and Education in Comparative Perspective	3.0
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EDGI 532	International Organizations in International Education	3.0
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EDGI 534	Conflict Resolution in an International Context	3.0
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Master of Science in Learning Technologies

About the Program

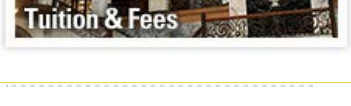
The MS in Science and Learning Technologies has been specifically designed to prepare graduate students to meet the critical challenges that schools and other organizations face related to technology learning needs.

The program provides multiple field experiences, extensive skill development in coaching and mentoring, and a yearlong internship for hand-on experiences in various settings. Each student will develop a unique plan of study in cooperation with a School of Education academic advisor. Students are expected to maintain a continuous registration and will be encouraged to take two courses per term until completion of their program of study.

Courses are offered in an online format. The program also features occasional on-campus events and an annual conference for presentation of program participant research papers and projects, as well as invited keynote speakers, workshops and poster sessions.

Students can select concentrations in Instructional Technologies Specialist, E-Learning Leadership, Learning in Game-Based Environments, or complete a certificate concentration that prepares for the PA Certification in Instructional Technologies Specialist.

For additional information about this program, contact the [School of Education](#).



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Master of Science in Learning Technologies

Admission Requirements

Each candidate to the MS in Science and Learning Technologies will submit the following application materials:

- Completed application form
- Appropriate application fee
- Transcripts (must be provided for every institution attended)
- Personal essay, providing commitment to program's unique features
- Professional resume

Admission to the MS in Learning Technologies program will follow the University standards for admission to graduate study including the receipt of a Bachelor's degree from an accredited college or university with an earned GPA of 3.0 on a 4.0 scale.

Undergraduates who meet the rigorous requirements for participation in an MS program also may be considered. Ideally, a successful candidate will possess a public school teaching certificate or, in the case of an undergraduate pursuing the BS /MS track, complete teacher certification requirement in conjunction with the MS degree. For additional information, contact the [School of Education](#).

Information about how to apply is available on the [Graduate Admissions at Drexel University](#) website.



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Master of Science in Learning Technologies

MS degree with Instructional Technology Specialist, Game based Learning, or E-Learning Leadership concentration = 45.0 credits

MS degree with Instructional Technology Specialist PA Certification (with previous teacher certification) = 45.0 credits.

MS degree with Instructional Technology Specialist PA Certification (without previous teaching certification) = 49.5 credits

Degree Requirements

Depending on their goals and interests, students completing the MS in Learning Technologies choose either the Instructional Technology Specialist concentration, the Instructional Technology Specialist PA Certification option, or the Learning in Game-Based Environments concentration.

Core Courses 12.0 Credits

EDAM 528	Research Methodology for Action Research	3.0
EDLT 536	Learning Sciences and Instructional Design	3.0
EDLT 537	Technologies for Performance Support	3.0
EDLT 538	New Media Literacies	3.0

Internship/Co-op (2 terms) 6.0 Credits

EDLT 539	EDLT Co-op Seminar Course I	1.5
EDLT 540	EDLT Co-op Seminar Course II	4.5

Professional Electives 1.5-9.0 Credits

Electives are selected with the approval of an advisor from within the School of Education or from other Drexel programs. The total number of credits for graduation for the MS in Learning Technologies is a minimum of 45.0.

- 1.5 credits of professional electives for students pursuing the Instructional Technology Certification option without prior teaching certification
- 6.0 credits of professional electives for students pursuing the Instructional Technology Certification option with prior teaching certification
- 9.0 credits of professional electives for students pursuing ITS, ELL, LGBE concentrations.

Instructional Technology Concentration 18.0 Credits

The Instructional Technology Specialist Concentration program is designed for students interested in specializing in the area of instructional technology while not choosing to continue to pursue the formal certification.

Core Courses



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EDUC 511	Computer Skills for Teachers	3.0
or		
INFO 688	Instructional Role of the Information Specialist	3.0
EDUC 532	Designing Virtual Communities for Staff Development - Non-Field Experience	3.0
EDUC 534	Developing Educational Leadership and Team Building	3.0
EDUC 535	Researching and Evaluating Technology	3.0
INFO 520	Social Context of Information Professions	3.0
INFO 640	Managing Information Organizations	3.0

Instructional Technology Specialist Certificate Concentration **25.5 Credits**

The Instructional Technology Specialist Certificate Concentration was designed to address the dramatically increasing need in public education for *certified* Instructional Technology Specialists at every level of K-12 schooling.

Students pursuing the Instructional Technology Specialist PA Certification require a "B" or better in all certification coursework. Applicants for Instructional Technology Specialist Certification should ideally possess valid Pennsylvania Instructional I or II Teaching Certification. (Visit the [School of Education](#) for additional information.) If a student seeks the Instructional Technology Specialist PA Certification without a previous held teaching certificate, he or she will need to complete EDUC 522 and EDUC 525.

Core Courses

EDUC 533	Designing Virtual Communities for Staff Development	3.0
EDUC 534	Developing Educational Leadership and Team Building	3.0
EDUC 535	Researching and Evaluating Technology	3.0
EDUC 542	Fundamentals of Special Education	3.0
EDUC 544	The Inclusive Classroom	3.0
EDUC 552	Integrating Technology for Learning & Achievement	4.5
INFO 520	Social Context of Information Professions	3.0
INFO 640	Managing Information Organizations	3.0

For students without prior teaching certification: **6.0 Credits**

Two additional courses are required for candidates without prior teacher certification to complete the **Instructional Technology Specialist Certificate**.

EDUC 522	Evaluation of Instruction	3.0
EDUC 525	Multimedia in Instructional Design	3.0

E-Learning Leadership Concentration **18.0 Credits**

The E-Learning Leadership concentration provides an in-depth understanding of

online and distance learning theories.

ELL 501	Purpose/ Business of E-Learning	3.0
ELL 502	E-Learning Technologies	3.0
ELL 503	Teaching/Learning issues in E-Learning	3.0
ELL 504	Learning Technology and Disabilities	3.0
ELL 604	Design/Delivery/Management of E-Learning I	3.0
ELL 605	Design/Delivery/Management of E-Learning II	3.0

**Learning in Game-Based
Environments Concentration**

18.0 Credits

The Learning in Game-based Environments Concentration prepares graduates to effectively use educational games in and out of the classroom and training center, provides an overview of game development processes, enables participants to build basic games, and most importantly, examines how to assess and evaluate the learning experience as it relates to educational games.

EDLT 541	Foundations in Game-based Learning	3.0
EDLT 542	Research in Motivation and Game-based Learning	3.0
EDLT 543	Play and Learning in a Participatory Culture	3.0
EDLT 544	Integrating Games and Pedagogical Content Knowledge	3.0
EDLT 545	Design Learning Games I	3.0
EDUC 535	Researching and Evaluating Technology	3.0



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Master of Science in Mathematics Learning & Teaching

About the Program

The MS in Mathematics Learning & Teaching is designed for current middle and high school mathematics teachers as well as mathematically inclined elementary teachers. The Mathematics Learning and Teaching program is designed to support teachers in teaching mathematics where students learn with understanding, including supporting students in reasoning through the variety of complex mathematical situations that they encounter in the school mathematics curriculum. In particular, the program of study involves courses that model best practices in mathematics education, including collaborative problem solving, reflection on practice, and student-centered instruction.

The mathematics education core courses are divided into two sets of courses: introductory (500-level) and advanced (600-level) courses. The introductory courses emphasize content-based and informed pedagogy, representation and communication, connections between multiple representations and multiple solution methods. The advanced courses emphasize common student conceptions, misconceptions and difficulties, diagnosing student thinking, addressing particular students' needs effectively, scaling "individualized instruction," and collaborative instructional design and analysis.

Currently, all courses in this program are offered in an online format.

For additional information about this program, contact the [School of Education](#).



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Master of Science in Mathematics Learning & Teaching

Admission Requirements

Each candidate will submit the following application materials:

- Completed application form
- Appropriate application fee
- Transcripts (must be provided for every institution attended)
- Personal essay, providing commitment to program's unique features
- Professional resume

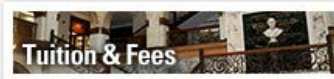
Admission to the MS in Mathematics Learning & Teaching program will follow the University standards for admission to graduate study including the receipt of a Bachelor's degree from an accredited college or university with an earned GPA of 3.0 on a 4.0 scale.

