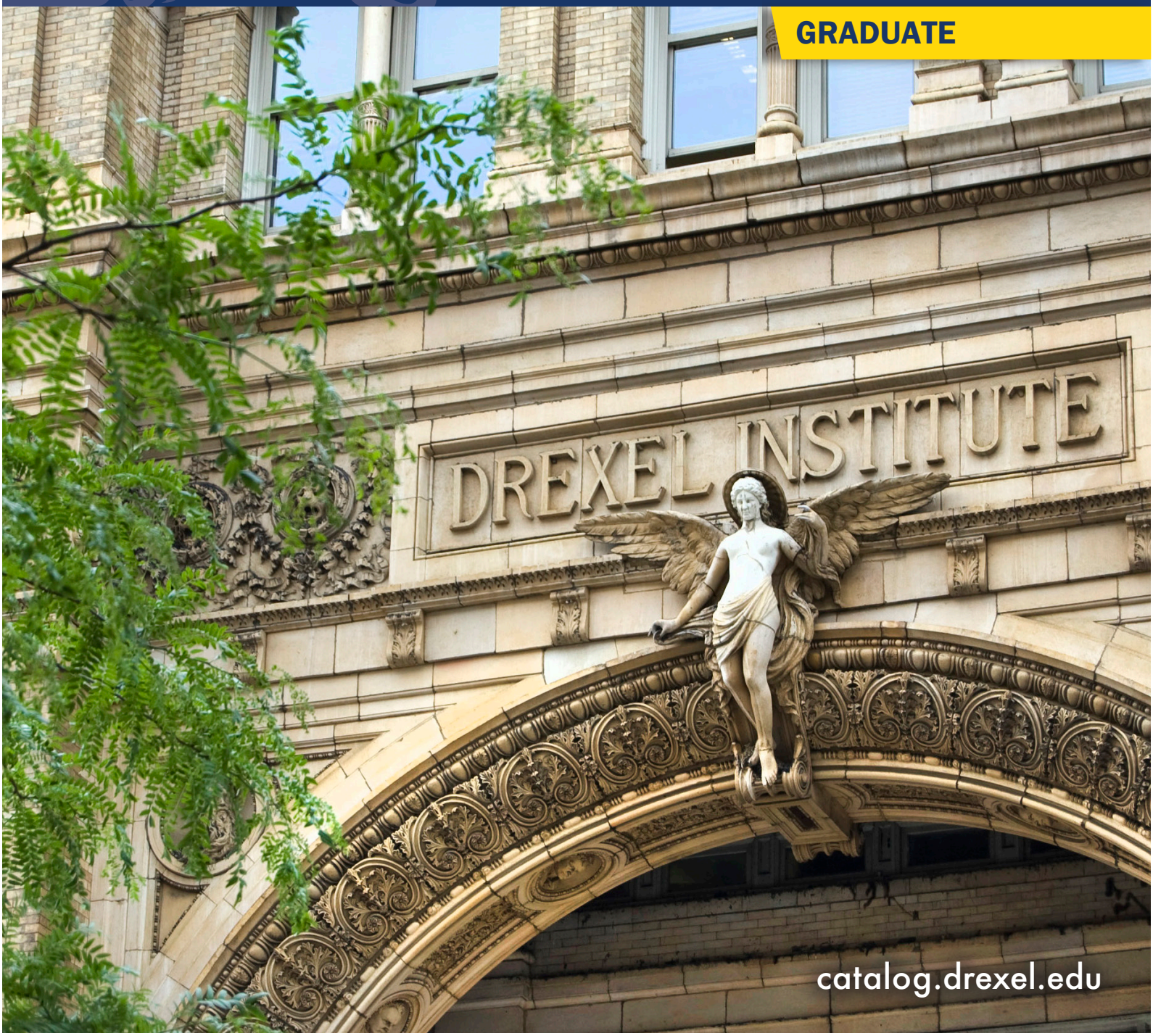
DREXEL UNIVERSITY
School of
Education

CATALOG
2021-2022

GRADUATE



catalog.drexel.edu

The School of Education

The School of Education (http://www.drexel.edu/soe/) seeks to enrich knowledge and practice related to lifespan learning, based on the most current and appropriate research and practice. The School's goal is to improve human understanding through programs and activities that emphasize creative uses of human effort, technology, leadership, and problem solving.

The school offers an extensive and comprehensive array of diverse graduate, doctoral, and certificate programs that encompass all aspects of the educational field. Students graduate from Drexel prepared for successful careers in a variety of non-traditional fields of education through master's degree programs such as Applied Behavior Analysis, Creativity and Innovation, Educational Administration, Education Improvement and Transformation, Global and International Education, Higher Education, Learning Technologies, Mathematics Learning and Teaching, and Sport Coaching Leadership .

The School also offers Pennsylvania Department of Education-approved programs to certify students who already hold bachelor's degrees to be teachers in elementary education (grades PreK-4 with an emphasis on STEM subjects), secondary education (in biology, chemistry, earth and space science, English, general science, mathematics, physics or social studies), and K-12 (instructional technology specialist). Special education, teaching English as a second language, reading specialist, Wilson Language® Level 1, principal and superintendent certifications are also available. Individuals who complete the minimum requirements receive a PA Instructional I teaching certificate and have the option to continue coursework to fulfill requirements in the graduate Science of Instruction or teaching learning and curriculum (initial certification track) master's degree programs.

Other 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 teaching English as a second language, reading specialist special education, principal or superintendent certification must already have Pennsylvania Instructional I certification, satisfactory professional school experience on a state-issued certificate appropriate for the assignment, or appropriate equivalent.

Majors

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- Applied Behavior Analysis and Special Education (MS) (p. 5)
- ***NEW:*** Creative Education and Entrepreneurship (MS)
- Creativity and Innovation (MS) (p. 11)
- Education (PhD) (p. 15)
- Educational Administration (MS) (p. 22)
- Education Improvement and Transformation (MS) (p. 29)
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- ***NEW:*** Undergraduate STEM Education (MS)

Minors

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- ***NEW:*** U.S. Education Policy

Resources for Students

Th School of Education provides a variety of resources designed to help students achieve optimal success in their area of study. Each distinct entity provides programming, services and, resources designed to creatively meet student's individual needs.

The Field Placement Office (FPO) **(**http://drexel.edu/soe/resources/field-placement-office/**)** within the School of Education is responsible for accepting and evaluating placement requests for all stages of clinical experiences within the Teacher Education Program. The FPO works with university partnering schools and school districts to coordinate appropriate and carefully matched placements ensuring that students are exposed to a variety of cultures, economic backgrounds, and diverse settings.

The Early Career Practitioner Institute (ECPI) **(**http://drexel.edu/soe/resources/early-career-practitioner-institute/**)** is designed to provide ongoing professional development and classroom-based support to Drexel Teacher Certification candidates for a period of two years after they complete their certification program. This support initiative was constructed as a commitment to our graduates, and is provided at no additional cost to the alumni.

Early Childhood Education teachers can earn a significant discount on tuition through the T.E.A.C.H. Early Childhood **(**http://drexel.edu/soe/resources/TEACH/**)**® **Pennsylvania Scholarship**. Drexel University School of Education is a proud partner of T.E.A.C.H. to help students earn preK-4 teacher certification through our Bachelors of Education, Post-Bachelors Teaching Certificate and MS in Teaching, Learning and Curriculum.

The **Drexel/Torrance Center for Creativity and Innovation** was established as an outgrowth of the research of E. Paul Torrance, internationally renowned authority on creativity. The Torrance Center seeks to provide a number of services in creativity and innovation, including curating and interpreting the latest research for academic and corporate settings; cultivating skills in critical thinking, innovative leadership practices, and problem-solving techniques; and helping national and international corporations, organizations and educational institutions to develop in-house expertise to foster problem-solving and creative assessment. For more information, please call Dr. Larry Keiser, co-Director of the Torrance Center at 215.895.1276 or email keiserlj@drexel.edu.

The School of Education's Global Education Colloquium (http://drexel.edu/soe/resources/event-series/gec/) series allows all School of Education Students, including those in the MS in Global and International Education, the opportunity to hear research presentations from world-renowned scholars in the field of Global Education. The topics presented are the result of research spanning the full range of learning, teaching and training topics including international studies, higher education, peace education, social justice, inequality, politics of knowledge, policy, leadership and organizational change.

The Critical Conversations in Urban Education Lecture Series (http://drexel.edu/soe/resources/event-series/ccue/) is the School of Education's vehicle for critical dialogue and continuing education on issues important to the education of youth in urban settings, including Philadelphia. The series seeks to connect the academic and broader communities together for collaboration, understanding, and support that empower urban schools, educators, families, and students.

Students in Drexel University's School of Education EdD and PhD programs have the opportunity to present preliminary research for their dissertation at our monthly Doctoral Student Colloquiums (http://drexel.edu/soe/research/student-research/). Each month, one Drexel University School of Education PhD student and one EdD student present their research before an audience of Drexel students, faculty and professional staff. Students also submit a research brief that is included in a journal created by the School of Education.

Applied Behavior Analysis

Major: Applied Behavior Analysis
Degree Awarded: Master of Science (MS)
Calendar Type: Quarter
Total Credit Hours: 46.5
Co-op Option: None
Classification of Instructional Programs (CIP) code: 42.2814
Standard Occupational Classification (SOC) code: 19-3031

About the Program

Behavior analysis is a widely accepted and validated scientific approach to the investigation and manipulation of environmental determinants of behavior. Extensive research with proven methods and impressive findings has helped develop the technology now called applied behavior analysis. Behavior analytic clinical and research advances have led to significant contributions in educational programming and behavioral health assessment and treatment approaches.

The Master of Science in Applied Behavior Analysis will prepare clinical and educational leaders in the field of evidence-based approaches using behavior analytic principles and techniques. Graduates from this program will be highly successful candidates for employers searching for knowledgeable and skilled clinicians and leaders in behavior analytic settings. Interested graduates will be prepared to transition to PhD programs in applied behavior analysis and related fields.

The Association for Behavior Analysis International (http://www.bacb.com/)has verified the core Applied Behavior Analysis course sequence as meeting the 5th edition task list coursework requirements, content hours, and faculty standards. For eligibility to take the Board Certified Behavior Analyst Examination®, applicants will have to meet additional experience and supervision requirements set forth by the Behavior Analysis Certification Board.

Additional Information

For more information about this program, contact:

Jaclyn Aldworth
Director of Recruitment
jla359@drexel.edu

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
- Official transcripts from all universities or colleges attended
- Two letters of recommendation
- Personal essay
- Resume

The admissions committee will evaluate the applicant's potential and commitment to succeed in graduate study. 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, may 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.

The online program admits students both in the Fall and Spring Terms, while the online/weekend residency program only admits students in the Fall Term.

Degree Requirements

Requirements		
Core Applied Behavior Analysis Courses		
ABA 630	Fundamental Elements of Behavior Change	4.5
ABA 631	Measurement and Experimental Design	4.5

ABA 632	Behavioral Assessment and Functional Analysis	4.5
ABA 633	Behavioral Interventions	4.5
ABA 634	Consultation, Systems Change and Supervision	4.5
ABA 635	Ethical Considerations and Professional Conduct	4.5
ABA 636	Applications of Fundamental Elements of Behavior Analysis	4.5
Select one of the following concentration options:		**9.0**
Option 1: Autism Spectrum Disorders Concentration		
(select 3 of the following)		
EDEX 555	Teaching Students with Autism Spectrum Disorder	
EDEX 556	Characteristics & Methods: Autism	
EDEX 558	Characteristics & Methods: High Functioning Autism	
EDEX 560	Communication & Language Interventions: Autism Spectrum Disorders	
EDEX 562	Behavior & Sensory Support: Autism Spectrum Disorders	
Option 2: Social Emotional and Behavior Wellness		
(select 3 of the following)		
EDEX 580	Social Emotional Wellness and Evidence-Based Preventative School Practices	
EDEX 581	Understanding Social Emotional Disorders	
EDEX 582	Evidence-Based School Interventions and Trauma Informed Education/Care	
EDEX 583	Collaboration and Community Based Practices to Promote Social Emotion Wellness	
Option 3: Advanced Topics in ABA		
ABA 640	An Analysis of Verbal Behavior	
ABA 641	Therapeutic Approaches Using Principles of Behavior Analysis	
ABA 642	Seminar in Applied Behavior Analysis	
Capstone Courses		**6.0**
ABA 780	Capstone in ABA I	
ABA 781	Capstone in ABA II	
Total Credits		**46.5**

Sample Plan of Study

MS Applied Behavior Analysis with Advanced Topics in ABA Concentration Plan of Study

First Year

Fall	Credits	Winter	Credits	Spring	Credits	Summer	Credits
ABA 630	4.5	ABA 633	4.5	ABA 634	4.5	ABA 631	4.5
ABA 632	4.5	ABA 640	3.0	ABA 635	4.5	ABA 636	4.5
	9		**7.5**		**9**		**9**

Second Year

Fall	Credits	Winter	Credits
ABA 641	3.0	ABA 642	3.0
ABA 780	3.0	ABA 781	3.0
	6		**6**

Total Credits 46.5

MS Applied Behavior Analysis with Social Emotional and Behavioral Wellness Concentration Plan of Study

First Year

Fall	Credits	Winter	Credits	Spring	Credits	Summer	Credits
ABA 630	4.5	ABA 633	4.5	ABA 634	4.5	ABA 631	4.5
ABA 632	4.5	ABA 636	4.5	ABA 635	4.5	EDEX 580, 581, 582, or 583	3.0
	9		**9**		**9**		**7.5**

Second Year

Fall	Credits	Winter	Credits
EDEX 580, 581, 582, or 583	3.0	EDEX 580, 581, 582, or 583	3.0
ABA 780	3.0	ABA 781	3.0
	6		**6**

Total Credits 46.5

MS Applied Behavior Analysis with Autism Concentration Plan of Study

First Year

Fall	Credits	Winter	Credits	Spring	Credits	Summer	Credits
ABA 630	4.5	ABA 633	4.5	ABA 634	4.5	ABA 631	4.5
ABA 632	4.5	EDEX 555, 556, 558, 560, or 562	3.0	ABA 635	4.5	ABA 636	4.5
	9		**7.5**		**9**		**9**

Second Year

Fall	Credits	Winter	Credits
EDEX 555, 556, 558, 560, or 562	3.0	EDEX 555, 556, 558, 560, or 562	3.0
ABA 780	3.0	ABA 781	3.0
	6		**6**

Total Credits 46.5

Applied Behavior Analysis MS Faculty

James Connell, PhD *(Louisiana State University) Founding Clinical Core Director and Research Fellow, A.J. Drexel Autism Institute*. Associate Professor. Identifying the variables that influence adult behavior change in community settings; autism intervention; widespread dissemination of evidence-based interventions in school and community settings.