The Mathematics Learning and Teaching (MLT) Program is built around the importance of the integration of research and practice and the importance of connecting school teaching practices with university coursework. As a result, there will be a fieldwork component for some courses. These courses require university students to interact with school-aged students, document their activity (ideally with video-recordings), and bring the results of their work back to the university class for collective analysis and reflection. MS and certificate students who are not current classroom teachers will need to obtain the appropriate Child Abuse and Criminal Record clearances for their state to work with school-aged students in schools during the school day. Such program candidates are also advised to talk with area school sin advance of entering one of the MLT programs to obtain the process for arranging the fieldwork components of the MLT courses.

Additional requirements for the MS in Mathematics Learning and Teaching include

- Completion of at least two semesters (or three quarters) of university calculus and at least one university mathematics course beyond university calculus. This additional course must be offered by the mathematics department and cannot include courses on the fundamentals of mathematics, college algebra, or mathematics for elementary school teachers. Exceptions to this requirement will be considered on an individual basis by the program director or the program admissions committee.
- All students must provide evidence of a current teaching position or must secure a site for field placement and complete the Child Abuse and Criminal Record Clearance by the end of the winter term in the first year in the program.

For additional information, contact the [School of Education](#). Additional information about how to apply is available on the [Graduate Admissions at Drexel University](#) website.



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Master of Science in Mathematics Learning & Teaching

45.0 quarter credits

Degree Requirements

The MS in Mathematics Learning and Teaching program involves the completion of 45.0 credit hours of courses and will position teachers to implement high-quality, student centered instruction. The required courses in this program fall into three categories:

- the *education core* (10 credits) provides students with a breadth of expertise in student-centered, technology-intensive instruction
- the *mathematics education core* (30 credits) involves student-centered pedagogy courses and a full year of lesson study, implementation, and analysis (in the spirit of action research). The mathematics education core concludes with a capstone research course that provides participants with an introduction to research in mathematics education, including reading and discussing seminal articles and reviewing the literature on a given topic with an emphasis on topics with personal relevance to each individual teacher.
- *elective courses* (5-6 credits) allow participants to tailor their degree experience to their interests and career paths.

Education Core Courses 9.0 Credits

EDUC 522	Evaluation of Instruction	3.0
EDUC 524	Current Research in Curriculum and Instruction	3.0
EDUC 525	Multimedia in Instructional Design	3.0

Mathematics Education Core Courses 30.0 Credits

MTED 501	Proportional and Algebraic Reasoning	3.0
MTED 502	Geometry and Geometric Reasoning	3.0
MTED 503	Data Analysis and Probabilistic and Statistical Reasoning	3.0
MTED 511	Functions through the Curriculum	3.0
MTED 601	Diagnosing Student Mathematical Thinking	3.0
MTED 611	Virtual Field Experience I	1.5
MTED 612	Virtual Field Experience II	1.5
MTED 621	Collaborative Instructional Design and Analysis I	3.0
MTED 622	Collaborative Instructional Design and Analysis II	3.0
MTED 690	Research in Mathematics Learning and Teaching	3.0
	One additional 600- or 700-level MTED course	3.0

Electives 6.0 Credits

After consultation with an advisor, participants may choose electives from other



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graduate offerings in the School of Education (including educational technology, higher education, and global and international relations), special topics courses in mathematics education, or appropriate content courses offered by the [Mathematics Department](#).



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Master of Science of Instruction

About the Program

The Master of Science in the Science of Instruction program builds on Drexel's discipline-based teacher education program at the undergraduate level and on the Graduate Intern Teaching Certificate program at the graduate level. Coursework for the Graduate Intern Teaching Certificate program forms the core of this master's degree; the same requirements for Intern and Instructional I Certification apply.

The program is designed primarily for those who wish to teach high school mathematics, science, and/or technology, especially as a subsequent career, although the degree may be obtained without completing the requirements for a teaching certificate. The program is especially appropriate for those who already possess a degree in mathematics, science, or engineering. In addition, the program is relevant to individuals in careers such as business and communications who wish to teach at the elementary grade levels. The program is designed for part-time as well as full-time study. Full-time students can usually complete the program in one year. Both the Pennsylvania Intern Certificate and the Instructional I Certificate may be attained through this program before the degree requirements are met.

The graduate Science of Instruction program incorporates current research on teaching and provides in-depth preparation in pedagogy, curriculum development, heuristic diagnostic teaching, implications of learner and task characteristics for instructional design, the latest techniques in evaluation of instruction, and use of interactive technology in instruction. The student is provided opportunities to synthesize theoretical and practical knowledge through field study in elementary and secondary classrooms. Students seeking a teaching certificate are required to engage in classroom research as a component of several of the required courses. The main goal of the program is to prepare teachers who will strengthen mathematics, science, and technology instruction in kindergarten through high school.



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Master of Science of Instruction

Admission Requirements

Applicants for the master's degree in the Science of Instruction must complete an interview with a teacher education advisor before completing a graduate application. During this interview the applicant's transcripts are evaluated in relation to Pennsylvania state standards for certification or an add-on certification area and for formalizing a specified program of study. If coursework is dated, a content exam may be required. Life experience that demonstrates knowledge of the content area will be considered. Additional coursework in the content area may be required to meet certification standards. In addition, applicants must meet the general admissions requirements of graduate studies at Drexel University.

Additional information about how to apply is available on the [Graduate Admissions at Drexel University](#) site.



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Master of Science of Instruction

Degree Requirements

A minimum of 45.0 credits is required for students with or without prior certification (including 15.0 credits of professional electives).

Core Courses

At a minimum, 23.0 pedagogy credits will be required from the core courses for those without prior teacher certification. Students with prior certification or those seeking an add-on certification will select 11.0 credits from the core courses.

Courses		23.0 Credits
EDUC 520	Professional Studies in Instruction*	3.0
EDUC 522	Evaluation of Instruction	3.0
EDUC 523	Diagnostic Teaching	4.0
EDUC 524	Current Research in Curriculum and Instruction	3.0
EDUC 525	Multimedia in Instructional Design	3.0
EDUC 526	Language Arts Processes	3.0
EDUC 540	Field Experience*	3.0

*Not available to those with prior teacher certification.

Content Categories

For students without prior teacher certification, 7 credits are required, selected from the following content categories. (A list of suggested courses is available from the department.) Students with prior certification or those seeking add-on certification select 19 credits from the content categories.

A. *Mathematics and science*

B. *Technological pedagogy*

C. *Applied pedagogy*

Evaluation of transcripts by a program advisor in relation to Pennsylvania state standards determines the required content courses for initial certification and add-on certification. To satisfy state certification requirements, undergraduate courses may be taken in instances where graduate courses are not appropriate. These undergraduate courses will not satisfy graduate degree requirements. However, they will satisfy certification requirements and may satisfy requirements for salary increments in certain school districts. For those with prior certification who do not wish add-on certification, but desire to further professional competence, a distribution of courses from areas A, B, and C is selected under advisement on an individual basis.

Professional Electives

Students with or without prior certification select 15 credits of professional electives. Professional electives are selected with the advice of a program advisor to strengthen mathematics and science knowledge, to refine and update pedagogy competence, to broaden general education, to gain knowledge about the nature of information and information materials, to develop and refine skills in integrating technology into instruction, and to ensure that certification standards are satisfied. Professional electives may be taken from the core courses or from any course in the content categories. Any graduate course offered in the University may serve as a professional elective if the student has adequate preparation to take the course and it is deemed appropriate by the program advisor. The 15 credits of professional electives may comprise a combination of up to three Performance Learning Systems (PLS) courses and/or approved transfer credits. PLS courses must be taken at Drexel to count toward the master's degree.



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Master of Science of Instruction

(Sacramento Curriculum)

The Sacramento curriculum for the Master of Science of Instruction has been structured to meet the requirements necessary for California-based credential programs.

The professional core requires 36 credits for the *Preliminary Level I: Multiple Subject or Single Subject Teaching Credential*, with an additional 9 credits of concentration electives required to complete the Master's Degree.

About the Specializations

The 9 remaining credits in the Sacramento-based program consists of three possible options for specialization to fulfill the minimal 45-credit degree program. These options include: School Leadership, Instructional Technology, and Students with Exceptionalities.

School Leadership: The School Leadership specialization option is one that is structured for those individuals who wish to take courses to become, not only instructional leaders, but who also may be considering careers in school and district administration.

Instructional Technology: The Instructional Technology option would be offered for those who possess a strong interest in the use of technology in the teaching and learning process. Those candidates who choose this option may also wish to pursue opportunities to teach in the preK-12 setting as well as provide staff development in technology to school faculty.

Students with Exceptionalities: The Students with Exceptionalities option is designed for those who have an interest in Special Education. This area provides the candidate with more in-depth theoretical and practical experiences in the instruction and assessment of students with special needs. These in-depth, research-based courses will ultimately increase Drexel education students' understanding and comfort level for working with students with exceptionalities.

Core Courses		Credits
EDUC 511	Computers Skills for Teachers	3.0
EDUC 520	Professional Studies in Instruction*	3.0
EDUC 522	Evaluation of Instruction	3.0
EDUC 524	Current Research in Curriculum and Instruction	3.0
EDUC 525	Multimedia in Instructional Design	3.0
EDUC 526	Language Arts Processes*	3.0
or		
EDUC 557	Reading in the Content Areas**	3.0
EDUC 540	Field Experience	3.0
EDUC 544	The Inclusive Classroom	4.5
EDUC 775	Special Topics in Teaching Preparation: Foundations in Instruction English Language Learners	3.0
EDUC 775	Special Topics in Teaching Preparation: Health and Wellness in Education	3.0
	Concentration electives	9.0

Students select an additional 4.0 credits in Methods training:

EDUC 514	Science Teaching Methods† Special Topics in Teaching Preparation:	3.0
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EDUC 775	Methods Field Experience	1.0
or		
EDUC 518	Math Methods and Content†	3.0
EDUC 775	Special Topics in Teaching Preparation: Methods Field Experience	1.0
or		
EDUC 775	Special Topics in Teaching Preparation: Curriculum and Methods	4.0

* For multiple subjects certification

**For secondary single subject certification

†For secondary certification in science areas

‡For secondary certification in math

Students who would prefer to teach in a departmentalized classroom such as those found in most middle schools and high schools may opt to obtain the California Single Subject Teaching Credential (in the areas of Biology, Chemistry, Mathematics or Physics), rather than the Multiple Subject Teaching Credential. This is contingent upon the student's appropriate fulfillment of the approved Subject Matter Program (SMA) for California in their particular content area.



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Master of Science in Special Education

About the Program

The Master of Science in Special Education seeks to produce professionals who are equipped with the fundamental skills, knowledge, and competencies they will need to meet the needs of students at risk for and with disabilities in multiple settings. The program is a flexible, part-time graduate program consisting of 49.5 credits: 31.5 credits in Core Special Education Certification courses, 12.0 credits in concentration courses, and 6.0 credits in research. The program culminates with each potential graduate completing an action research project and presentation within his or her area of concentration.

Available Concentrations

Autism Spectrum Disorder

Within the past decade, the number of children diagnosed with Autism or Asperger's Syndrome has increased drastically. Consequently, the need for professionals trained in this specialized area has significantly increased. This concentration is designed for those who seek additional expertise in this critical need area. It will provide knowledge and skills for working with both students with Autism and Asperger's Syndrome as well as effective teaching methods, interventions, and supports.

Technologies for Special Education

Best practices in the education of students with disabilities requires educational professionals to be proficient with a wide range of technologies. This concentration is designed for those seeking additional expertise in the area of educational technologies and assistive technology that can be used to create accessible learning opportunities and increased outcomes for students with disabilities.

Language & Cultural Issues

The students in today's classrooms are not only diverse in the area of abilities and disabilities but also in regards to their language and cultural backgrounds. This concentration is designed for those who are seeking to work with students who are at-risk for or who have disabilities that are also from linguistically and culturally diverse backgrounds. The coursework in this concentration can be applied to PA Program Specialist - English as a Second Language (ESL) certification.

Customized Concentration

Students who already possess a special education certification or who are not interested in obtaining a special education certification but want to enhance their skills in specific special education topic areas may choose to take two of the concentrations (24 credits) and 19.5 credits of their choosing from the special education certification core in addition to completing the research courses.

For additional information, visit the School of Education's [MS in Special Education](#) web page or the [Drexel e-Learning's](#) web site.



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Master of Science in Special Education

Admission Requirements

Applicants for the program will follow the university standards for admission to graduate study. Prospective students must have earned a bachelor's degree from an accredited institution and have an undergraduate GPA of 3.0 or higher to be considered for admission (graduate degree GPAs will be considered along with the undergraduate GPA). In addition, prospective students are required to submit the following:

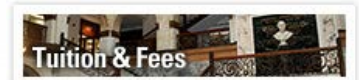
- Completed Application Form including official transcripts from all universities or colleges attended
- Two letters of recommendation
- Personal essay
- Resume
- Application fee

The admissions committee will evaluate the applicant's potential and commitment to succeed in graduate study in the online environment. The applicant's potential to contribute to the overall quality of the program of study will also be considered.

Interviews, in person or by phone, will be conducted by the admissions committee with those applicants who meet Graduate Admissions' standard admissions criteria.

Decisions will be made using dates corresponding to the regular university schedule for rolling admissions in Graduate Admissions.

For more details, contact the [School of Education](#) or view the Master's degrees online at [Drexel Online Learning](#). Additional information about how to apply is available on the [Graduate Admissions at Drexel University](#) website.



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Master of Science in Special Education

49.5 quarter credits

Degree Requirements

The Master of Science in Special Education requires 49.5 credits consisting of 31.5 credits in Core Special Education Certification courses, 12 credits in concentration courses, and 6 credits in research. For a certification in Special Education, students must have completed 13.5 pre-requisite credits in special education accommodations to apply for certification in Pennsylvania. These credits may be completed in an undergraduate program.

Pre-requisites for Certification in Special Education:

Special Education Accommodations

Students must have completed the following courses in order to apply for a certification in special education. All students entering the masters program from an approved PA certification program after 2011 should have had these core courses in their initial certification program. If a student has not completed the following three courses, they should be taken in place of a concentration:

- EDUC 542 Fundamentals of Special Education 3.0
- EDUC 544 The Inclusive Classroom 3.0
- EDUC 546 Literacy Development 3.0

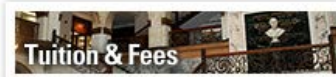
Core Certification Courses 31.5 Credits

EDUC 547	Special Education Processes	4.5
EDUC 548	Emotional/Behavioral Support	4.5
EDUC 549	High Incident Disabilities	4.5
EDUC 550	Low Incident Disabilities	4.5
EDUC 551	Pervasive Developmental Disorder	4.5
EDUC 552	Integrating Technology for Learning and Achievement	4.5
EDUC 553	Special Education: Methods & Practices	4.5

Concentration Courses 12.0
Students select one concentration area.

Autism Concentration

EDEX 556	Characteristics and Methods: Autism	3.0
EDEX 558	Characteristics and Methods: High-Functioning Autism	3.0
EDEX 560	Communication and Language Interventions: ASD	3.0



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EDEX 562	Behavior & Sensory Support: ASD	3.0
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Technologies for Special Ed

EDUC 511	Computer Skills for Teachers	3.0
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EDUC 525	Multi-Media Instructional Design	3.0
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EDUC 535	Researching and Evaluating Technology	3.0
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EDUC 537	Technology for Performance Support	3.0
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Language and Cultural Issues

EDUC 602	Language Learning and Teaching	3.0
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EDUC 604	Structure and Sound System of English	3.0
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EDUC 606	Design and Assessment	3.0
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EDUC 608	The Intercultural Learner	3.0
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Capstone Activities 6.0 Credits

EDEX 610	Action Research for Special Education Teachers I	4.5
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EDEX 611	Action Research for Special Education Teachers I	1.5
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Master of Science in Teaching, Learning & Curriculum

About the Program

Track I: Initial Pennsylvania Teacher Certification

This track incorporates current research on teaching and provides in-depth preparation in pedagogy, curriculum development, heuristic diagnostic teaching, implications of learner and task characteristics for instructional design, the latest techniques in evaluation of instruction, and use of interactive technology in instruction. The student is provided opportunities to synthesize theoretical and practical knowledge through field study.