Amanda Lannie, PhD *(Syracuse University)*. Assistant Clinical Professor. Applied behavior analysis and special education; School-based consultation; system-wide interventions as a mechanism for delivery supports to all students; Designing effective and efficient interventions for students with emotional/behavioral disorders.

Bridget Sweeney Blakely, PhD *(Temple University)*. Assistant Clinical Professor. Consultation; Positive Behavior Interventions and Supports (PBIS); Response to Intervention (Rtl); Systems-level change; performance feedback

Christina Vorndran, PhD *(Louisiana State University) Program Director, Applied Behavior Analysis and Special Education*. Clinical Professor. Designing effective and efficient community-based interventions, Severe behavior disorders, Functional behavior assessment

Applied Behavior Analysis and Special Education

Major: Applied Behavior Analysis and Special Education
Degree Awarded: Master of Science (MS)
Calendar Type: Quarter
Total Credit Hours: 76.5
Co-op Option: None
Classification of Instructional Programs (CIP) code: 42.2814
Standard Occupational Classification (SOC) code: 19-3031

About the Program

This dual master's program combines two critical and research-based programs focused on improving educational outcomes for individuals with disabilities. This innovative program will prepare candidates to work in PreK-12 institutions seeking educators and leaders knowledgeable about special education and skilled in behavior analysis—a growing area of need in today's schools.

The Association for Behavior Analysis International has verified the master's in Applied Behavior Analysis core course sequence as meeting the coursework requirements, content hours, and faculty standards. For eligibility to take the Board Certified Behavior Analyst Examination®, applicants will have to meet additional experience and supervision requirements.

Special Education courses address all required state and federal regulations as well as the Pennsylvania General Standards for Special Education and the competencies and standards outline by the Council of Exceptional Children (CEC).

The program is a flexible graduate program. This dual program consists of 76.5 of credits. These credits are broken up into 9 core Special Education classes, 7 core Applied Behavior Analysis classes, and 3 elective classes, as well as a three-part capstone sequence. This dual program confers a Master of Science in Behavior Analysis as well as a Master of Science in Special Education, which provides candidates with increased flexibility and a much sought after skillset. Most courses require a fieldwork component that helps the student apply the skills and content learned in the classroom to real world educational environments.

Additional Information:

For more information about this program:

Jaclyn Aldworth
Director of Recruitment

jla359 (jla359@drexel.edu)@drexel.edu

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—professional or academic
- An essay describing why the applicant is interested in pursuing graduate study in this field
- Resume

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

Degree Requirements

Required Courses		
ABA 630	Fundamental Elements of Behavior Change	4.5
ABA 631	Measurement and Experimental Design	4.5
ABA 632	Behavioral Assessment and Functional Analysis	4.5
ABA 633	Behavioral Interventions	4.5
ABA 634	Consultation, Systems Change and Supervision	4.5
ABA 635	Ethical Considerations and Professional Conduct	4.5
ABA 636	Applications of Fundamental Elements of Behavior Analysis	4.5
EDEX 543	Emotional and Behavioral Support of Individuals with Disabilities	3.0
EDEX 549	Teaching Individuals with High Incident Disabilities	3.0
EDEX 550	Teaching Individuals with Low Incident Disabilities	3.0
EDEX 552	Integrating Technology for Learning & Achievement	3.0
EDEX 536	Special Education Law and Process	3.0
EDEX 555	Teaching Students with Autism Spectrum Disorder	3.0
EDEX 578	Special Education Practicum PK-12	3.0
EDEX 588	Implementing Academic Interventions in Inclusive Educational Environments	3.0
Concentration Options		**21.0-24.0**
Initial Certification		
EDEX 542	Fundamentals of Special Education	
EDEX 544	Inclusive Practices	
EDEX 568	Literacy and Content Skill Development PK-12	
EDEX 514	Special Education Student Teaching Seminar	
EDUC 515	Adolescent Learners in Secondary Schools	
EDUC 521	Typical and Atypical Development in Early Childhood Education	
EDUC 522	Evaluation of Instruction	
Autism Spectrum Disorder		
Select 3 of the following courses		
EDEX 556	Characteristics & Methods: Autism	
EDEX 558	Characteristics & Methods: High Functioning Autism	
EDEX 560	Communication & Language Interventions: Autism Spectrum Disorders	
EDEX 562	Behavior & Sensory Support: Autism Spectrum Disorders	
Students must also complete the following:		
EDEX 575	Teaching STEAM in an Inclusive Environment PK-12	
Collaborative Special Education Law and Process		
Select 3 of the following courses		
EDEX 600	Family, School and Community Engagement in Special Education	
EDEX 601	Special Education Advocacy	
EDEX 602	Special Education Dispute Resolution and Skills Training	
EDEX 710	School Law & Policy in Special Education	
Students must also complete the following:		
EDEX 575	Teaching STEAM in an Inclusive Environment PK-12	
Social Emotional Behavior Wellness		
Select 3 of the following courses		

EDEX 580	Social Emotional Wellness and Evidence-Based Preventative School Practices
EDEX 581	Understanding Social Emotional Disorders
EDEX 582	Evidence-Based School Interventions and Trauma Informed Education/Care
EDEX 583	Collaboration and Community Based Practices to Promote Social Emotion Wellness
Students must also complete the following:	
EDEX 575	Teaching STEAM in an Inclusive Environment PK-12
Students selecting Autism Spectrum Disorders, Social Emotional Behavioral Wellness, or Collaboartive Law and Process Concentration must also complete capstone sequence	
EDU 780	Capstone Research
Students have the option to select from one of the Capstone tracks:	
Lesson Study	
EDUL 780	Lesson Study Capstone Course I
EDUL 781	Lesson Study Capstone Course II
Thesis	
EDUT 780	Thesis Capstone Course I
EDUT 781	Thesis Capstone Course II
Practitioner	
EDUP 780	Practitioner Capstone Course I
EDUP 781	Practitioner Capstone Course II
ABA	
ABA 780	Capstone in ABA I
ABA 781	Capstone in ABA II
Total Credits	**76.5-79.5**

Sample Plan of Study

MS in Special Education and Applied Behavior Analysis with Initial Certification Concentration

First Year

Fall	Credits	Winter	Credits	Spring	Credits	Summer	Credits
EDEX 542	3.0	EDEX 543	3.0	ABA 630	4.5	ABA 631	4.5
EDEX 544	3.0	EDEX 555	3.0	EDEX 549	3.0	EDEX 536	3.0
		EDEX 568	3.0				
	6		**9**		**7.5**		**7.5**

Second Year

Fall	Credits	Winter	Credits	Spring	Credits	Summer	Credits
ABA 632	4.5	ABA 633	4.5	ABA 635	4.5	EDEX 550	3.0
ABA 634	4.5	ABA 636	4.5	EDUC 521	3.0	EDUC 522	3.0
	9		**9**		**7.5**		**6**

Third Year

Fall	Credits	Winter	Credits	Spring	Credits
EDEX 578	3.0	EDEX 514	6.0	EDEX 552	3.0
EDEX 588	3.0			EDUC 515	3.0
	6		**6**		**6**

Total Credits 79.5

MS in Special Education and Applied Behavior Analysis with alternative concentration

First Year

Fall	Credits	Winter	Credits	Spring	Credits	Summer	Credits
EDEX 552	3.0	EDEX 543	3.0	ABA 630	4.5	ABA 631	4.5
EDEX 575	3.0	EDEX 555	3.0	EDEX 549	3.0	EDEX 536	3.0
	6		**6**		**7.5**		**7.5**

Second Year

Fall	Credits	Winter	Credits	Spring	Credits	Summer	Credits
ABA 632	4.5	ABA 633	4.5	ABA 635	4.5	EDEX 550	3.0
ABA 634	4.5	ABA 636	4.5	EDEX 588	3.0	EDU 780	3.0
						Concentration Course	3.0
	9		**9**		**7.5**		**9**

Third Year

Fall	Credits	Winter	Credits
EDEX 578	3.0	EDUL 781, EDUP 781, EDUT 781, or ABA 781	3.0

EDUL 780, EDUP 781, EDUT 780, or ABA 780	3.0 Concentration Course	3.0
Concentration Course	3.0	
	9	**6**

Total Credits 76.5

Creative Education and Entrepreneurship

Major: Creative Education and Entrepreneurship
Degree Awarded: Master of Science (MS)
Calendar Type: Quarter
Total Credit Hours: 45.0
Co-op Options: None
Classification of Instructional Programs (CIP) code: 52.0701
Standard Occupational Classification (SOC) code: 11-1011; 11-1021; 11-9199; 25-3099

About the Program

A growing number of public and private sector organizations are developing workspaces where creativity and innovation can flourish to enable the innovation of needed products, services, and solutions. This joint degree program of the School of Education and the Close School of Entrepreneurship will allow the students to develop the skills associated with creativity and entrepreneurial mindsets along with the tools necessary to lead organizations that foster a culture of innovation. Students will experience both foundational and applied aspects of the creative process and entrepreneurial thinking as they engage in project-based learning experiences which will allow them to immediately apply their coursework on issues relevant to their work experiences and environments.

This program is relevant to any individual or team of people seeking to infuse creativity, innovation, and entrepreneurship into their organization. The interdisciplinary and applied nature of the degree makes it attractive to business (corporate and small to medium sized), non-profit, and mid-level managers, as well as educational leaders, teachers, and employees (grades P-12 and institutions of higher education) alike seeking to improve their current organizations or start new ventures.

Admission Requirements

It is recommended that applicants to the program have a minimum of three (3) years work experience in their professional careers. Exceptions may be made for applicants with exceptional circumstances. In addition, each candidate will meet the standard Graduate Admission requirements of:

- Hold a baccalaureate degree earned from a college or university regionally accredited by a nationally recognized accrediting agency or an equivalent degree from an international college or university.
- Possess a minimum grade point average of 3.0 or higher on a 4.0 scale for undergraduate and graduate coursework. Exceptions may be made for applicants who demonstrate improved academic performance or academic ability in other ways.
- Provide a minimum 500-word essay sharing their interest and perceived fit for the program.
- Provide minimum of two (2) and maximum of three (3) Letters of Recommendation from appropriate sources that can validate the applicant's perceived reasons and interests in joining the program.
- Applicants will be interviewed by the Intake advisor or Master of Science Degree in Creative Education and Entrepreneurship faculty member as the final step in the application process.

Degree Requirements

Required Courses		
Creativity & Innovation Core:		
CRTV 501	Foundations in Creativity	3.0
CRTV 502	Tools and Techniques in Creativity	3.0
CRTV 503	Creativity in the Workplace	3.0
CRTV 610	Creativity and Change Leadership	3.0
CRTV 615	Neuroscience, Creativity and Innovation	3.0
Entrepreneurship Core:		
ENTP 501	Entrepreneurship Practice & Mindset	3.0
ENTP 515	Pitch It!	3.0
ENTP 575	Entrepreneurship in Education	3.0
ENTP 611	Learning from Failure	3.0
ENTP 621	Innovation & Ideation	3.0
Capstone Coursework:		
CRTV 695	Applied Project in Creativity Studies I	3.0
CRTV 696	Applied Project in Creativity Studies II	3.0

Electives:		
Choose three from the following suggested graduate electives list (with advisor approval):		9.0
Creativity and Innovation		
CRTV 620	Research Methods and Assessment of Creative and Innovative Thinking	
CRTV 630	Global Perspectives on Creativity	
CRTV 650	Current Trends in Creativity & Innovation	
CRTV 660	Diagnostic Creative Intervention	
Design Research		
DSRE 620	Design Problem Solving	
DSRE 630	Data Visualization for Design Professionals	
DSRE 635	Translational Design Research	
Entrepreneurship		
ENTP 535	Social Entrepreneurship	
ENTP 601	Social and Sustainable Innovation	
ENTP 660	Early Stage Venture Funding	
Total Credits		**45.0**

Sample Plan of Study

First Year

Fall	Credits	Winter	Credits	Spring	Credits	Summer	Credits
CRTV 501	3.0	CRTV 502	3.0	CRTV 503	3.0	CRTV 610	3.0
ENTP 501	3.0	ENTP 621	3.0	ENTP 535	3.0	ENTP 575	3.0
	6		**6**		**6**		**6**

Second Year

Fall	Credits	Winter	Credits	Spring	Credits
CRTV 615	3.0	CRTV 695	3.0	CRTV 696	3.0
ENTP 515	3.0	Suggested Elective (See List/Advisor)	3.0	Suggested Electives (See List/Advisor)	6.0
	6		**6**		**9**

Total Credits 45

Education Faculty

Jennifer Adams, EdD *(Harvard University)*. Associate Professor. Comparative and international education; Poverty and education; Child welfare; Educational policy.

Ayana Allen, PhD *(Texas A&M University)*. Associate Professor. Urban education; Identity construction in school contexts; Urban school transformation.