Completion of the core pedagogy courses allows for recommendation for PA Instructional I certification.

Track II: Advanced Studies in Teaching, Learning and Curriculum

This track is designed to provide students with advanced teaching knowledge and skills well beyond that required for initial Pennsylvania certification. Graduates of the program will be qualified to pursue careers in K-12 public and private schools, higher education, as well as local community and international outreach centers, state and U.S. government or human service agencies, and non-governmental agencies. Graduates will be prepared to function in a variety of roles as instructors, instructional leaders or researchers in local, state, national and international organizations, foundations, associations, corporations and private educational institutions. The program also provides a strong foundation for doctoral level studies.

Program Goals

Graduates of the MS in Teaching, Learning and Curriculum will:

- Possess advanced knowledge related to effective instruction in a variety of educational settings.
- Demonstrate skills in developing, analyzing, implementing, and evaluating existing and new instructional strategies and practices in a variety of educational institutions/organizations.
- Exhibit outstanding leadership, organizational, cross cultural, inter-personal and advocacy skills including the ability to communicate effectively with internal and external groups.
- Have in-depth knowledge of both public and private (non-profit and for-profit) institutions as well as small and large institutions.



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Master of Science in Teaching, Learning & Curriculum

Admission Requirements

Admission to the MS in Teaching, Learning and Curriculum will follow the University standards for admission to graduate study including receipt of a bachelor's degree from an accredited college or university with an earned GPA of 3.0 on a 4.0 scale. Undergraduates who meet the rigorous requirements for participation in a Bachelor's and Master Dual Degree Program may also be considered. Ideally, a successful candidate will possess a public school teaching certificate or, in the case of an undergraduate pursuing the BS/MS track, complete teacher certification requirement in conjunction with the MS degree.

Prospective students can learn about specific admission requirements by visiting the [Graduate Admissions at Drexel University](#) website.



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Master of Science in Teaching, Learning & Curriculum

45.0 quarter credits

Degree Requirements

Track I: Initial Pennsylvania Teacher Certification

A minimum of 45 credits is required for students with or without prior certification for the Master of Science degree.

Core Courses

Completion of the following 33.0 credits of core pedagogy courses allows for recommendation for PA Instructional I certification. View the requirements on the [Post-Baccalaureate Teaching Certificate: Elementary and Secondary Concentrations](#) page for additional information on requirements for specialization in subject areas.

Courses		33.0 Credits
EDUC 514	Science Teaching Methods	3.0
EDUC 515	Adolescent Learner in Secondary Schools	3.0
EDUC 520	Professional Studies in Instruction*	3.0
EDUC 522	Evaluation of Instruction	3.0
EDUC 525	Multimedia in Instructional Design	3.0
EDUC 540	Field Experience*	3.0
EDUC 542	Fundamentals of Special Education	3.0
EDUC 544	The Inclusive Classroom	3.0
EDUC 546	Literacy and Content Skill Development	3.0
EDUC 558	Content Area Reading	3.0
EDUC 565	Foundations in Instructing ELLs	3.0

Professional Electives **12.0 Credits**

Track II: Advanced Studies in Teaching, Learning and Curriculum

Students will complete a total of 45 credit hours consisting of seven core courses, two research courses, and six concentration courses in an approved area.

Core Courses		21.0 Credits
EDUC 530	Advanced Techniques in Instruction and Assessment	3.0
EDUC 533	Virtual Learning Communities	3.0



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EDUC 537	Learning Disabilities II	3.0
EDUC 608	Intercultural Learner	3.0
EDUC 714	Instructional and Curricular Leadership	3.0
EDUC 804	Studying Educational Organizations and Programs	3.0
EDUC 813	Educational Issues Seminar	3.0

Research Courses **6.0 Credits**

EDUC 803	Research Design I	3.0
EDUC 810	Research Design II	3.0

Concentration Courses **18.0 Credits**

Students choose from the following concentration options with the approval of a graduate academic advisor and the program director:

- Science of Instruction
- Educational Administration
- Global and International
- Instructional Technology
- Higher Education
- Customized Concentration (including other Drexel academic departments)



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COLLEGES & SCHOOLS MAJORS MINORS GRADUATE PROGRAMS CERTIFICATE PROGRAMS ARCHIVE

PhD in Educational Leadership Development and Learning Technologies

About the Program

Vision

The PhD program in Educational Leadership Development and Learning Technologies is designed for those who aspire to be education researchers, university faculty or research analysts. The program is designed so that students will have the skills, knowledge and experience to be leaders and stewards of the field. Graduates from this program will develop research and critical thinking abilities directed toward the creation of new knowledge, integration and original application and/or teaching of existing knowledge and scholarly inquiry in their field of study.

Applicants to this program are expected to have high aptitude for research and inquiry in the field of education. They will express career interest in topics into which the faculty of the School are actively inquiring and researching. The assumption is that the most effective training for the PhD stems from collaborative research and inquiry into topics of mutual interest by an able student and faculty scholars and researchers. The major emphasis of the program consists of the individual students and faculty members(s) jointly researching and inquiring into an area of study to conduct scholarly research.

Mission

The emphasis of the program is philosophical underpinning and theory-driven research. In addition to study in educational leadership, policy and the foundation of education, the program requires extensive preparation in quantitative and qualitative research methods. A small cohort of students will be admitted for full-time study. Students will be immersed in an internship to scholarly life, learning to teach and conducting research with faculty while completing coursework and other program requirements. These three areas will combine to:

- convey deep scholarly knowledge of education and related areas outside of education,
- promote a broad understanding of various methods of inquiry in education and develop competency in several of those methods,
- impart broad knowledge of theory and practice, and
- promote excellence as a college teacher.

Cohort and Delivery Format

This program will be limited to a cohort of full-time students for whom full funding is available and who will be fully embraced as members of the School of Education. The program will be delivered on-campus and will be situated in the framework of collaborative, transformational learning and knowledge generation. Small seminars, independent projects and practicum opportunities are designed for an individualized program.

For additional information about this program, visit the [School of Education's Graduate](#) site.



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COLLEGES & SCHOOLS MAJORS MINORS GRADUATE PROGRAMS CERTIFICATE PROGRAMS ARCHIVE

PhD in Educational Leadership Development and Learning Technologies

Admission Requirements

The School of Education is committed to fostering the value of diversity of ideas. We aim to cultivate a graduate student body that reflects the diversity of the nation and the world. We want to develop a community of researchers who will investigate education from a variety of perspectives, and whose work will substantively contribute to the field. Admission criteria are designed to recruit students with the academic preparation, capacity, commonality of research interests with the faculty and motivation to become effective scholars; who will demonstrate the ability to contribute to their field and publish in peer-reviewed journals, present research in a professional conference and demonstrate effective teaching skills.

A statement describing their future goals and how this program addresses their needs should be submitted. Early application is recommended; please refer to the current information available from the Office of Graduate Admissions for the [application deadline](#).

Application Materials Required:

1. [Graduate school application](#).
2. Student must have a minimum GPA of 3.25 to 3.5 (on a 4.0 scale) a minimum [Graduate Record Examination](#) score of 600 on each of the sub-tests (Verbal and Quantitative) and 6.0 on the Analytical. The GRE report must be sent directly to the [Office of Graduate Admissions](#).
3. Resume or curriculum vitae.
4. A statement of career goals, including specific research and scholarly interests. If possible, students should indicate how their interests coincide with those of particular School of Education faculty members. A list of current faculty research interests is available on the School of Education website.)
5. Three letters of reference from people familiar with prior academic performance.
6. Copies of students' scholarly writing, including published papers and theses or term papers. 7. The School of Education admissions committee will review each application and an interview will be required. The School of Education admissions committee makes a recommendation to the School of Education Director. This process generally takes between six and eight weeks.

Additional information about how to apply is available on the [Graduate Admissions at Drexel University](#) site.



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PhD in Educational Leadership Development and Learning Technologies

Research/Inquiry

Research preparation is the foundation of the PhD program. Students begin research activities during the first year of the program, and continue to develop their skills by conducting various research projects with School of Education faculty, presenting research findings at conferences and writing research papers, culminating with the dissertation work. Thus, the program is designed to immerse the student in educational content, inquiry and methodology, so as to ask critical questions and design procedures to conduct research.