Kristen Betts, EdD *(George Washington University)*. Clinical Professor. Higher education administration and governance, online blended education, instructional design and educational technology, program assessment and evaluation.

Eric Brewe, PhD *(Arizona State University)*. Associate Professor. Physics Education Research, introductory course reform, network analysis in learning, neuromechanisms of learning.

Stephanie Smith Budhai, PhD *(Drexel University)*. Associate Clinical Professor. Teacher and higher education, culturally responsive teaching, equity and social justice, online learning, community engagement and service-learning, family involvement and partnerships, and learning technologies.

José Luis Chávez, EdD *(University of Southern California)*. Clinical Professor. Higher education leadership and administration.

Rebecca Clothey, PhD *(University of Pittsburgh) Associate Department Head.* Associate Professor. Comparative and international education, education of ethnic and linguistic minorities, sociology of education.

James Connell, PhD *(Louisiana State University) Founding Clinical Core Director and Research Fellow, A.J. Drexel Autism Institute*. Associate Professor. Identifying the variables that influence adult behavior change in community settings; autism intervention; widespread dissemination of evidence-based interventions in school and community settings.

Kareem Edouard, PhD *(Stanford University)*. Assistant Professor. Educational technology; internet-based STEM learning; equity and inclusion in STEM education

Salvatore V. Falletta, EdD *(North Carolina State University)*. Clinical Professor. Human Resource intelligence (i.e., HR research and analytics practices); HRD assessment, measurement, and evaluation models and taxonomies; organizational diagnostic models; web-based employee and organizational survey methods, and computational modeling.

Aroutis N. Foster, PhD *(Michigan State University) Associate Dean for Academic Affairs and Graduate Studies*. Professor. Educational psychology and educational technology, especially the following: Motivation; Technological Pedagogical Content Knowledge (TPACK); Immersive Interactive Digital Environments (simulation, games, virtual realities.

Rajashi Ghosh, PhD *(University of Louisville, Kentucky) Department Chair for Policy, Organization & Leadership*. Associate Professor. Mentoring and leader development, workplace Incivility, workplace learning and development.

John M. Gould, PhD *(University of Pittsburgh) Harrisburg EdD Educational Leadership & Change Program*. Clinical Professor. Change leadership, curriculum re-design, the impact of technology on learning.

Dominic F. Gullo, PhD *(Indiana University)*. Professor. Studying the relative and long-range effects of early schooling experiences in prekindergarten and kindergarten on children's achievement and social adaptation to school routine.

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Michael J. Haslip, PhD *(Old Dominion University)*. Assistant Professor. Early childhood education, social and emotional learning, child guidance strategies, effects of public pre-school attendance.

Deanna Hill, JD, PhD *(University of Pittsburgh)*. Associate Clinical Professor. Higher education, international education, education law, education policy

Erin Horvat, PhD *(University of California, Los Angeles) Senior Vice Provost for Faculty Affairs*. Professor. Urban education, access and equity, high school dropout, parent involvement/family involvement, community engagement in research.

Jennifer Katz-Buonincontro, PhD *(University of Oregon) Associate Dean of Research*. Associate Professor. Educational administration, leadership development, survey & instrument design.

Larry Keiser, PhD *(Drexel University)*. Assistant Clinical Professor. Education and corporate/business leaders' creativity and entrepreneurial mindsets; creative school/work environments; neuroscience of creativity; everyday creativity for teachers and educators.

Kristy Kelly, PhD *(University of Wisconsin, Madison)*. Associate Clinical Professor. Sociology of gender and development; anthropology of policy; comparative and international education; qualitative research methods; Vietnam and Southeast Asia.

Cameron Kiosoglous, PhD *(Virginia Tech University) Program Director*. Assistant Clinical Professor. Coached on the USRowing National Team staff since 2002, including the 2004, 2008, 2012, and 2016 Olympic Games; coaching development; measuring coaching quality; self-insight and reflective practices; coaching leadership; conference presenter; published author.

Valerie Klein, PhD *(Amherst College)*. Associate Clinical Professor. Mathematics learning and teaching; teacher's use of formative assessment in mathematics; creating opportunities for rich problem solving in the classroom; examining teachers growth and change; qualitative research methods.

Peggy Kong, PhD *(Harvard University)*. Associate Clinical Professor. Comparative and international education, equity in education, family and community, Chinese education and society, sociology of education

Michael G. Kozak, Ed.D. *(Rowan University)*. Assistant Clinical Professor. Leadership, STEAM, online and blended learning environments, systems thinking, experiential learning, K-12 education, and facilitating change

Amanda Lannie, PhD *(Syracuse University)*. Assistant Clinical Professor. Applied behavior analysis and special education; School-based consultation; system-wide interventions as a mechanism for delivery supports to all students; Designing effective and efficient interventions for students with emotional/behavioral disorders.

Vera Lee, EdD *(University of Pennsylvania) Department Chair for Teaching, Learning & Curriculum*. Associate Clinical Professor. Practitioner Research in online courses to explore inservice/preservice teachers' emerging understandings about issues of diversity; the development of information/digital literacies of urban youth; English language learners.

Bruce Levine, JD *(New York University)*. Associate Clinical Professor. Educational policy, school law, public-private partnerships, intersection of business and education.

Kristine Lewis-Grant, PhD *(Temple University)*. Clinical Professor. Experiences of students of African descent at predominantly white colleges and universities, college access and college student development, youth civic engagement in urban school reform, qualitative research and evaluation.

William Lynch, PhD *(University of Maryland)*. Professor. Curriculum and educational leadership, educational technology, distance learning policy development, higher and adult education.

Constance Lyttle, PhD, JD *(University of Pittsburgh, Duquesne University)*. Clinical Professor. Legal rights of gifted and talented children and children with disabilities; inclusive education of exceptional children; special education mediation; special education IEP/IFSP facilitation; resolution session facilitation

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Kathleen Provinzano, PhD *(Marywood University)*. Assistant Professor. Educational administration.

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Lori Severino, EdD *(Neumann University)*. Assistant Professor. Special education, differentiated instruction, reading, Wilson language, multi-sensory instruction, reading comprehension, assessment, adolescent literacy.

Jason Silverman, PhD *(Vanderbilt University)*. Professor. Teaching and learning of advanced mathematical ideas (algebra and calculus); improving teachers' ability to orchestrate and sustain inquiry-based and discussion-based instruction; technology in mathematics education.

Janet Sloand, EdD *(Duquesne University) Department Chair for Teaching, Learning & Curriculum*. Associate Clinical Professor. Special Education Leadership, Trauma-informed care, Parent engagement in special education service delivery.

Toni A. Sondergeld, PhD *(University of Toledo)*. Associate Professor. Cognitive and affective assessment development; program/grant evaluation; high stakes testing measurement; STEM education; urban education

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Mary Jean Tecce DeCarlo, EdD *(University of Pennsylvania)*. Associate Clinical Professor. Early literacy development, learning differences, knowledge construction, urban education.

Sarah P. Ulrich, EdD *(Saint Joseph's University) Associate Dean of Teacher Education and Undergraduate Affairs*. Clinical Professor. Cross-cultural, language and academic development, school reform, teacher preparation, teacher retention, teacher residencies in urban contexts.

Sheila Vaidya, PhD *(Temple University)*. Professor. Educational psychology, school psychology, research design.

Christina Vorndran, PhD *(Louisiana State University) Program Director, Applied Behavior Analysis and Special Education*. Clinical Professor. Designing effective and efficient community-based interventions, Severe behavior disorders, Functional behavior assessment

Christopher G. Wright, PhD *(Tufts University)*. Assistant Professor. Engineering and science education, Urban education, elementary teacher education.

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Mary Jo Grdina, PhD *(Case Western Reserve University)*. Clinical Professor. Undergraduate studies, science education, curriculum design.

Joyce Pittman, PhD *(Iowa State University of Science and Technology)*. Clinical Professor. Curriculum and instruction K-16; teaching English as a foreign language (TEFL); instructional design business education and administration; industrial and career technology; oral and written communication; research methodology; instructional and assistive technology assessment; online learning pedagogy

Fredricka K. Reisman, PhD *(Syracuse University) School of Education, Founder, Drexel School of Education*. Professor Emerita. Director, Freddie Reisman Center for Translational Research in Creativity and Motivation, Creator and Former Director-Creativity and Innovation Programs, Co-Director-Drexel/Torrance Center for Creativity and Innovation, Drexel University Named Recognition- Freddie Reisman Faculty Scholarly and Creative Activity Awards

Creativity and Innovation

Major: Creativity and Innovation
Degree Awarded: Master of Science (MS)
Calendar Type: Quarter
Total Credit Hours: 45.0
Co-op Option: None
Classification of Instructional Programs (CIP) code: 13.9999
Standard Occupational Classification (SOC) code: 11-9199

About the Program

It is essential in today's world of increasing complexity, change, and competition that school and business leaders, as well as teachers and employees within their schools and organizations, engage in creative problem solving and new idea generation to solve evolving issues that arise within their work

settings. They also need the skill sets to present their innovations to key decision makers within their schools/organizations for implementation. The MS in Creativity & Innovation (C&I) provides principals, CEOs, teachers, managers and other employees with creativity content and competencies to do just that. By internalizing the spirit of creativity and the principles of creative problem solving, program participants are transformed into change leaders capable of overcoming the status quo to implement their innovations and inspire new directions and visions.

Creativity is multidisciplinary—it is in all professional fields from chemistry to engineering, from education to computer science, and from sociology to business. Upon successful completion of this master's degree program, students will be able to create solutions to address problematic situations within various settings. Program completers will also enable their organizations to foster creative and innovative environments while developing other creative problem-solvers within their workplaces.

Additional Information

For more information, visit the Drexel University Online MS in Creativity and Innovation (http://online.drexel.edu/online-degrees/business-degrees/ms-creativity-innovation/) website.

Degree Requirements

Required Courses		
Students will complete a total of 45 credit hours consisting of eight core courses, a capstone sequence, and four concentration courses in an approved or customized area.		
CRTV 501	Foundations in Creativity	3.0
CRTV 502	Tools and Techniques in Creativity	3.0
CRTV 503	Creativity in the Workplace	3.0
CRTV 615	Neuroscience, Creativity and Innovation	3.0
CRTV 650	Current Trends in Creativity & Innovation	3.0
CRTV 660	Diagnostic Creative Intervention	3.0
EDCR 510	Leadership in Educational Contexts and Systems	3.0
EDCR 514	Diversity, Equity, and Social Justice in Education	3.0
Capstone		**9.0-10.5**
EDU 780	Capstone Research	
Students have the option to select from one of the following capstone tracks.		
Practitioner Track		
EDUP 780	Practitioner Capstone Course I	
EDUP 781	Practitioner Capstone Course II	
Thesis Track		
EDUT 780	Thesis Capstone Course I	
EDUT 781	Thesis Capstone Course II	
Lesson Study Track		
EDUL 780	Lesson Study Capstone Course I	
EDUL 781	Lesson Study Capstone Course II	
Concentration Course Options (See listing of possible concentrations below).		**12.0**
Human Resource Development		
EHRD 500	Foundations of Human Resources Development	
EHRD 602	Coaching and Mentoring for Sustainable Learning	
EHRD 611	Organization Development and Change	
EHRD 612	Strategic Human Resource Development	
or EHRD 660	Principles of Adult Learning	
Global & International Education		
EDGI 503	Global, International & Comparative Education	
EDGI 510	Culture, Society & Education in Comparative Perspective	
EDGI 522	Education for Global Citizenship, Sustainability, and Social Justice	
EDGI 524	Measuring the World: Education and National Development	
Higher Education		
EDHE 501	Foundations of Higher Education and Governance	
EDHE 607	Higher Education Career Development, Leadership & Application	
EDHE 531	Legal Issues & Ethics in Higher Education	
EHRD 660	Principles of Adult Learning	
Learning Technologies		
EDLT 503	The Learning Sciences	
or EDLT 537	Technologies for Performance Support	
EDLT 551	Instructional Design Methods	
EDLT 512	Using and Integrating Learning Technologies	
or EDLT 532	Designing Virtual Communities for Staff Development - Non-Field Experience	
ELL 501	The Purpose and Business of E-Learning	

Learning in Game-Based Environments		
EDLT 541	Foundations of Game-Based Learning	
EDLT 543	Play & Learning in a Participatory Culture	
EDLT 554	Learning with Social Media and Mobiles	
ELL 504	Learning Technologies & Disabilities	
Custom-Designed Concentration		
A custom-designed concentration will consist of 12 professional electives that will be selected in consultation with the Program Director and/or Advisor. You may also choose to declare a Graduate Minor.		
Total Credits		**45.0-46.5**

Sample Plan of Study

First Year

Fall	Credits	Winter	Credits	Spring	Credits	Summer	Credits
CRTV 501	3.0	CRTV 502	3.0	CRTV 503	3.0	CRTV 615	3.0
EDCR 510	3.0	EDCR 514	3.0	Concentration Course or Professional Elective	3.0	CRTV 650	3.0
	6		**6**		**6**		**6**

Second Year

Fall	Credits	Winter	Credits	Spring	Credits	Summer	Credits
CRTV 660	3.0	EDUC 780	3.0	EDUP 780, EDUT 780, or EDUL 780	3.0	EDUP 781, EDUT 781, or EDUL 781	3.0-4.5
Concentration Course or Professional Elective	3.0	Concentration Course or Professional Elective	3.0	Concentration Course or Professional Elective	3.0		
	6		**6**		**6**		**3-4.5**

Total Credits 45-46.5

Note: If choosing only 3.0 credits, Second Year Summer will be less than the 4.5-credit minimum required (considered half-time status) of graduate programs to be considered financial aid eligible. As a result, aid will not be disbursed to students this term.

Education Faculty

Jennifer Adams, EdD *(Harvard University)*. Associate Professor. Comparative and international education; Poverty and education; Child welfare; Educational policy.

Ayana Allen, PhD *(Texas A&M University)*. Associate Professor. Urban education; Identity construction in school contexts; Urban school transformation.

Kristen Betts, EdD *(George Washington University)*. Clinical Professor. Higher education administration and governance, online blended education, instructional design and educational technology, program assessment and evaluation.

Eric Brewe, PhD *(Arizona State University)*. Associate Professor. Physics Education Research, introductory course reform, network analysis in learning, neuromechanisms of learning.

Stephanie Smith Budhai, PhD *(Drexel University)*. Associate Clinical Professor. Teacher and higher education, culturally responsive teaching, equity and social justice, online learning, community engagement and service-learning, family involvement and partnerships, and learning technologies.

José Luis Chávez, EdD *(University of Southern California)*. Clinical Professor. Higher education leadership and administration.

Rebecca Clothey, PhD *(University of Pittsburgh) Associate Department Head.* Associate Professor. Comparative and international education, education of ethnic and linguistic minorities, sociology of education.

James Connell, PhD *(Louisiana State University) Founding Clinical Core Director and Research Fellow, A.J. Drexel Autism Institute*. Associate Professor. Identifying the variables that influence adult behavior change in community settings; autism intervention; widespread dissemination of evidence-based interventions in school and community settings.

Kareem Edouard, PhD *(Stanford University)*. Assistant Professor. Educational technology; internet-based STEM learning; equity and inclusion in STEM education

Salvatore V. Falletta, EdD *(North Carolina State University)*. Clinical Professor. Human Resource intelligence (i.e., HR research and analytics practices); HRD assessment, measurement, and evaluation models and taxonomies; organizational diagnostic models; web-based employee and organizational survey methods, and computational modeling.

Aroutis N. Foster, PhD *(Michigan State University) Associate Dean for Academic Affairs and Graduate Studies*. Professor. Educational psychology and educational technology, especially the following: Motivation; Technological Pedagogical Content Knowledge (TPACK); Immersive Interactive Digital Environments (simulation, games, virtual realities.

Rajashi Ghosh, PhD *(University of Louisville, Kentucky) Department Chair for Policy, Organization & Leadership*. Associate Professor. Mentoring and leader development, workplace Incivility, workplace learning and development.

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Fredricka K. Reisman, PhD *(Syracuse University) School of Education, Founder, Drexel School of Education*. Professor Emerita. Director, Freddie Reisman Center for Translational Research in Creativity and Motivation, Creator and Former Director-Creativity and Innovation Programs, Co-Director-Drexel/Torrance Center for Creativity and Innovation, Drexel University Named Recognition- Freddie Reisman Faculty Scholarly and Creative Activity Awards

Education PhD

Major: Education
Degree Awarded: Doctor of Philosophy (PhD)
Calendar Type: Quarter
Total Credit Hours: 74.0
Co-op Option: None
Classification of Instructional Programs (CIP) code: 13.0101
Standard Occupational Classification (SOC) code: 25-1081

About the Program

Vision

The Ph.D. in Education 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 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 a high aptitude for research and inquiry in the field of education. They will express career interest in topics in which the faculty of the school is actively inquiring and researching. The assumption is that the most effective training for the Ph.D. 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 studying educational leadership, policy, and the foundation of education, the program requires extensive preparation in quantitative and qualitative research methods. Students will be immersed in scholarly opportunities, 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
- Promote excellence as a researcher, instructor, or leader in the field of education

Core focus courses in PK-20+ Education focus and expand the identity of the program to include social justice, equity, diversity, and inclusion in educational research across the PK-20 continuum which are all signature characteristics of both the School of Education and Drexel's strategic missions.

Cohort and Delivery Format

The Ph.D. in Education program offers two formats: part-time and fellowship models. Both options are 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.

Part-time Model: The program also offers a part-time, self-paid model. The Ph.D. in Education part-time program is individualized, interdisciplinary, experiential, and is designed for inspiring scholar-practitioners in education, including those in public or private schools, community colleges, government agencies, professional associations, and other education-related settings. The Ph.D. is a research-based program that equips scholar-practitioners with the knowledge and skills needed to thrive in educational settings. Our mission, to prepare the educational researchers of tomorrow, is accomplished through the implementation of a rigorous doctoral program that emphasizes high quality educational research utilizing varied methodological approaches.

Fellowship Model: Students enrolled in the full-time, fully funded option participate in a 20-hour per week fellowship, and receive a generous stipend and health insurance subsidy. The fellowship model is highly competitive and small by design, admitting only 6-8 students annually. The Ph.D. in Education fellowship is a rigorous program designed to prepare students for careers as educational researchers, scholars, and educational scholar leaders. The program involves intensive coursework in education and educational research. Curriculum involves both formal coursework and professional research and development activities in the education field. Students work closely with faculty members and collaboratively engage to focus on solving significant educational problems, often receiving course credit for independent studies in problem-based research activities. For the individual student, most guidance will come from their faculty advisor and his or her committee members.

Fellowship Statement

It is the policy of School of Education that individuals that are appointed to the Ph.D. Fellowship within the Ph.D. program must abide by the stated guidelines below.

Scope & Focus of Fellowship Ph.D. Program

The School of Education Fellowship Ph.D. program works on a mentorship model where incoming doctoral students work closely with faculty and administrative leaders on collaborative projects. The School’s new fellowship model will be replacing our previous assistantship program model. The Ph.D. Fellowship will provide tuition remission, a living stipend, and health insurance subsidies through a ***rotation of administration, teaching, and research experiences within the School of Education***. The goal of this rotation is to scaffold the student experience to afford opportunities for a holistic understanding of various faculty and administrative responsibilities. Fellowship assignments will be made on an annual basis contingent on recommendations from faculty, Dean, and Ph.D. program director, as well as availability of appointments. All fellowship assignments will undergo a review via an annual evaluation by the immediate supervisor to be shared with the Ph.D. program director. This evaluation will be included in the student annual review to serve as both accountability and reflective metrics to further the ***transfer of learning*** from the fellowship experience. Multiple fellowship appointments might occur; however, fellowship assignments should not exceed a combined 20 hours per week. In addition to assigned fellowships, each Fellow will also have other responsibilities that include, but not limited to, a*ttend and present at professional conferences, collaborate with faculty on publications and research projects, attend professional development opportunities, and serve as a student ambassador to help promote and recruit for the Ph.D. program*.

Responsibilities & Procedures

Ph.D. Fellows are fully funded graduated students who are employed in part-time capacity with the School of Education. All duties and services of Ph.D. Fellows are to be carried out under the supervision and direction of faculty or administration. Ph.D. Fellows must be enrolled as a student as a condition of their continued employment within the School of Education. Ph.D. Fellows must remain in good academic standing. Good academic standing is defined by a GPA of at least 3.0. Failure to meet these requirements will be grounds for withdrawal of the appointment and termination of employment. In addition, Ph.D. Fellowships must be making satisfactory progress toward an advanced degree. While being funded, all Ph.D. Fellows are required to be maintain an on-campus presence during the Fall, Winter, and Spring Term. (Note: Refer to the Graduate School Vacation Policy for more details about leave). Appointments for Ph.D. Fellows may not exceed 20 hours per week.

Duties of Ph.D. Fellowships

Ph.D. Fellowship appointments are made with the understanding that the required program duties will contribute to the student's professional and academic training. Ph.D. Fellows shall engage in research and professional development as assistants to members of the faculty or administration of the School of Education. Ph.D. Fellowships appointment will include the following assignments:

- **Administrative Service** (AS): The student will be responsible for non-instructional duties. These positions are offered either through professional offices or programs at the School of Education, departmental, and/or program level. This position is intended to foster the professional development to transfer learning via administrative responsibilities that can possibly be connected to research interests of the Fellows. The aforementioned is subject to availability of appointment.
- **Teaching Assistant** (TA): The student is responsible for assisting faculty members both inside and outside the classroom on projects related to the instruction of a particular course *or* teaching a course as the faculty of record. The latter is on a case-by-case basis, as well as subject to course availability. All TAs will have a faculty mentor to provide support and guidance throughout the term. One course will count as 10 hours of the students required 20 hour per week work requirement.
- **Research Assistant** (RA): The student will work with faculty on academic and research projects. RAs assignments are often tied to grant-related funding project and are, thus, administered independently by the funding PI. Students need to note that *not all* research appointments will necessarily align with their particular research, though the program will attempt to make those connections when possible. As an RA, the goal is to provide students an opportunity to transfer learning from scholarly aspects of research to tangible aspects of research.

Dismissal and Termination of Appointment and Procedure for Grievances

Ph.D. Fellowship appointments are terminated after four years of enrollment in the graduate program; however, in the event that the Ph.D. Fellow becomes ineligible for continued appointment through unsatisfactory academic progress within the program and failure to success complete academic milestones (such pass comprehensive exam or proposal defense). In addition, appointments may also be terminated at any time for nonacademic reasons, such as for failure to perform the required duties of the position or other personnel reasons. Every effort should be made to resolve grievances informally between the Ph.D. Fellow and the employing faculty member. If resolution cannot be met a formal grievance process must be follow through with the Ph.D. program director.

Compensation

With the assistantship, all students are expected to fulfil a 20 hours per week rotation in administration service, teaching, and research to the School of Education. The student will receive a stipend in the amount $20,000 for nine months beginning October 1 and ending June 30. During this appointment period, the assistantship also includes tuition remission per quarter for the Fall, Winter, and Spring. In addition, all Fellows will receive health insurance subsidies. Review the attached link for more information about the health insurance program (https://drexel.edu/graduatecollege/research-funding/health-subsidy/).

Please note that if a student graduates prior to the end date specified, their fellowship appointment will be terminated at the end of their final quarter. In the event the student does not fulfill their professional duties to the satisfaction of the department, their assistantship can be terminated at any time.

Additional Information

For more information about this program, contact:

Jaclyn Aldworth
Director of Recruitment, School of Education
jla359@drexel.edu

For additional information, please visit the School of Education's Doctoral Degree program website (https://www.drexel.edu/soe/academics/doctoral/).

Admission Requirements

The ideal candidate will have a research-oriented master's degree in an area relevant to their desired specialization, a GPA of 3.25 (ideally 3.5 on a 4.0 scale). The Ph.D. in Education program uses a holistic application process and does not require the GRE as criteria for admission.

All applicants are required to submit the following materials:

- Graduate school application (https://drexel.edu/grad/programs/edu/education/)
- Official transcripts from all undergraduate and graduate study
- Resume or curriculum vitae
- Statement of Purpose (centering on how the applicant seeks to develop research that focuses on and includes aspects of social justice and equity in education). The applicant should be sure to indicate how their interests coincide with those of particular School of Education faculty members. (Visit our website (https://drexel.edu/soe/) for a list of current faculty research interests.)
- Three letters of reference from people familiar with prior academic performance Likert Scale. Applications that include recommendation letters from SoE faculty members discussing common interests and indicating their interest in working with the applicant will be given priority consideration. (Note: This letter of recommendation is in addition to the required three letters of recommendation addressing prior academic performance and future potential).
- Program writing prompt
  - Within the School of Education PhD program, social justice is central to our program and course structure. Can you address how social justice and diversity issues relate to your potential research focus? If you have not had direct experience in this area, please tell us about your aspirations of infusing social justice and diversity scholarship into your potential research focus.
- Applicant Zoom interviews (After all the applicant's materials are reviewed by committee)

The School of Education admissions committee will review each application and, prior to acceptance, an interview may be required.

Early application is recommended. Please refer to the current information available from the Office of Graduate Admissions for the application deadline (http://www.drexel.edu/grad/programs/edu/).

Additional Information

Information about how to apply is available on the Graduate Admissions at Drexel University (https://drexel.edu/grad/programs/edu/education/) website.

Degree Requirements

Course of Study

The PhD program of study involves formal coursework and informal experiences. The total minimum credits for the PhD degree is 74.0 credits distributed among the following areas:

- Foundation in Education Courses (15.0 credits)
- Research Courses (26.0 credits)
- Core Focus Courses in PK-20+ Education (15.0 credits)
- Electives (9.0 credits)
- Dissertation Research (9.0 credits minimum)

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.

Program Requirements

Foundation in Education Courses		
EDUC 750	Introduction to Doctoral Study in Education	3.0
EDUC 751	Educational History and Foundations	3.0
EDUC 752	Education, Learning, and Technology	3.0
EDUC 753	Educational Critical Theories and Practice	3.0
EDUC 754	Educational Change, Equity, and Social Action	3.0
Research Courses		
EDUC 804	Program Evaluation in Organizations	3.0
EDUC 835	Quantitative Research Methods and Data Analysis	4.0
EDUC 838	Doctoral Qualitative Research Methods and Data Analysis	4.0
EDUC 846	Doctoral Advanced Qualitative Research and Data Analysis	3.0
EDUC 847	Doctoral Advanced Quantitative Methods: Applied Regression Analysis	3.0
EDUC 850	Foundations of Research in Education	3.0
EDUC 851	Research Designs and Methods in Education	3.0
EDUC 857	Advance Research in Mixed Methods and Survey Research	3.0
Core Focus Courses PK-20+ Education		
EDUC 848	Learning & Cognition in Education	3.0
EDUC 849	Design, Mind, Media and Learning	3.0

EDUC 858	Conceptualizing PK-20+ Education	3.0
EDUC 859	Power and Politics in Education	3.0
EDUC 860	Educational Policy and Advanced Critical Theories	3.0
Electives *		**9.0**
Required Doctoral Seminar and Dissertation		
EDUC 805	Doctoral Seminar for Proposal Writing	3.0
EDUC 998	PhD Dissertation	6.0
Total Credits		**74.0**

* Students should consult with their advisor for a complete list of available courses in the School of Education. Select any 500+ level course in the following areas: ABA, CRTV, EDAM, EDPO, EDGI, EDHE, EHRD, EDLT, MTED, SCL, EDEX, EDUC.