Course of Study

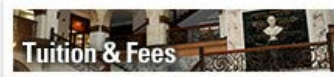
The program of study is designed to provide a breadth and length of experience that will enable students to be immersed in a culture of scholarship and learning. There is mutual enrichment and learning from internships with faculty as students engage in teaching and research under faculty supervision and are guided in coursework. The total minimum credits for the degree is 60 graduate credits beyond a masters degree.

The curriculum has five components:

1. Leadership Core (18 Credits)
2. Research Core (17 Credits)
3. Problem-based research (9 Credits)
4. Technology Core (6 Credits)
5. Dissertation research (10 Credits minimum)

Degree Requirements

Leadership Core		18.0
EDUC 800	Educational Leadership and Change	3.0
EDUC 801	Creative Strategies for Educational Leaders	3.0
EDUC 804	Study of Educational Organizations and Programs Through Evaluation and Assessment Design	3.0
EDUC 806	Linking Educational Theory to Research	3.0
EDUC 807	Multi-Cultural and Cross-Cultural Perspectives in Leadership	3.0
EDUC 813	Educational Issues Seminar: Focus on Leadership Issues	3.0
Research Core		17.0
EDUC 803	Educational Research Design I	3.0
EDUC 810	Educational Research Design II	3.0
EDUC 815	Writing for Research, Publication, and Funding in Education	3.0
EDUC 835	Quantitative Methods and Data Analysis	4.0
EDUC 836	Qualitative Methods and Data Analysis	4.0
Problem-Based Research		9.0



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(Independent Study)

EDUC 799	Independent Study: Learning Through Problem-Based Research	3.0
EDUC 799	Independent Study: Learning Through Problem-Based Research	3.0
EDUC 799	Independent Study: Learning Through Problem-Based Research	3.0

Technology Core 6.0

EDUC 802	Using and Integrating Learning Technologies	3.0
EDUC 811	Designing and Developing Multimedia Applications for Learning	3.0

Required Doctoral Seminar and Dissertation 10 Credits (minimum)

EDUC 818	Applied Research Study	3.0
EDUC 880	Research Proposal Seminar*	1.0 or more
EDUC 998	Dissertation*	2.0 or more

* May be repeated for credit.

Possible Electives

EDUC 512	Globalization and Educational Change	3.0
EDUC 805	History and Foundations of Education	3.0
PSY 530	Principles of Neuroscience	3.0



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COLLEGES & SCHOOLS MAJORS MINORS GRADUATE PROGRAMS CERTIFICATE PROGRAMS ARCHIVE

Doctorate of Education (EdD) in Educational Leadership and Management

About the Program

Mission

The mission of the EdD program in Educational Leadership and Management is to prepare graduates with the foremost education and business skills related to administration, management, finance, and strategic planning to successfully lead public school districts, universities and colleges, national foundations and organizations, corporations, and government agencies. The EdD program will prepare graduates for leadership roles in improving educational practice and applying management skills to the field of education.

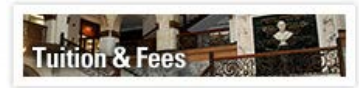
About the Curriculum

The EdD program incorporates an interdisciplinary approach into the curriculum through the collaborative partnership between the School of Education, Lebow College of Business, and the Goodwin College of Professional Studies. The EdD program integrates education and business practices, skills, knowledge and theory into the curriculum, courses and instructional strategies. Students engaged in best practices, current research, and innovations in technology for enhanced instruction.

Recognizing that all practice has a theoretical dimension and all theory springs from questions identified through practice, the students in the EdD program will critically examine their own practices and the practices of their colleagues from a variety of theoretical perspectives.

The program is offered through a blended delivery system combining both on-campus classes and online education. All on-campus courses have an online component.

For additional information about this program, visit the [School of Education's EdD Program](#) web page.



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Doctorate of Education (EdD) in Educational Leadership and Management

Application Requirements for New Applicants

For details regarding the items below please review the [Admission Application Checklist](#). (Please note that international students may not apply to this program.)

- *Transcripts* from all colleges and universities attended verifying completion of a master's degree in education or an appropriate field and undergraduate degree in an appropriate major
- *Résumé* indicating at least 3 years of work experience relevant to applicant's professional goals
- *Three letters of recommendation*: Use the [Electronic Letter of Recommendation](#) form to submit recommendation letters
- *Essay*: Discuss professional goals and aspirations, including how current skills, along with advanced study of educational leadership, will be of support in the attainment of those goals.
- *Writing sample*: Submit a 5- to 30-page writing sample that demonstrates writing abilities and potential success in the program. Examples include, but are not limited to, a journal article, a paper written for a class, or a manual or technical report.
- *Interview*: at the discretion of the application review team.

Supplemental Application Materials for New Applicants

To make your application more competitive, applicants are encouraged to submit two (2) or more of the following items:

- Detailed statement describing sustained Leadership Activities
- Detailed statement describing significant Creative Activities/Products
- Detailed statement describing significant Research Activities/Publications
- GRE or MAT scores

Additional information about how to apply is available on the [Graduate Admissions at Drexel University](#) website.



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Doctorate of Education (EdD) in Educational Leadership and Management

60.0 quarter credits

Students in the EdD program are required to complete core courses including education courses and MBA courses. Students complete courses within their areas of specialization prior to completing required research courses. At that point, students begin the dissertation phase of the EdD program.

EdD Candidacy Requirements

In summary, the sequence of events leading to the EdD candidacy include the following:

- All courses must be passed with a grade of B or better.
- In the fifth quarter, the comprehensive exam must be passed.
- In the ninth quarter, the dissertation proposal must be approved by committee (proposal hearings; filing of the D4 and 4A forms upon approval. At this point students have completed 54 of the 60 credits required in the program.)
- In terms 10-12, students register for EDUC 998 Dissertation. As per the current policy, students pay one credit of tuition but register for multiple credits. A minimum of two credits are needed in the twelfth quarter to accrue the needed 60 credits.

Required Courses

Core Courses		18.0 Credits
BUSN 501	Measuring and Maximizing Financial Performance	3.0
BUSN 502	Essentials of Economics	3.0
EDUC 800	Educational Leadership and Change	3.0
EDUC 802	Using and Integrating Learning Technologies	3.0
EDUC 804	Study of Educational Organizations and Programs Through Evaluation and Assessment Design	3.0
ORGB 625	Leadership and Professional Development	3.0

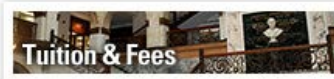
Concentration Course Options 15.0-18.0 Credits

Students and their advisors craft a program concentration that is most appropriate for their needs and background. Concentration availability may depend on campus location as well as other factors. Students should work closely with their advisors at the [School of Education](#).

There are two sets of concentration courses for Higher Education depending on whether or not students are already entering the program with a background in higher education.

Higher Education*

EDHE 500	Foundations of Higher Education	3.0
EDHE 510	Governance, Management and Administration in Higher Education	3.0
EDHE 600	Human and Organizational Performance	3.0



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Improvement

EDHE 606	Higher Education Career Development	3.0
EDUC 705	School Law and Politics	3.0

*For students entering the program without previous formal study in Higher Education.

Higher Education Concentration (alternative)*

EDGI 506	Comparative Higher Education Systems	3.0
EDHE 634	Proposals and Sponsored Research Projects	3.0
EDHE 640	Foundations of Institutional Research	3.0
EDHE 662	Critical Issues in Student Affairs	3.0
EDHE 669	Diversity in Higher Education	3.0

*For students entering the program with a strong background in Higher Education who are looking for an extension of their previous studies.

**Educational Administration
(Pennsylvania Superintendent
Certification)**

EDEX 712	Instructional & Curriculum Leadership in Special Education: Urban, Suburban, and Rural Contexts	3.0
EDUC 817	Curriculum Models	3.0
EDUC 820	School Superintendency	3.0
EDUC 824	Parents and Schools	3.0
EDUC 827	Superintendent Internship: Curriculum Models	1.0
EDUC 828	Superintendent Internship: Parent and Schools	1.0
EDUC 829	Superintendent Internship: Budget and Finance	1.0
EDUC 830	Superintendent Internship: Human Resources Development	1.0

*For students entering the program with a strong background in Higher Education who are looking for an extension of their previous studies.