Sample Plan of Study

Full-time Option

First Year			
Fall	**Credits Winter**	**Credits Spring**	**Credits**
EDUC 750	3.0 EDUC 751	3.0 EDUC 753	3.0
EDUC 850	3.0 EDUC 752	3.0 EDUC 754	3.0
EDUC 858	3.0 EDUC 851	3.0 EDUC 835	4.0
	9	**9**	**10**
Second Year			
Fall	**Credits Winter**	**Credits Spring**	**Credits**
EDUC 838	4.0 EDUC 846	3.0 EDUC 849	3.0
EDUC 848	3.0 EDUC 847	3.0 EDUC 860	3.0
EDUC 859	3.0 Elective	3.0 Elective	3.0
	10	**9**	**9**
Third Year			
Fall	**Credits Winter**	**Credits Spring**	**Credits**
EDUC 804	3.0 EDUC 805	3.0 EDUC 998	1.0
EDUC 857	3.0 EDUC 998*	2.0	
Elective	3.0		
	9	**5**	**1**
Fourth Year			
Fall	**Credits Winter**	**Credits Spring**	**Credits**
EDUC 998	1.0 EDUC 998	1.0 EDUC 998	1.0
	1	**1**	**1**
Total Credits 74			

* Students must successfully defend their dissertation proposal before enrolling in EDUC 998 *PhD Dissertation*.

Part-time Option

First Year			
Fall	**Credits Winter**	**Credits Spring**	**Credits**
EDUC 750	3.0 EDUC 751	3.0 EDUC 753	3.0
EDUC 850	3.0 EDUC 851	3.0 EDUC 835	4.0
	6	**6**	**7**
Second Year			
Fall	**Credits Winter**	**Credits Spring**	**Credits**
EDUC 838	4.0 EDUC 846	3.0 EDUC 754	3.0
EDUC 858	3.0 EDUC 847	3.0 EDUC 860	3.0
	7	**6**	**6**
Third Year			
Fall	**Credits Winter**	**Credits Spring**	**Credits**
EDUC 848	3.0 EDUC 752	3.0 EDUC 849	3.0
EDUC 859	3.0 Elective	3.0 Elective	3.0
	6	**6**	**6**
Fourth Year			
Fall	**Credits Winter**	**Credits Spring**	**Credits**
EDUC 804	3.0 EDUC 805	3.0 EDUC 998	1.0

EDUC 857	3.0 EDUC 998*	2.0 Elective	3.0
	6	**5**	**4**
Fifth Year			
Fall	**Credits Winter**	**Credits Spring**	**Credits**
EDUC 998	1.0 EDUC 998	1.0 EDUC 998	1.0
	1	**1**	**1**

Total Credits 74

* Students must successfully defend their dissertation proposal before enrolling in EDUC 998 *PhD Dissertation*.

Education Faculty

Jennifer Adams, EdD *(Harvard University)*. Associate Professor. Comparative and international education; Poverty and education; Child welfare; Educational policy.

Ayana Allen, PhD *(Texas A&M University)*. Associate Professor. Urban education; Identity construction in school contexts; Urban school transformation.

Kristen Betts, EdD *(George Washington University)*. Clinical Professor. Higher education administration and governance, online blended education, instructional design and educational technology, program assessment and evaluation.

Eric Brewe, PhD *(Arizona State University)*. Associate Professor. Physics Education Research, introductory course reform, network analysis in learning, neuromechanisms of learning.

Stephanie Smith Budhai, PhD *(Drexel University)*. Associate Clinical Professor. Teacher and higher education, culturally responsive teaching, equity and social justice, online learning, community engagement and service-learning, family involvement and partnerships, and learning technologies.

José Luis Chávez, EdD *(University of Southern California)*. Clinical Professor. Higher education leadership and administration.

Rebecca Clothey, PhD *(University of Pittsburgh) Associate Department Head.* Associate Professor. Comparative and international education, education of ethnic and linguistic minorities, sociology of education.

James Connell, PhD *(Louisiana State University) Founding Clinical Core Director and Research Fellow, A.J. Drexel Autism Institute*. Associate Professor. Identifying the variables that influence adult behavior change in community settings; autism intervention; widespread dissemination of evidence-based interventions in school and community settings.

Kareem Edouard, PhD *(Stanford University)*. Assistant Professor. Educational technology; internet-based STEM learning; equity and inclusion in STEM education

Salvatore V. Falletta, EdD *(North Carolina State University)*. Clinical Professor. Human Resource intelligence (i.e., HR research and analytics practices); HRD assessment, measurement, and evaluation models and taxonomies; organizational diagnostic models; web-based employee and organizational survey methods, and computational modeling.

Aroutis N. Foster, PhD *(Michigan State University) Associate Dean for Academic Affairs and Graduate Studies*. Professor. Educational psychology and educational technology, especially the following: Motivation; Technological Pedagogical Content Knowledge (TPACK); Immersive Interactive Digital Environments (simulation, games, virtual realities.

Rajashi Ghosh, PhD *(University of Louisville, Kentucky) Department Chair for Policy, Organization & Leadership*. Associate Professor. Mentoring and leader development, workplace Incivility, workplace learning and development.

John M. Gould, PhD *(University of Pittsburgh) Harrisburg EdD Educational Leadership & Change Program*. Clinical Professor. Change leadership, curriculum re-design, the impact of technology on learning.

Dominic F. Gullo, PhD *(Indiana University)*. Professor. Studying the relative and long-range effects of early schooling experiences in prekindergarten and kindergarten on children's achievement and social adaptation to school routine.

H. Bernard Hall, PhD *(Temple University)*. Assistant Professor. Hip-hop Pedagogy, English Education, Urban Teacher Education.

Penny Hammrich, PhD *(University of Minnesota) Dean*. Distinguished University Professor. Urban education; science education; genetics; gender equity; science knowledge for conceptual teaching; sport science.

Paul Harrington, PhD *(University of Massachusetts, Boston) Director, Center for Labor Markets and Policy*. Professor. Teen and young adult job access; economic outlook, college labor market; workforce development, planning, and development; vocational rehabilitation and job market transition.

Michael J. Haslip, PhD *(Old Dominion University)*. Assistant Professor. Early childhood education, social and emotional learning, child guidance strategies, effects of public pre-school attendance.

Deanna Hill, JD, PhD *(University of Pittsburgh)*. Associate Clinical Professor. Higher education, international education, education law, education policy

Erin Horvat, PhD *(University of California, Los Angeles) Senior Vice Provost for Faculty Affairs*. Professor. Urban education, access and equity, high school dropout, parent involvement/family involvement, community engagement in research.

Jennifer Katz-Buonincontro, PhD *(University of Oregon) Associate Dean of Research*. Associate Professor. Educational administration, leadership development, survey & instrument design.

Larry Keiser, PhD *(Drexel University)*. Assistant Clinical Professor. Education and corporate/business leaders' creativity and entrepreneurial mindsets; creative school/work environments; neuroscience of creativity; everyday creativity for teachers and educators.

Kristy Kelly, PhD *(University of Wisconsin, Madison)*. Associate Clinical Professor. Sociology of gender and development; anthropology of policy; comparative and international education; qualitative research methods; Vietnam and Southeast Asia.

Cameron Kiosoglous, PhD *(Virginia Tech University) Program Director*. Assistant Clinical Professor. Coached on the USRowing National Team staff since 2002, including the 2004, 2008, 2012, and 2016 Olympic Games; coaching development; measuring coaching quality; self-insight and reflective practices; coaching leadership; conference presenter; published author.

Valerie Klein, PhD *(Amherst College)*. Associate Clinical Professor. Mathematics learning and teaching; teacher's use of formative assessment in mathematics; creating opportunities for rich problem solving in the classroom; examining teachers growth and change; qualitative research methods.

Peggy Kong, PhD *(Harvard University)*. Associate Clinical Professor. Comparative and international education, equity in education, family and community, Chinese education and society, sociology of education

Michael G. Kozak, Ed.D. *(Rowan University)*. Assistant Clinical Professor. Leadership, STEAM, online and blended learning environments, systems thinking, experiential learning, K-12 education, and facilitating change

Amanda Lannie, PhD *(Syracuse University)*. Assistant Clinical Professor. Applied behavior analysis and special education; School-based consultation; system-wide interventions as a mechanism for delivery supports to all students; Designing effective and efficient interventions for students with emotional/behavioral disorders.

Vera Lee, EdD *(University of Pennsylvania) Department Chair for Teaching, Learning & Curriculum*. Associate Clinical Professor. Practitioner Research in online courses to explore inservice/preservice teachers' emerging understandings about issues of diversity; the development of information/digital literacies of urban youth; English language learners.

Bruce Levine, JD *(New York University)*. Associate Clinical Professor. Educational policy, school law, public-private partnerships, intersection of business and education.

Kristine Lewis-Grant, PhD *(Temple University)*. Clinical Professor. Experiences of students of African descent at predominantly white colleges and universities, college access and college student development, youth civic engagement in urban school reform, qualitative research and evaluation.

William Lynch, PhD *(University of Maryland)*. Professor. Curriculum and educational leadership, educational technology, distance learning policy development, higher and adult education.

Constance Lyttle, PhD, JD *(University of Pittsburgh, Duquesne University)*. Clinical Professor. Legal rights of gifted and talented children and children with disabilities; inclusive education of exceptional children; special education mediation; special education IEP/IFSP facilitation; resolution session facilitation

Joy Phillips, PhD *(The University of Texas at Austin)*. Associate Clinical Professor. Visionary leadership in theory and practice, school reform as innovative problem-setting, thinking qualitatively about school reform. thinking about school reform by drawing, Educational Leadership Program Assessment.

Kathleen Provinzano, PhD *(Marywood University)*. Assistant Professor. Educational administration.

Harriette Rasmussen, EdD *(Fielding Graduate University)*. Assistant Clinical Professor. Educational leadership and change.

Lori Severino, EdD *(Neumann University)*. Assistant Professor. Special education, differentiated instruction, reading, Wilson language, multi-sensory instruction, reading comprehension, assessment, adolescent literacy.

Jason Silverman, PhD *(Vanderbilt University)*. Professor. Teaching and learning of advanced mathematical ideas (algebra and calculus); improving teachers' ability to orchestrate and sustain inquiry-based and discussion-based instruction; technology in mathematics education.

Janet Sloand, EdD *(Duquesne University) Department Chair for Teaching, Learning & Curriculum*. Associate Clinical Professor. Special Education Leadership, Trauma-informed care, Parent engagement in special education service delivery.

Toni A. Sondergeld, PhD *(University of Toledo)*. Associate Professor. Cognitive and affective assessment development; program/grant evaluation; high stakes testing measurement; STEM education; urban education

Bridget Sweeney Blakely, PhD *(Temple University)*. Assistant Clinical Professor. Consultation; Positive Behavior Interventions and Supports (PBIS); Response to Intervention (Rtl); Systems-level change; performance feedback

Mary Jean Tecce DeCarlo, EdD *(University of Pennsylvania)*. Associate Clinical Professor. Early literacy development, learning differences, knowledge construction, urban education.

Sarah P. Ulrich, EdD *(Saint Joseph's University) Associate Dean of Teacher Education and Undergraduate Affairs*. Clinical Professor. Cross-cultural, language and academic development, school reform, teacher preparation, teacher retention, teacher residencies in urban contexts.

Sheila Vaidya, PhD *(Temple University)*. Professor. Educational psychology, school psychology, research design.

Christina Vorndran, PhD *(Louisiana State University) Program Director, Applied Behavior Analysis and Special Education*. Clinical Professor. Designing effective and efficient community-based interventions, Severe behavior disorders, Functional behavior assessment

Christopher G. Wright, PhD *(Tufts University)*. Assistant Professor. Engineering and science education, Urban education, elementary teacher education.

Emeritus Faculty

Mary Jo Grdina, PhD *(Case Western Reserve University)*. Clinical Professor. Undergraduate studies, science education, curriculum design.

Joyce Pittman, PhD *(Iowa State University of Science and Technology)*. Clinical Professor. Curriculum and instruction K-16; teaching English as a foreign language (TEFL); instructional design business education and administration; industrial and career technology; oral and written communication; research methodology; instructional and assistive technology assessment; online learning pedagogy

Fredricka K. Reisman, PhD *(Syracuse University) School of Education, Founder, Drexel School of Education*. Professor Emerita. Director, Freddie Reisman Center for Translational Research in Creativity and Motivation, Creator and Former Director-Creativity and Innovation Programs, Co-Director-Drexel/Torrance Center for Creativity and Innovation, Drexel University Named Recognition- Freddie Reisman Faculty Scholarly and Creative Activity Awards

Educational Administration

Major: Educational Administration
Degree Awarded: Master of Science (MS)
Calendar Type: Quarter
Total Credit Hours: 45.0
Co-op Option: None
Classification of Instructional Programs (CIP) code: 13.0401
Standard Occupational Classification (SOC) code: 11-9032

About the Program

The MS in Educational Administration program is designed to prepare and mentor future leaders using state and national leadership standards with the practical skills, knowledge, and internship experiences to become effective leaders in rural, urban, and suburban schools. The vision of the program is to create a collaborative and mentoring community of school leaders who contribute to a "research of practice" that significantly improves learning for all students.

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 with or without certification. View the degree requirements (p. 23) for more detailed information about the courses.

Educational Administration Program Options

MS in Educational Administration Concentrations

- School Principal Certificate*
- Special Education Leadership & Principal (K-12) Certificate**
- Special Education Leadership Certificate (without Principal Certificate)**

*Requires a state-issued teacher certificate. A School Principal Certificate can be earned without the Master's by completing the School Principal Certificate (p. 125) program.

**Requires a state-issued special education teacher certificate

Program Objectives

Graduates of the MS in Educational Administration program 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

Additional Information

For more information, visit the School of Education's MS in Educational Administration (http://drexel.edu/soe/academics/graduate/educational-administration/) webpage or the Drexel University Online (http://online.drexel.edu/online-degrees/education-degrees/ms-ed-admin/) website.

Admission Requirements

Acceptance for graduate study in Drexel University's School of Education requires:

- Bachelor's degree from a regionally accredited institution.
- Undergraduate GPA of 3.0 or higher (graduate degree GPAs will be considered along with the undergraduate GPA).
- Complete graduate school applicatio (http://online.drexel.edu/online-degrees/education-degrees/ms-ed-admin/#apply)n (http://www.drexel.com/online-degrees/education-degrees/ms-ed-admin/apply.aspx).
- Official transcripts from *all universities or colleges and other post-secondary educational institutions (including trade schools)* attended. Instead of hard copy transcripts, you may supply official electronic transcripts issued by a post-secondary institution directly to Drexel University Online (use our email address, applyDUonline@drexel.edu. You must supply transcripts regardless of the number of credits earned or the type of school you attended. If you do not list all post-secondary institutions on your application and these are listed on transcripts received from other institutions, processing of your application will be delayed until you have submitted the remaining transcripts. Use the Transcript Lookup Tool (http://online.drexel.edu/support/supporting-documents.aspx) to assist you in contacting your previous institutions. If a college or university that you attended offers the option to send transcripts in a secure, password-protected electronic format, you may have the transcript sent to applyDUonline@drexel.edu.
- Two letters of recommendation, either professional or academic.
  - Drexel University Online now accepts electronic letters of recommendation. Please use the online letter of recommendation service (https://deptapp08.drexel.edu/em/LOR/Default.aspx?_ga=1.12981950.807833177.1437483903). If a recommender prefers to submit an original, hard copy letter of recommendation, please remind the recommender that it must be signed and submitted in a sealed envelope signed across the flap by the recommender.
  - One letter of recommendation must come from the principal of the school where the applicant has worked. (Recommendation must include applicant's presentation skills and experiences in a leadership role as well as the skills observed that would have a strong bearing on the applicant's success as a school leader and administrator.)
- An essay describing why the applicant is interested in pursuing graduate study in this field.
  - Applicant must include two paragraphs briefly describing their educational philosophy and explaining how principals shape learning in K-12 schools.
- State-issued certification
  - Email a copy to applyDUonline@drexel.edu
- International students (http://online.drexel.edu/support/international-students.aspx): must submit a TOEFL score of 550 or higher. Students with transcripts from non-US institutions should have such transcripts evaluated by World Education Service (WES). The TOEFL examination is required for some non-citizens.

Degree Requirements

Core Courses		
EDCR 510	Leadership in Educational Contexts and Systems	3.0
EDAM 700	Leading in Urban, Rural and Suburban Settings	3.0
EDAM 701	Resource Management, Allocation and Entrepreneurship	3.0

EDAM 705	School Law and Politics	3.0
EDAM 708	Integration of Technology with School Instruction and Management	3.0
EDAM 710	School Finance and Facilities	3.0
EDAM 712	School and Community Partnerships and Relations	3.0
EDAM 714	Instructional and Curriculum Leadership	3.0
EDAM 722	Evaluation & Assessment Competencies	3.0
EDAM 724	Mentoring and Collaborative Leadership	3.0
Principal Internship Courses		
EDAM 715	School Principal Internship: Technology	1.5
EDAM 716	School Principal Internship: Finance	1.5
EDAM 717	School Principal Internship: Leadership	1.5
EDAM 718	School Principal Internship: Relations	1.5
Capstone Courses		**9.0-10.5**
EDU 780	Capstone Research	
Students have the option to select one of the following capstone tracks:		
Practitioner		
EDUP 780	Practitioner Capstone Course I	
EDUP 781	Practitioner Capstone Course II	
Thesis		
EDUT 780	Thesis Capstone Course I	
EDUT 781	Thesis Capstone Course II	
Lesson Study		
EDUL 780	Lesson Study Capstone Course I	
EDUL 781	Lesson Study Capstone Course II	
Total Credits		**45.0-46.5**

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 meet the current state minimum score on the appropriate PRAXIS Exam.

Sample Plan of Study

MS degree with Principal Certification

First Year			
Fall	**Credits Winter**	**Credits Spring**	**Credits**
EDAM 700	3.0 EDAM 712	3.0 EDAM 714	3.0
EDCR 510	3.0 EDAM 718	1.5 EDAM 717	1.5
	6	**4.5**	**4.5**
Second Year			
Fall	**Credits Winter**	**Credits Spring**	**Credits**
EDAM 708	3.0 EDAM 710	3.0 EDAM 701	3.0
EDAM 715	1.5 EDAM 716	1.5 EDAM 722	3.0
	4.5	**4.5**	**6**
Third Year			
Fall	**Credits Winter**	**Credits Spring**	**Credits**
EDAM 724	3.0 EDAM 705	3.0 EDUP 781, EDUL 781, or EDUT 781	3.0-4.5
EDU 780	3.0 EDUP 780, EDUL 780, or EDUT 780	3.0	
	6	**6**	**3-4.5**

Total Credits 45-46.5

Note: Third Year Spring may be less than the 4.5-credit minimum required (considered half-time status) of graduate programs to be considered financial aid eligible. As a result, aid would not be disbursed to students this term.

Special Education Leadership Concentration Program Requirements

The Special Education Leadership concentration within the MS in Educational Administration leads to the Supervisor of Special Education Certification. The concentration is designed to produce educators who are equipped with the advanced skills, knowledge and competencies they will need to collaboratively lead programs that meet the needs of students at risk and with disabilities in multiple settings. The 46.0 credit program fulfills the requirements for the Pennsylvania Department of Education approved certification and a master's degree in Educational Leadership.

Candidates are required to complete 300 internship hours for the Supervisor of Special Education Certification. Eligibility for PA Special Education Leadership certificate requires verification that the candidate has completed five years of satisfactory professional school experience on a state-issued certificate appropriate for the assignment. All courses must be completed with a B or better.

Core Courses		
EDAM 700	Leading in Urban, Rural and Suburban Settings	3.0
EDAM 701	Resource Management, Allocation and Entrepreneurship	3.0
EDAM 722	Evaluation & Assessment Competencies	3.0
EDAM 724	Mentoring and Collaborative Leadership	3.0
Core Certification Courses		
EDAM 708	Integration of Technology with School Instruction and Management	3.0
EDAM 710	School Finance and Facilities	3.0
EDEX 710	School Law & Policy in Special Education	3.0
EDEX 712	Instructional & Curriculum Leadership in Special Education	3.0
EDEX 714	Development, Supervision, & Support: Special Education Leadership	3.0
EDEX 716	Organization & Administration of Special Education	3.0
EDEX 721	Supervisor of Special Education Internship: Special Education Leadership	1.0
EDEX 722	Supervisor of Special Education Internship: Instructional Leadership	1.0
EDEX 723	Supervisor of Special Education Internship: Collaboration & Personnel	1.0
EDEX 724	Supervisor of Special Education Internship: Finance & Management	1.0
Elective Course		**3.0**
Capstone Courses		**9.0**
EDU 780	Capstone Research	
Students have the option to select one of the following capstone tracks		
Practitioner		
EDUP 780	Practitioner Capstone Course I	
EDUP 781	Practitioner Capstone Course II	
Thesis		
EDUT 780	Thesis Capstone Course I	
EDUT 781	Thesis Capstone Course II	
Lesson Study		
EDUL 780	Lesson Study Capstone Course I	
EDUL 781	Lesson Study Capstone Course II	
Total Credits		**46.0**

* To satisfy the elective portion of the MS in Educational Administration with Special Education Leadership option, it is suggested that the candidate enroll in a course from the School of Education's Educational Policy or the Special Education Law and Process certificate programs. The following would be appropriate although any graduate course that the candidate has interest and is eligible to enroll may be considered with approval of the candidate's academic advisor:

- EDEX 600: Family, School and Community Engagement in Special Education
- EDEX 601: Special Education Advocacy
- EDEX 602: Special Education Dispute Resolution and Skills Training
- EDPO 620: Education Policy: Concepts, Issues and Applications
- EDPO 624: The Shaping of American Education Policy: Global Forces, Interest Groups and Politics

School Principal Certificate & Special Education Leadership Concentration

Program Requirements

The School Principal Certificate and Special Education Leadership concentration within the MS in Educational Administration leads to the Supervisor of Special Education Certification and Principal Certification. The concentration is designed to prepare future leaders with the tools and knowledge to

collaboratively address special education programs and issues within a school setting. The 52.0 credit dual certification program fulfills the requirements for both Pennsylvania Department of Education approved certifications and a master's degree.

Candidates are required to complete 300 internship hours for the Supervisor of Education Certification and 400 internship hours for Principal Certification.

Eligibility for PA Special Education Leadership certificate requires verification that the candidate has completed five years of satisfactory professional school experience on a state-issued certificate appropriate for the assignment.

Eligibility for the PA Principal certificate requires verification that the candidate has completed three years of satisfactory professional school experience on a state-issued certificate appropriate for the assignment and appropriate Praxis exam. All courses must be completed with a B or better.

Principal Certification Courses		
EDAM 705	School Law and Politics	3.0
EDAM 708	Integration of Technology with School Instruction and Management	3.0
EDAM 710	School Finance and Facilities	3.0
EDAM 712	School and Community Partnerships and Relations	3.0
EDAM 714	Instructional and Curriculum Leadership	3.0
EDAM 715	School Principal Internship: Technology	1.5
EDAM 716	School Principal Internship: Finance	1.5
EDAM 717	School Principal Internship: Leadership	1.5
EDAM 718	School Principal Internship: Relations	1.5
EDCR 510	Leadership in Educational Contexts and Systems	3.0
Special Education Leadership Certification Courses		
EDEX 710	School Law & Policy in Special Education	3.0
EDEX 712	Instructional & Curriculum Leadership in Special Education	3.0
EDEX 714	Development, Supervision, & Support: Special Education Leadership	3.0
EDEX 716	Organization & Administration of Special Education	3.0
EDEX 721	Supervisor of Special Education Internship: Special Education Leadership	1.0
EDEX 722	Supervisor of Special Education Internship: Instructional Leadership	1.0
EDEX 723	Supervisor of Special Education Internship: Collaboration & Personnel	1.0
EDEX 724	Supervisor of Special Education Internship: Finance & Management	1.0
Core Course		
EDAM 722	Evaluation & Assessment Competencies	3.0
Capstone Courses		**9.0-10.5**
EDU 780	Capstone Research	
Students have the option to select one of the following capstone tracks:		
Practitioner		
EDUP 780	Practitioner Capstone Course I	
EDUP 781	Practitioner Capstone Course II	
Thesis		
EDUT 780	Thesis Capstone Course I	
EDUT 781	Thesis Capstone Course II	
Lesson Study		
EDUL 780	Lesson Study Capstone Course I	
EDUL 781	Lesson Study Capstone Course II	
Total Credits		**52.0-53.5**

School Principal Certificate & Special Education Leadership Concentration Sample Plan of Study

First Year				
Fall	**Credits Winter**	**Credits Spring**	**Credits Summer**	**Credits**
EDCR 510	3.0 EDAM 712	3.0 EDAM 714	3.0 EDAM 708	3.0
EDEX 712	3.0 EDAM 718	1.5 EDAM 717	1.5 EDAM 715	1.5
	EDEX 723	1.0 EDEX 710	3.0 EDEX 716	3.0
	6	**5.5**	**7.5**	**7.5**
Second Year				
Fall	**Credits Winter**	**Credits Spring**	**Credits Summer**	**Credits**
EDAM 710	3.0 EDAM 722	3.0 EDEX 721	1.0 EDAM 705	3.0
EDAM 716	1.5 EDEX 714	3.0 EDU 780	3.0 EDEX 724	1.0

EDEX 722	1.0		EDUP 780, 780, EDUT 780, or EDUL 780*	3.0
	5.5	**6**	**4**	**7**
Third Year				
Fall	**Credits**			
EDUP 781, EDUT 781, or EDUL 781*	3.0-4.5			
	3-4.5			

Total Credits 52-53.5

* Students have the option to select from the Practitioner, Thesis, or Lesson Study Capstone track.

Note: Third Year Fall may be less than the 4.5-credit minimum required (considered half-time status) of graduate programs to be considered financial aid eligible. As a result, aid would not be disbursed to students this term.

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Education Improvement and Transformation

Major: Education Improvement and Transformation
Degree Awarded: Master of Science (MS)
Calendar Type: Quarter
Total Credit Hours: 45.0
Co-op Option: None
Classification of Instructional Programs (CIP) code: 13.9999
Standard Occupational Classification (SOC) code: 11-9032

About the Program

Adult learners with an interest in advancing their career in the field of education increasingly want to self-design a program that is tailored to what they want and need to know. Rather than pursuing traditional education pathways—becoming a teacher or moving into school administration—many of them want to have an impact on our education system and students, whether PK-12 or post-secondary, through different kinds of professional paths. The MS in Education Improvement and Transformation is a customizable degree. Students select from 15 areas of study to pursue some combination of three-course Professional Development Concentrations (PDCs) and Post-Baccalaureate Certificates (PBCs), then 9.0 credits of elective courses available in the School of Education and other schools and colleges in Drexel, and then complete a three-course, research-based capstone project relevant to their own career pursuits. Both the PDCs and the PBCs are comprised of focused coursework in a specific area.