Athletic Administration Concentration

SMT 601	Sports Industry Management	3.0
SMT 602	Sport Law and Risk Management	3.0
SMT 606	Contemporary Issues in Sport	3.0
SMT 612	Sport Development and Fundraising Strategies	3.0
SMT 635	Sports Facilities & Event Management	3.0

Human Resource Development Concentration

Foundations of Human Resource

EHRD 500*	Development*	3.0
EHRD 601	Leading and Evaluating Change	3.0
EHRD 602	Coaching and Mentoring for Sustainable Learning	3.0
EHRD 603	Performance Competencies	3.0
EHRD 604**	Development of Human Resources	3.0
EHRD 605	Organizational Learning and Strategy	3.0

*Students with an MS in Human Resource Development are not required to take EHRD 500.

**Students wishing to complete the [Certificate in Human Resource Development](#) must take an additional course, EHRD 604 Developing Human Resources

Educational Policy Concentration

EDPO 620	Education Policy: Concepts, Issues, and Applications	3.0
EDPO 624	The Shaping of American Education Policy: Global Forces, Public Interests, and Politics	3.0
EDPO 628	American Education Policy and United States Combativeness	3.0
EDPO 632	Ethics in Educational Policy-making	3.0
EDPO 636	Access and Equity Issues in Educational Policies and Policy Making	3.0

Special Education Leadership Concentration

EDEX 710	School Law and Policy in Special Education	3.0
EDEX 712	Instructional & Curriculum Leadership in Special Education	3.0
EDEX 714	Development, Supervision, and Support of School Personnel	3.0
EDEX 716	Organization & Administration of Special Education	3.0
EDEX 721	Special Education Leadership Internship I: Special Education Leadership	1.0
EDEX 722	Special Education Leadership Internship II: Instructional Leadership	1.0
EDEX 723	Special Education Leadership Internship III: Collaboration & Personnel	1.0
EDEX 724	Special Education Leadership Internship IV: School Resources	1.0

Research Courses 21.0 Credits

EDUC 803	Educational Research Design I	3.0
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EDUC 810	Educational Research Design II	3.0
EDUC 815	Writing for Research, Publication, and Funding in Education	3.0
EDUC 818	Applied Research Study	3.0
EDUC 835	Quantitative Methods and Data Analysis	4.0
EDUC 836	Qualitative Methods and Data Analysis	4.0
EDUC 880	Doctoral Seminar	1.0

Edd Candidacy Courses	6.0 Credits
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EDUC 998	Dissertation	6.0
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COLLEGES & SCHOOLS MAJORS MINORS GRADUATE PROGRAMS CERTIFICATE PROGRAMS ARCHIVE

Advanced Teaching/Curriculum Certificate

18.0 quarter credits

The Advanced Teaching/Curriculum Certificate program (ATCC) meets the needs of in-service teachers in a variety of educational settings who seek advanced knowledge beyond that required for initial teacher certification in the areas of effective instruction, curriculum and assessment.

Upon completion of the ATCC, candidates will possess knowledge of the many facets of education.

- In-depth understanding of varying educational organizations and sectors
- Expertise in developing, analyzing, implementing and evaluating instructional strategies
- Ability to exhibit leadership
- Organizational, cross cultural, interpersonal, advocacy, and communication skills

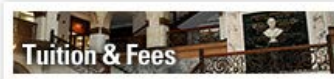
In addition, the ATCC program will provide candidates opportunities to explore a variety of other roles in an educational setting including:

- Instructional leaders both in and beyond the classroom
- Researchers in local, state, national, or international organizations
- Professionals in foundations, associations, corporations, and private education institutions.

Required Courses 18.0 Credits

EDUC 530	Advanced Techniques in Instruction and Assessment	3.0
EDUC 533	Virtual Learning Communities	3.0
EDUC 537	Learning Disabilities II	3.0
EDUC 608	Intercultural Learner	3.0
EDUC 714	Instructional and Curricular Leadership	3.0
EDUC 813	Educational Issues Seminar	3.0

The program is administered through Drexel eLearning. For the most current admission information, please visit www.drexel.com.



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Teaching Certification: Autism Spectrum Disorders Concentration

16.5 quarter credits

Within the past decade, the number of children diagnosed with Autism or Asperger's Syndrome has increased drastically. Consequently, the need for professionals trained in this specialized area has significantly increased. This certificate is designed for those who seek additional expertise in this critical-need area. Students who complete the Graduate Certificate in Autism Spectrum Disorders are equipped with the fundamental skills, knowledge, teaching methods, interventions, and supports needed to work with students with Autism and Asperger's Syndrome.

The program is a part-time graduate program consisting of 5 courses (16.5 credits.) Teacher certification is not a requirement for admission to this program.

Pre-requisite for Certification in Autism Spectrum Disorders

Students should have completed an introductory course in Pervasive Development Disorders:

EDUC 551 Pervasive Development Disorder 4.5

Certification Courses		12.0 Credits
EDEX 556	Characteristics and Methods: Autism	3.0
EDEX 556	Characteristics and Methods: High-Functioning Autism	3.0
EDEX 556	Communication and Language Interventions: ASD	3.0
EDEX 556	Behavior and Sensory Support: ASD	3.0

The program is administered through Drexel eLearning. For the most current admission information, please visit www.drexel.com.



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Certificate in Community College Administration and Leadership

18.0 quarter credits.

The Certificate in Community College Administration and Leadership is an option for students and professionals who have already completed a BA and would like to enhance their professional credentials without pursuing a master's degree.

Completing the Certificate in Community College Administration and Leadership requires fulfilling 18.0 quarter credits (6 graduate-level courses).

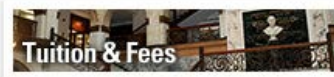
Required courses 9.0 Credits

EDHE 500	Foundations of Higher Education	3.0
ORGB 631	Leading Effective Organizations	3.0
EDUC 705	School Law and Politics	3.0

Students select three additional courses from the following list: 9.0 Credits

EDHE 634	Proposals and Sponsored Projects	3.0
EDHE 664	Strategies for Educational Success	3.0
EDHE 668	Transformational Leadership	3.0
EDHE 669	Diversity in Higher Education	3.0

Visit the [School of Education](#) website for additional information about the program.



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Post-Baccalaureate Teaching Certificate: Elementary Education: Special Education Concentration

31.5 quarter credits

The Special Education Certification program seeks to produce professionals who are equipped with the fundamental skills, knowledge, and competencies they will need to meet the needs of students at risk for school failure and students with disabilities in multiple settings.

The Special Education Certification program is intended for those interested in gaining greater skills and expertise in the area of Special Education and a teaching certificate in the area of special education. Candidates seeking PA special education certification must have been issued a prior PA Instructional I or Instructional II teaching certificate.

It is a part-time graduate program consisting of 31.5 credits in Core Special Education Certification courses. For students that have not completed the prerequisite courses, the program will require 45.0 credits: 31.5 credits in Core Special Education Certification courses and 13.5 credits in Pre-Requisites for Certification in Special Education.

This program is designed s for currently certified teachers who wish to obtain Special Education certification in Pennsylvania. Out of state teachers may also earn their PA Special Education Certification if they transfer their current teacher certification to PA.

The courses cover all required state and federal regulations related to No Child Left Behind (NCLB) and Chapter 49 as well as the PA General Standards for Special Education and the standards outlined by the Council of Exceptional Children (CEC).

Pre-requisites for Certification in Special Education

Students must have completed the following courses in order to apply for a certification in special education. All students entering the post-bachelor's certificate program after 2011 should have had these core courses in their initial certification program. If a student has not completed the following three courses, they should be taken to apply for special education certification:

- EDUC 542 Fundamentals of Special Education 3.0
- EDUC 544 The Inclusive Classroom 3.0
- EDUC 546 Literacy Development 3.0

Certification Courses		31.5 Credits
EDUC 547	Special Education Processes	4.5
EDUC 548	Emotional/Behavioral Support	4.5
EDUC 549	High Incident Disabilities	4.5
EDUC 550	Low Incident Disabilities	4.5
EDUC 551	Pervasive Developmental Disorder	4.5
EDUC 552	Integrating Technology for Learning and Achievement	4.5
EDUC 553	Special Education: Methods & Practices	4.5

The program is administered through Drexel eLearning. For the most current admission information, please visit www.drexel.com.