Currently available PDCs include:

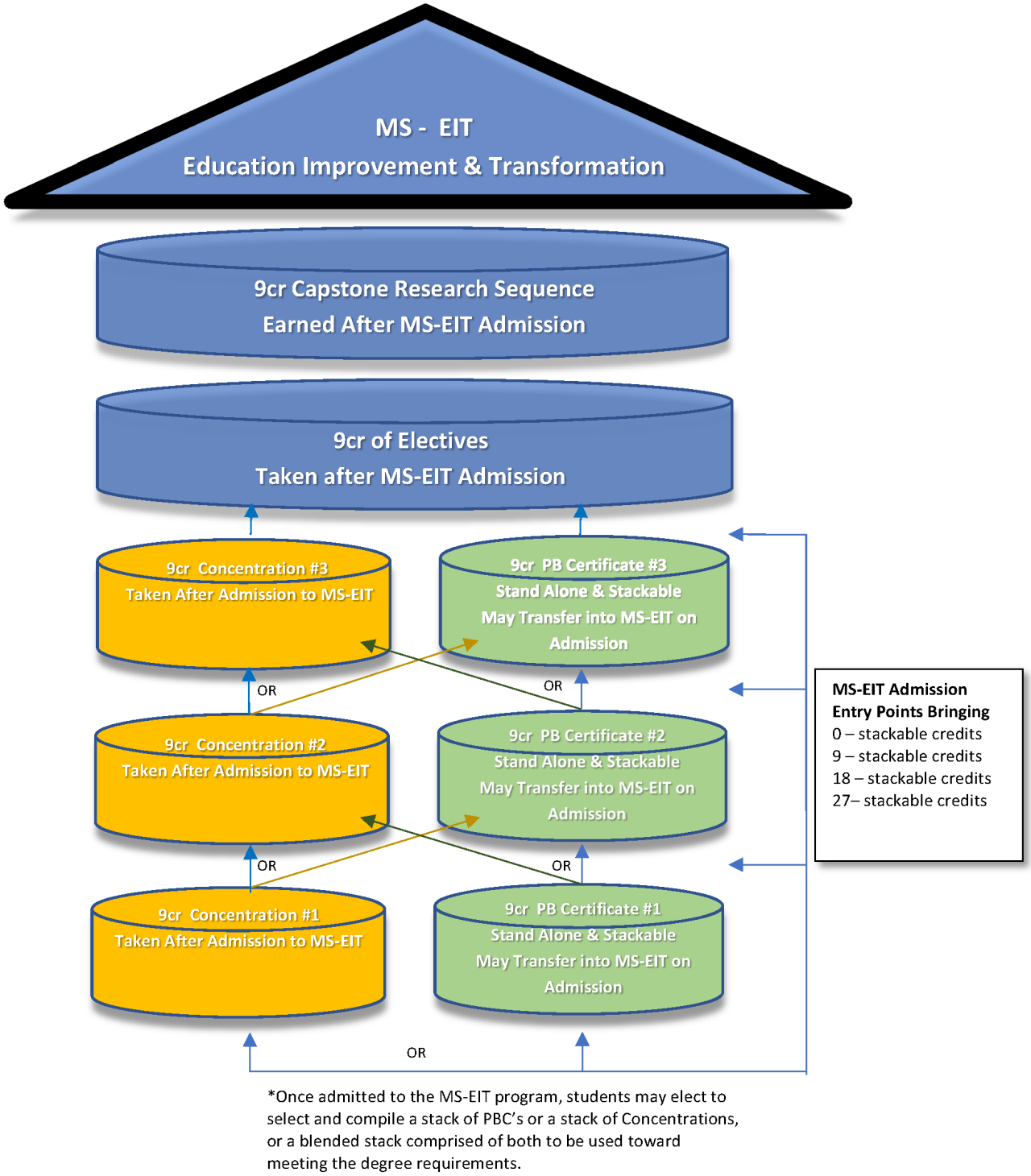
- **Collaborative Special Education Law and Process:** Prepare to meet the unique learning needs of students with disabilities through legally mandated school, home, and community collaboration.
- **Creativity and Innovation:** Learn how to think like a creative professional, apply creativity to your chosen career, tap into your innate creativity, and investigate strategies to implement your ideas in an educational setting.
- **E-learning Leadership:** As the demand for academic programs, lifelong, and just-in-time learning designed and delivered via e-learning and mobile learning continues to grow, the corresponding need for leadership in this important area increases.

- **Educational Policy:** Gain insight into the policy-making aspect of education, with an emphasis on American policy and the ethics behind creating educational policies.
- **Entrepreneurship:** Learn tools used by successful entrepreneurs and apply your knowledge through social experiential learning experiences.
- **Evaluation and Assessment:** Even the most successful education institutions need to evaluate their performance. This concentration focuses on the evaluation process and how to effectively assess institutions on multiple levels.
- **Higher Education:** Develop the skills and knowledge necessary to begin or advance your career in higher education administration and leadership. Coursework prepares students for roles in diverse institutions and organizations within the broad field of higher education.
- **Instructional Design:** Prepare to effectively and efficiently design learning environments and experiences in diverse organizational settings using a variety of media.
- **Leadership in Educational Settings:** Gain the knowledge and skills needed to be a leader in an educational setting, and examine how educational leaders operate by exploring topics such as decision-making and policy.
- **Learning in Game-Based Environments**: Prepare to effectively use educational games in and out of the classroom and training center. You'll gain an overview of game development processes, learn to build basic games, and most importantly, examine how to assess and evaluate the learning experience as it relates to educational games.
- **Learning Analytics:** Learn to understand and improve instructional processes, the role of data in organizational change, and leadership in educational systems based on multiple data and information sources. Be prepared to make data-driven decisions about education improvement using a broad range of data collection, analytical, and visualization methods.
- **Learning Technologies:** Learning technologies are changing education through online tools and methods. As a result, designers and instructors who understand how and why people use technology are in high demand. This program encourages you to explore various aspects of learning technologies, including designing and implementing learning experiences.
- **Mind, Brain & Learning:** Study mind, brain, and education science in real-world contexts and apply this knowledge through innovative teaching, assessment, and instructional design in alignment with the human learning process.
- **Organization and Talent Development:** Gain the strategic human resource development capabilities and competencies to lead talent development, coaching and mentoring, and organization development and change initiatives in any organizational setting.
- **Urban Education:** Urban education is one of the most prominent subjects in education today. Learn about the differences and similarities between urban and rural education settings, and how to resolve conflict in urban school settings, among other relevant topics.

After students complete a minimum of 27.0 credits through some combination of PDCs and PBCs, they will finish the program by enrolling in three elective courses (9.0 additional credits) and then a 9.0 credit sequence that includes a research course and completion of a capstone project that allows them to synthesize the previous learning in their program and to produce work that that bears on their career goals and may have transformative impacts on our education system. The combination of the PDCs/PBCs, the electives, and the three capstone courses provides the student with the 45.0 credits required for the MS degree.

Pathways to Completion

As the graphic below indicates, students have two defined pathways to earning the MS in Education Improvement and Transformation:



- **Option A:** A student may choose to pursue as many as three of the PBCs listed below, and "stack" the credits earned in conjunction with these (up to 27.0) towards the degree requirements (45.0 credits). To do this, a student will need to apply to enter the MS program no later than the time of completion of their second PBC.

- **Option B:** A student may choose to enroll in the MS program from the outset and pursue the 45.0 credits needed to earn the degree. They can do this by completing up to three PDCs listed above OR by earning up to three PBCs from the list below OR completing a combination of PDCs and PBCs adding up to three.

In the case of either Option A or Option B, after earning 27.0 credits, the student will be required to select elective courses totaling 9.0 credits, and then complete a 9.0 credit research-based capstone project sequence.

Post-Baccalaureate Certificates available:

- Organizational and Talent Development (p. 116)
- U.S. Education Policy (p. 133)
- Creativity Tools and Techniques for the Classroom and Workplace (p. 93)
- Online Teaching and Learning (p. 113)
- Instructional Design for e-Learning (p. 100)
- Learning Analytics (p. 102)

Additional Information

For more information, visit the Drexel University MS in Education Improvement and Transformation (https://drexel.edu/soe/academics/graduate/education-improvement-and-transformation/) webpage.

Degree Requirements

The core of the Master of Science in Education Improvement and Transformation program is made up of three professional development concentrations in strategic education improvement areas and topics.

These concentrations include areas such as assessment, strategic partnership, change leadership, educational policy, disabilities, virtual schools, charter schooling, homeschooling, community engagement and development, urban education, school boards, and financing education. Additional concentrations may be developed on a topical needs or special-population-based basis.

Choose three professional development concentrations from the list below:		**27.0**
Collaborative Special Education Law & Process (PDLP)		
EDEX 600	Family, School and Community Engagement in Special Education	
EDEX 601	Special Education Advocacy	
EDEX 602	Special Education Dispute Resolution and Skills Training	
Creativity & Innovation (PDCR)		
CRTV 502	Tools and Techniques in Creativity	
CRTV 503	Creativity in the Workplace	
CRTV 650	Current Trends in Creativity & Innovation	
Educational Policy (PDEP)		
EDPO 620	Education Policy: Concepts, Issues, and Applications	
EDPO 628	American Educational Policy and U.S. Competitiveness	
EDPO 632	Ethics in Educational Policy Making	
E-Learning Leadership (PDEL)		
ELL 501	The Purpose and Business of E-Learning	
ELL 504	Learning Technologies & Disabilities	
EDLT 554	Learning with Social Media and Mobiles	
Entrepreneurship (PDET)		
ENTP 501	Entrepreneurship Practice & Mindset	
ENTP 535	Social Entrepreneurship	
ENTP 611	Learning from Failure	
Evaluation & Assessment (PDEA)		
EDAM 722	Evaluation & Assessment Competencies	
EDCR 518	Evidence-Based Evaluation	
Select 3 credit School of Education elective with advisor assistance [*]		
Higher Education Leadership (PDHE)		
EDHE 501	Foundations of Higher Education and Governance	
EDHE 531	Legal Issues & Ethics in Higher Education	
EDHE 541	Institutional Assessment, Accreditation and Effectiveness	
or EDHE 622	Neurodiversity in Education and Workforce	
Instructional Design (PDID)		
EDLT 551	Instructional Design Methods	
EDLT 552	Instructional Design: Project Management	

EDLT 553	Instructional Design: Special Topics	
Leadership in Educational Settings (PDLD)		
CRTV 610	Creativity and Change Leadership	
EDAM 712	School and Community Partnerships and Relations	
EDCR 510	Leadership in Educational Contexts and Systems	
or EDAM 724	Mentoring and Collaborative Leadership	
Learning Analytics (PDLA)		
EDLT 591	Learning Analytics: Lenses on students, teaching, and curriculum enactment	
EDLT 592	Information Enabled Change in Educational Organizations	
EDLT 593	Using Data to Understand Educational Systems	
Learning in Game-based Environments (PDLG)		
EDLT 541	Foundations of Game-Based Learning	
EDLT 543	Play & Learning in a Participatory Culture	
EDLT 561	Design-Based Research Methods	
Learning Technologies (PDLT)		
EDLT 512	Using and Integrating Learning Technologies	
EDLT 537	Technologies for Performance Support	
EDLT 554	Learning with Social Media and Mobiles	
Mind, Brain, and Learning (PDMB)		
EDHE 620	Mind, Brain and Learning	
EDHE 621	Neuropedagogy and Assessment	
EDHE 622	Neurodiversity in Education and Workforce	
Organization and Talent Development (PDHR)		
EHRD 500	Foundations of Human Resources Development	
EHRD 602	Coaching and Mentoring for Sustainable Learning	
EHRD 611	Organization Development and Change	
Urban Education (PDUE)		
EDUC 516	Diversity and Today's Teacher	
or EDCR 514	Diversity, Equity, and Social Justice in Education	
EDAM 700	Leading in Urban, Rural and Suburban Settings	
EDAM 701	Resource Management, Allocation and Entrepreneurship	
or EDGI 550	Educating for Peace, Social Justice, and Human Rights	
Electives		**9.0**
Students can choose 9 credits of School of Education electives with advisor assistance (		
Capstone Courses		**9.0-10.5**
EDU 780	Capstone Research	
Students have the option to select one of the following capstone tracks:		
Practitioner		
EDUP 780	Practitioner Capstone Course I	
EDUP 781	Practitioner Capstone Course II	
Thesis		
EDUT 780	Thesis Capstone Course I	
EDUT 781	Thesis Capstone Course II	
Lesson Study		
EDUL 780	Lesson Study Capstone Course I	
EDUL 781	Lesson Study Capstone Course II	
Total Credits		**45.0-46.5**

* Electives include graduate courses in ELL, EDGI, EDLT, EDAM, EDLS, EDHE, SCL, CRTV, EHRD, EDPO, EDEX, EDUC, and MTED.

Sample Plan of Study

First Year

Fall	Credits	Winter	Credits	Spring	Credits	Summer	Credits
Concentration Course 1	3.0	Concentration Course 3	3.0	Concentration Course 5	3.0	Concentration Course 7	3.0
Concentration Course 2	3.0	Concentration Course 4	3.0	Concentration Course 6	3.0	Concentration Course 8	3.0
	6		**6**		**6**		**6**

Second Year

Fall	Credits	Winter	Credits	Spring	Credits	Summer	Credits
Concentration Course 9	3.0	Concentration Course 11	3.0	Concentration Course 12	3.0	EDUP 781, EDUT 781, or EDUL 781	3.0-4.5

Concentration Course 10	3.0 EDU 780	3.0 EDUP 780, EDUT 780, or EDUL 780	3.0	
	6	**6**	**6**	**3-4.5**

Total Credits 45-46.5

Students have the option to select from the Practitioner, Thesis or Lesson Study Capstone track during Second Year, Spring and Summer Terms.

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Educational Leadership and Management

Major: Educational Leadership and Management
Degree Awarded: Doctor of Education (EdD)
Calendar Type: Quarter
Total Credit Hours: 60.0
Classification of Instructional Programs (CIP) code: 13.0401
Standard Occupational Classification (SOC) code: 11-9033

About the Program

The Doctor of Education (EdD) in Educational Leadership and Management is a 60 credit, part-time doctoral program designed to be completed in three or five years. The EdD experience ensures graduates develop the advanced knowledge, skills, and dispositions to solve complex problems of practice and lead change at the individual, group, and organizational levels. The curriculum focuses on sustainable leadership, systems inquiry, equity and social justice, and research in practice. The EdD program prepares graduates for leadership roles in public school districts, universities and colleges, foundations and organizations, corporations, healthcare organizations, and/or government agencies.