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Graduate Intern Teaching Certificate

23.0 quarter credits

The part-time Graduate Intern Teaching Certificate program offers pedagogy coursework necessary for teacher certification in the evening so that students may teach or work during the day. An exception is EDUC 540 (Field Experience), which requires the student to spend a minimum of six hours per day for 12 weeks with a cooperating teacher in an appropriate elementary or secondary school classroom.

Admission Requirements

Applicants for the Graduate Intern Teaching Certificate program must complete an interview with a teacher education advisor before completing a graduate application. During this interview the applicant's transcripts are evaluated in relation to Pennsylvania state standards for the specific certification area. If coursework is dated, a content exam or additional coursework may be required. Life experience that demonstrates knowledge of the content area will be considered. Additional coursework in the content area may be required to meet certification standards. In addition, applicants must meet the general admission requirements for graduate studies at Drexel University.

Program Requirements

Graduate Intern Teaching Certificate applicants for elementary certification may come from a variety of undergraduate backgrounds. Applicants for secondary certification must have a bachelor's degree in an area related to that in which they intend to become certified. Minimum coursework requirements include 23 credits of pedagogy, which may be incorporated into the graduate Science of Instruction program or into the electives portion of another approved Drexel master's degree program in the subject area of certification.

Intern teachers may obtain a full-time teaching position after they have been recommended for the Pennsylvania Department of Education Intern Teaching Certificate. To be recommended, students must be admitted into the Drexel graduate program, obtain at least a B in EDUC 520 (Professional Studies in Instruction) or EDUC 523 (Diagnostic Teaching), obtain at least a B in EDUC 540 (Field Experience), and obtain the necessary scores on the appropriate sections of the Praxis Series assessment through Educational Testing Service (ETS).

Completion of all required pedagogy coursework with at least a B in each and a B average in required content courses and passing Praxis Series scores will satisfy requirements for Pennsylvania Instructional I Certification.



Schedule of Classes



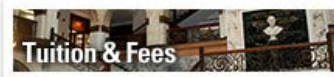
All Course Descriptions



Co-op



Admissions



Tuition & Fees

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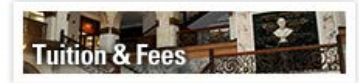
Certificate in Human Resource Development

18.0 - 21.0 quarter credits

The Certificate in Human Resource Development prepares professionals in the field of education with the skills they need to strategically lead human resource development and align organizational learning with organizational goals. The program addresses specific topics in human resource development, such as coaching and mentoring, implementing and evaluating change, performance competencies, and designing and developing multimedia applications for learning.

Required courses		Credits
EDUC 811	Designing and Developing Multimedia Applications for Learning	3.0
EHRD 500*	Foundations of Human Resource Development*	3.0
EHRD 605	Organizational Learning and Strategy	3.0
EHRD 601	Leading and Evaluating Change	3.0
EHRD 602	Coaching and Mentoring for Sustainable Learning	3.0
EHRD 603	Performance Competencies	3.0
EHRD 604	Development of Human Resources	3.0

*Students with an MS in Human Resource Development are not required to take EHRD 500.



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Instructional Technology Specialist Certificate

25.5-31.5 quarter credits

The Instructional Technology Specialist Certificate program was designed to address the dramatically increasing need in public education for certified Instructional Technology Specialists at every level of K-12 schooling.

Applicants for Instructional Technology Specialist Certification should ideally possess valid Pennsylvania Instructional I or II Teaching Certification. Students working on their initial teaching certificate may begin working toward this certificate with special permission of a teacher education advisor. (Visit the [School of Education](#) for additional information.)

Minimum coursework requirements for the Instructional Technology Specialist Certificate include 25.5-31.5 credits of specific pedagogy. The PA Certification requires a "B" or better in all certification coursework. If a student seeks the Instructional Technology Specialist PA Certification without a previous held teaching certificate, he or she will need to complete EDUC 522 and EDUC 525.

Core Courses		25.5 Credits
EDUC 533	Designing Virtual Communities for Staff Development	3.0
EDUC 534	Developing Educational Leadership and Team Building	3.0
EDUC 535	Researching and Evaluating Technology	3.0
EDUC 542	Fundamentals of Special Education	3.0
EDUC 544	The Inclusive Classroom	3.0
EDUC 552	Integrating Technology for Learning & Achievement	4.5
INFO 520	Social Context of Information Professions	3.0
INFO 640	Managing Information Organizations	3.0

Additional required courses for candidates without prior teacher certification:		6.0 Credits
EDUC 522	Evaluation of Instruction	3.0
EDUC 525	Multimedia in Instructional Design	3.0



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Certificate in Learning in Game-Based Systems Environments

27.0 quarter credits

The Certificate in Learning in Game-based Environments prepares educators to effectively use educational games in and out of the classroom and training center. The program provides an overview of game development processes, enables participants to build basic games, and most importantly, examines how to assess and evaluate the learning experience as it relates to educational games.

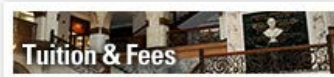
The certificate program culminates with a capstone project in which students produce their own basic educational game and subsequently formulate an evaluative process to address its effectiveness.

Requirements

EDLT 541	Foundations in Game-based Learning	3.0
EDLT 542	Research in Motivation and Game-based Learning	3.0
EDLT 543	Play and Learning in a Participatory Culture	3.0
EDLT 544	Integrating Games and Pedagogical Content Knowledge	3.0
EDLT 545	Design Learning Games I	3.0
EDLT 546	Design of Learning Games II	3.0
EDLT 547	Capstone Project I	1.5
EDLT 548	Capstone Project II	4.5
EDUC 535	Researching and Evaluating Technology	3.0

*Can be waived if the student has completed equivalent courses in his or her undergraduate education and can demonstrate proficiency.

**Only required for students who have already taken the equivalent of ACCT 115 and ACCT 116 and are therefore waiving those courses.



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Certificate in Mathematics Learning & Teaching

15.0 quarter credits

The Certificate of Graduate Studies in Mathematics Learning and Teaching requires the completion of 15 credit hours of coursework and is designed to provide mathematics teachers with development opportunities for enhancing the quality of their instruction. Recognizing many teachers pursue graduate studies while working full-time, the program has been designed so that it can be completed over five quarters (requiring only one course per quarter), and is offered in an online format.

Students in the certificate program take courses alongside those in the MS program. Certificate students may concurrently pursue the Master's degree in Mathematics Learning & Teaching or the [MS in Teaching, Learning and Curriculum](#). Additionally, students may take additional required courses towards this degree each semester. All of the Mathematics Learning & Teaching courses count towards the 18 required "concentration courses" of the MS in Teaching, Learning and Curriculum program.

Certificate requirements **15.0 Credits**

Required course **3.0 Credits**

MTED 601	Diagnosing Student Mathematical Thinking	3.0
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Students select 6.0 credits from the following courses: **6.0 Credits**

MTED 501	Proportional and Algebraic Reasoning	3.0
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MTED 502	Geometry and Geometric Reasoning	3.0
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MTED 503	Data Analysis and Probabilistic and Statistical Reasoning	3.0
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MTED 511	Functions through the Curriculum	3.0
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Students select 6.0 additional credits from any 600- 700 level MTED courses. 6.0 Credits



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Post-Baccalaureate Teaching Certificate: Elementary Education: Special Education Concentration

31.5 quarter credits

The Special Education Certification program seeks to produce professionals who are equipped with the fundamental skills, knowledge, and competencies they will need to meet the needs of students at risk for school failure and students with disabilities in multiple settings.

The Special Education Certification program is intended for those interested in gaining greater skills and expertise in the area of Special Education and a teaching certificate in the area of special education. Candidates seeking PA special education certification must have been issued a prior PA Instructional I or Instructional II teaching certificate.

It is a part-time graduate program consisting of 31.5 credits in Core Special Education Certification courses. For students that have not completed the prerequisite courses, the program will require 45.0 credits: 31.5 credits in Core Special Education Certification courses and 13.5 credits in Pre-Requisites for Certification in Special Education.

This program is designed s for currently certified teachers who wish to obtain Special Education certification in Pennsylvania. Out of state teachers may also earn their PA Special Education Certification if they transfer their current teacher certification to PA.

The courses cover all required state and federal regulations related to No Child Left Behind (NCLB) and Chapter 49 as well as the PA General Standards for Special Education and the standards outlined by the Council of Exceptional Children (CEC).

Pre-requisites for Certification in Special Education

Students must have completed the following courses in order to apply for a certification in special education. All students entering the post-bachelor's certificate program after 2011 should have had these core courses in their initial certification program. If a student has not completed the following three courses, they should be taken to apply for special education certification:

- EDUC 542 Fundamentals of Special Education 3.0
- EDUC 544 The Inclusive Classroom 3.0
- EDUC 546 Literacy Development 3.0

Certification Courses	31.5 Credits
EDUC 547 Special Education Processes	4.5
EDUC 548 Emotional/Behavioral Support	4.5
EDUC 549 High Incident Disabilities	4.5
EDUC 550 Low Incident Disabilities	4.5
EDUC 551 Pervasive Developmental Disorder	4.5
EDUC 552 Integrating Technology for Learning and Achievement	4.5
EDUC 553 Special Education: Methods & Practices	4.5

The program is administered through Drexel eLearning. For the most current admission information, please visit www.drexel.com.



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Post-Baccalaureate Certificate in Special Education Leadership

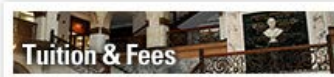
28.0 quarter credits

The Post-Baccalaureate Certificate in Special Education Leadership is designed to produce educators who are equipped with the advanced skills, knowledge, and competencies they will need to lead programs that meet the needs of students at risk for and with disabilities in multiple settings.

The program requires 16.0 credits of special education leadership courses and 12.0 credits of leadership core courses (for a total of 28.0 credits). The courses in the leadership core focus on areas of change, finance, evaluation and assessment, and technology. Students must complete all courses for recommendation for the PA certification in the Supervisor of Special Education.

Leadership Core Courses		12.0 Credits
EDAM 522	Evaluation and Assessment Competencies	3.0
EDUC 708	Technology Integration with School Instruction and Management	3.0
EDUC 710	School Finance and Facilities	3.0
EDUC 800	Educational Leadership and Change	3.0

Special Education Leadership Concentration Courses		16.0 Credits
EDEX 710	School Law and Policy in Special Education	3.0
EDEX 712	Instructional & Curriculum Leadership in Special Education	3.0
EDEX 714	Development, Supervision, and Support of School Personnel	3.0
EDEX 716	Organization & Administration of Special Education	3.0
EDEX 721	Special Education Leadership Internship I: Special Education Leadership	1.0
EDEX 722	Special Education Leadership Internship II: Instructional Leadership	1.0
EDEX 723	Special Education Leadership Internship III: Collaboration & Personnel	1.0
EDEX 724	Special Education Leadership Internship IV: School Resources	1.0



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School Principal Certificate

22.0 quarter credits (if not pursuing MS program); 33.0 quarter credits (if pursuing of MS program)

The School Principal Certificate was designed to produce school leaders who are knowledgeable about current theories and strategies in leadership and change. Components of the program's conceptual bedrock are heuristic diagnostic learning, intelligent use of emotions in interpersonal skills of leadership, creative problem solving, and learning technologies.

The School Superintendent (Letter of Eligibility) available at the PhD level was designed to offer future school district leaders current research-based knowledge in creative instructional, community, and technological leadership.

Admission Requirements

Applicants come from a variety of undergraduate and graduate backgrounds and typically desire to provide leadership for change as a school principal. The School Principal Certification is available for teachers who already possess initial teaching certificates and requires a minimum of five years of appropriate teaching experience.

Applicants interested in School Principal Certification must interview with the director of the Leadership and Change area of studies in the School of Education. During the interview, the applicant's transcripts and life experiences are evaluated in relation to Pennsylvania state standards for the specific certification area. If coursework is dated, a content exam or additional coursework may be required. Specific content courses are generally not required for students working toward School Principal certification. Applicants must meet the general admissions requirements for graduate studies at Drexel University.

Program Requirements

Students will not be recommended for the School Principal Certificate until all course requirements are met, initial teaching certificate has been received, and all required sections of the Praxis Exams have been taken, and five years of satisfactory professional school experience have been completed. Minimum coursework requirements for the School Principal Certificate include 21-32.0 credits of specific pedagogy as outlined below. These credits may be incorporated into the graduate Science of Instruction program or into the electives portion of another approved Drexel master's degree program. Students must achieve the grade of B or better in each graduate level course needed for certification and receive passing Praxis Exam scores in order to satisfy requirements for the desired certification.

Core Courses for School Principal Track

At a minimum, 33.0 credits will be required from the core courses. (A minimum of 22.0 credits is required for students not wishing to build the School Principal Certificate into the master's degree program.)

School Principal Courses	Credits
EDUC 522 Evaluation of Instruction*	3.0
EDUC 523 Diagnostic Teaching*	4.0
EDUC 525 Multi-Media in Instructional Design*	3.0
EDUC 702 School Leadership and Decision Making	3.0
EDUC 705 School Law and Politics	3.0
EDUC 708 Technology Integration with School Instruction and Management	3.0
EDUC 710 School Finance and Facilities	3.0
EDUC 712 School and Community Relations and Partnerships	3.0
EDUC 714 Instructional and Curriculum Leadership	3.0
EDUC 715 School Principal Internship: Technology	1.0
EDUC 716 School Principal Internship: Finance/Facility	1.0
EDUC 717 School Principal Internship: Leadership	1.0
EDUC 718 School Principal Internship: Community	1.0



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* Not required for students who pursue the School Principal Certificate without working toward the master's degree.

Students working toward School Principal Certification engage in a corresponding one-credit school-based internship when enrolled in EDUC 708, EDUC 710, EDUC 712, and EDUC 714, related to each course's content.

Students who possess a valid Pennsylvania Instructional I or II Teaching Certificate and have completed a minimum of five years of satisfactory professional school experience upon successful completion of these core courses, and who also meet the current state minimum score on the Praxis Exam entitled, School Leaders License Assessment (Principal), may apply for School Principal Certification and continue working toward the master's degree requirements.

Master of Science Degree Requirements

Once students complete the 33.0 core credits for the School Principal certification, an additional 12.0 credits of professional electives are necessary to finish the Master of Science, Science of Instruction degree.



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Certificate in Student Development and Affairs

18.0 quarter credits

The Certificate in Student Development and Affairs is an option for students and professionals who have already completed a BA and would like to enhance their professional credentials without pursuing a master's degree.

Completing the Certificate in Student Development and Affairs requires fulfilling 18.0 quarter credits (6 graduate-level courses).

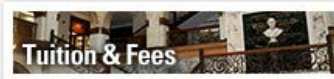
Required courses 9.0 Credits

EDHE 500	Foundations of Higher Education	3.0
EDHE 520	Student Development & Customer Service Management	3.0
EDUC 705	School Law and Politics	3.0

Students select three additional courses from the following list: 9.0 Credits

EDHE 652	Enrollment Marketing and Recruitment	3.0
EDHE 662	Critical Issues in Student Affairs	3.0
EDHE 663	Safety and Crisis Management	3.0
EDHE 669	Diversity in Higher Education	3.0

Visit the [School of Education](#) web site for additional information about this program.



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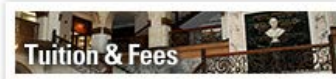
Teaching English as a Second Language

12.0 quarter credits

Teaching English as a second language certification is an add-on certificate available to students that currently possess a Pennsylvania Instructional I or Instructional II teaching certificate. The 12-credit ESL certificate program covers the theory and practice of second language education, the structure and sound of English, the design and assessment of ESL course materials, as well as broader issues in intercultural learning. It does not require that the instructor speak another language. Credits earned through this program may be applied toward the [MS in the Science of Instruction](#).

This program satisfies PA State of Education requirements for certification in English as a second language. Interstate agreements generally allow applicability across the US. However, prospective students outside of Pennsylvania are advised to check with their state authorities to determine whether this program is appropriate for their case.

Courses		Credits
EDUC 602	Language Learning and Teaching	3.0
EDUC 604	Structure and Sound System of English	3.0
EDUC 606	Design and Assessment	3.0
EDUC 608	The Intercultural Learner	3.0



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