Designed for working professionals, the EdD is offered in two formats: (1) completely online with both virtual and one-on-one sessions with faculty (and no residency requirement); and (2) in a hybrid, "executive" format delivered online (60%) and on-campus (40%) in Philadelphia or Washington, D.C., on three weekends per quarter. To provide ultimate flexibility, both formats offer a three-year plan of study with students taking two courses per term, and the online format also offers a five-year plan of study with students taking one course per term.

The Drexel EdD program has a national reputation as an innovative leader in the field. Drexel is a proud member of the Carnegie Project on the Education Doctorate (https://www.cpedinitiative.org/) (CPED)—a member organization of more than 100 institutions working together to continuously improve the EdD as preparation for scholarly practitioners. In 2019, CPED named Drexel's EdD the EdD Program of the Year.

EdD students learn in cohorts, supporting and challenging each other as they move together through the program. The curriculum includes core leadership courses focused on sustainable leadership; research courses that provide opportunities for students to apply their learning in real-life settings and prepare for dissertation study; and a doctoral dissertation experience wherein students complete a dissertation in practice. Students also specialize in one of ten concentration areas: Creativity and Innovation, Educational Administration (with or without Pennsylvania Superintendent Letter of Eligibility), Educational Policy, Global and International Education, Higher Education Leadership, Human Resource Development, Learning Technologies, Nursing Education, Special Education Leadership, and Sport Leadership.

Additional Information

For more information about this program, visit the School of Education EdD in Educational Leadership and Management (https://drexel.edu/soe/academics/doctoral/edd-in-educational-leadership-management/) website.

Admission Requirements

Application Requirements for New Applicants

For details regarding the items below, please review the Admission Application Checklist (http://www.drexel.edu/grad/apply/checklist/).

- Transcripts from all colleges and universities attended, verifying completion of a master's degree (with 3.5 GPA or better)
- Résumé indicating at least 3 years of professional work experience
- Three letters of recommendation. Use the Electronic Letter of Recommendation (https://deptapp08.drexel.edu/em/LOR/) form to submit recommendation letters.

Submission Part 1: Professional Goals and Aspirations (300-word maximum)

- Discuss your professional goals and aspirations, including how your current skills, along with your study of educational leadership, will support your attainment of these goals.

Submission Part 2: A Problem of Practice (750-word maximum)

- In the Drexel EdD program, our students identify a problem of practice that becomes central to their dissertation research. While the final dissertation topic and the dissertation document evolve over time, generally our students arrive with one or more ideas for a problem of practice they have an interest in studying.
- In this essay, you are asked to identify and describe a problem of practice relevant to your current (or a former) context of professional practice.
- Describe the significance of this problem to this organization.
- Based on your present understanding of the problem, discuss the potential underlying causes and contributing factors that have created the current challenges.
- What questions could be explored to learn more about the problem that may help to create potential solutions?

Submission Part 3: Writing Sample (5-30 pages)

- Submit a 5-30 page writing sample that demonstrates your academic writing abilities. You must be the sole author of the sample. It is suggested that academic papers from prior coursework or journal articles (both that cite peer-reviewed articles) will represent you best in the admissions process. If a prior academic paper is not available, you may craft an academic paper 5-8 pages in length on a topic of your choice. Alternatively, you may provide a work-based report that evidences your critical thinking and writing skills. Again, you must be the sole author of the sample.

Supplemental Application Materials for New Applicants
To make your application more competitive, applicants are encouraged to submit one or more of the below documents. The EdD program is a very competitive program and additional materials for the faculty review committee to consider are encouraged.

- A detailed statement describing sustained leadership activities
- A detailed statement describing significant creative activities/products
- A detailed statement describing significant research activities/publications

Additional Information

More information about how to apply is available on the Graduate Admissions at Drexel University (http://www.drexel.edu/grad/programs/edu/educational-leadership-and-management/) website.

Degree Requirements

Students in the EdD program are required to complete core leadership courses, research courses, and concentration courses. Upon completion of coursework and successful defense of a dissertation proposal, students become doctoral candidates, conduct their own research, and complete a doctoral dissertation in practice.

EdD Candidacy Requirements

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

- All courses must be passed with a grade of B or better.
- The dissertation proposal must be approved by the committee. (At this point students have completed 54.0 of the 60.0 credits required in the program.)

As doctoral candidates, students register for doctoral dissertation credits. Students must earn 6.0 doctoral dissertation credits overall and be registered in the quarter in which they graduate.

Program Requirements

Core Courses		
EDUC 800	Educational Leadership & Change	3.0
EDUC 801	Creative Strategies For Educational Leaders	3.0
EDUC 804	Program Evaluation in Organizations	3.0
EDUC 845	Transformative Leadership: Finding One's Source	3.0
EEDD 888	Educational Leadership for Equity and Social Justice	3.0
Concentration Course Options (See listing of possible concentrations listed below)		**15.0-16.0**
Research Courses		
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 818	Applied Research Study	3.0
EDUC 835	Quantitative Research Methods and Data Analysis	4.0
EDUC 836	Qualitative Research Methods and Data Analysis	4.0
EDUC 837	Advanced Qualitative Methods and Data Analysis	3.0
EDUC 880	Doctoral Seminar	1.0-1.5
EdD Candidacy Courses		
EDUC 997	Doctoral Dissertation	6.0
Total Credits		**60.0-61.5**

Creativity and Innovation Concentration		**15.0**
CRTV 501	Foundations in Creativity	
CRTV 502	Tools and Techniques in Creativity	
CRTV 503	Creativity in the Workplace	
CRTV 620	Research Methods and Assessment of Creative and Innovative Thinking	
CRTV 630	Global Perspectives on Creativity	
Total Credits		**15.0**

Educational Administration Concentration (Pennsylvania Superintendent Certification) †		**16.0**
EDAM 817	Curriculum Models	
EDAM 820	School Superintendency	
EDAM 824	Parents and Schools	
EDAM 827	School Superintendent's Internship: Curriculum Models	
EDAM 828	School Superintendent's Internship: Parents and Schools	
EDAM 829	School Superintendent's Internship: Budget and Finance	
EDAM 830	School Superintendent's Internship: Human Resource Development	
EDEX 712	Instructional & Curriculum Leadership in Special Education	
Total Credits		**16.0**

† For students with the background and interest in seeking PA School Superintendent Certification.
If student's home state has a school superintendent certification, student will need to contact that state's department of education for eligibility requirements.
Any student required to participate in a program field experience and/or internship as a component of their coursework will be required to submit all required documents with regard to background checks/clearance(s) and field placement applications.

Educational Administration Concentration (Non-certification Track)		**15.0**
EDAM 817	Curriculum Models	
EDAM 820	School Superintendency	
EDAM 824	Parents and Schools	
EDEX 712	Instructional & Curriculum Leadership in Special Education	
Education Policy course (EDPO) ***		
Total Credits		**15.0**

*** Educational Policy course to be determined by Program Manager

Educational Policy Concentration		**15.0**
EDPO 620	Education Policy: Concepts, Issues, and Applications	
EDPO 624	The Shaping of American Education Policy: Global Forces, Interest Groups, and Politics	

EDPO 628	American Educational Policy and U.S. Competitiveness	
EDPO 632	Ethics in Educational Policy Making	
EDPO 636	Access & Equity in Educational Policy Making	
Total Credits		**15.0**

Global and International Education Concentration

Students will take 5 courses from the list below based on the plan of study		15.0
EDGI 503	Global, International & Comparative Education	
EDGI 506	Comparative Higher Education Systems	
EDGI 510	Culture, Society & Education in Comparative Perspective	
EDGI 518	Analysis of Policy Issues in Global & International Education	
EDGI 520	Political Economy of Education Reform	
EDGI 522	Education for Global Citizenship, Sustainability, and Social Justice	
Total Credits		**15.0**

Higher Education Leadership Concentration A: Administration, Leadership & Assessment * **15.0**

EDGI 506	Comparative Higher Education Systems	
EDHE 501	Foundations of Higher Education and Governance	
EDHE 531	Legal Issues & Ethics in Higher Education	
EDHE 541	Institutional Assessment, Accreditation and Effectiveness	
EDHE 621	Neuropedagogy and Assessment	
Total Credits		**15.0**

* For candidates entering the program without previous formal study in the area of Higher Education.

Higher Education Leadership Concentration B: Administration, Student Success & Innovation **

Students will take 5 courses from the list below based on their plan of study		15.0
CRTV 615	Neuroscience, Creativity and Innovation	
EDGI 506	Comparative Higher Education Systems	
EDHE 651	Strategic Enrollment Management	
EDHE 655	Civic Engagement in Higher Education	
EDHE 665	Student Success: Learning and Innovative Support Services	
Total Credits		**15.0**

** For candidates entering the program who have a strong background in the area of Higher Education and who seek to extend their previous studies in this area.

Higher Education Leadership Concentration C: Mind, Brain & Learning *** **15.0**

Students will take 5 courses from the list below based on their plan of study		
CRTV 615	Neuroscience, Creativity and Innovation	
EDHE 620	Mind, Brain and Learning	
EDHE 621	Neuropedagogy and Assessment	
EDHE 622	Neurodiversity in Education and Workforce	
EHRD 660	Principles of Adult Learning ****	
Total Credits		**15.0**

*** For candidates entering the program who have a strong background in the area of Higher Education and who seek to extend their previous studies in this area. A science background is not needed.

**** Students can consult with their advisor for a complete list of additional course options in the School of Education. Select any 500+ level course in the following areas: CRTV, EDGI, EDLT, EDPO, SCL, HRD

Human Resource Development Concentration †† **15.0**

EHRD 500	Foundations of Human Resources Development	
EHRD 602	Coaching and Mentoring for Sustainable Learning	
EHRD 611	Organization Development and Change	
EHRD 612	Strategic Human Resource Development	
EHRD 660	Principles of Adult Learning	
Total Credits		**15.0**

†† A 3.0 credit substitute course will be identified to replace EHRD 500 for students who have already earned a master's degree in Human Resource Development

Learning Technologies Concentration		**15.0**
EDLT 537	Technologies for Performance Support	
EDLT 543	Play & Learning in a Participatory Culture	
or EDLT 552	Instructional Design: Project Management	
EDLT 551	Instructional Design Methods	
EDLT 554	Learning with Social Media and Mobiles	
ELL 501	The Purpose and Business of E-Learning	
Total Credits		**15.0**

Nursing Education Concentration		**15.0**
NURS 591	Foundations of Healthcare Education	
NURS 606	Curriculum Design for Higher Level Cognition	
NURS 613	The Role and Responsibility of the Nurse Educator	
NURS 615	Assessment, Measurement and Evaluation	
NURS 616	Teaching Methods in Nursing Education	
Total Credits		**15.0**

Special Education Leadership Concentration (Pennsylvania Supervisor of Special Education Certification) †		**16.0**
EDEX 710	School Law & Policy in Special Education	
EDEX 712	Instructional & Curriculum Leadership in Special Education	
EDEX 714	Development, Supervision, & Support: Special Education Leadership	
EDEX 716	Organization & Administration of Special Education	
Supervisor of Special Education Internship Courses		
EDEX 721	Supervisor of Special Education Internship: Special Education Leadership	
EDEX 722	Supervisor of Special Education Internship: Instructional Leadership	
EDEX 723	Supervisor of Special Education Internship: Collaboration & Personnel	
EDEX 724	Supervisor of Special Education Internship: Finance & Management	
Total Credits		**16.0**

† For students with the background and interest in seeking PA Supervisor of Special Education Certification.
If student's home state has a school superintendent certification, student will need to contact that state's department of education for eligibility requirements.
Any student participating in field experience and/or internship placement related to a Drexel University School of Education course will be required to submit all required documents with regard to clearance(s) and placement.

Special Education Leadership Concentration (Non-Certification Track)		**15.0**
EDEX 600	Family, School and Community Engagement in Special Education	
or EDEX 602	Special Education Dispute Resolution and Skills Training	
EDEX 710	School Law & Policy in Special Education	
EDEX 712	Instructional & Curriculum Leadership in Special Education	
EDEX 714	Development, Supervision, & Support: Special Education Leadership	
EDEX 716	Organization & Administration of Special Education	
Total Credits		**15.0**

Sport Leadership Concentration		**15.0**
CRTV 610	Creativity and Change Leadership	
SCL 501	Coaching Theory and Principles	
SCL 503	Learning Strategies in Coaching	
SCL 504	Coaching Psychology	
SCL 615	Athletic Recruiting	
Total Credits		**15.0**

Sample Plan of Study

First Year

Fall	Credits	Winter	Credits	Spring	Credits	Summer	Credits
EDUC 800	3.0	EDUC 815	3.0	EDUC 801	3.0	EDUC 810	3.0
EDUC 804	3.0	EDUC 845	3.0	EDUC 803	3.0	EEDD 888	3.0
	6		**6**		**6**		**6**

Second Year

Fall	Credits	Winter	Credits	Spring	Credits	Summer	Credits
EDUC 836	4.0	EDUC 837	3.0	EDUC 835	4.0	EDUC 818	3.0

Concentration course	3.0	Concentration course	3.0	Concentration course	3.0	Concentration course	3.0
	7		**6**		**7**		**6**
Third Year							
Fall	**Credits**	**Winter**	**Credits**	**Spring**	**Credits**	**Summer**	**Credits**
EDUC 880	1.0-1.5	EDUC 997	2.0	EDUC 997	2.0	EDUC 997	2.0
Concentration course	3.0						
	4-4.5		**2**		**2**		**2**

Total Credits 60-60.5

Education Faculty

Jennifer Adams, EdD *(Harvard University)*. Associate Professor. Comparative and international education; Poverty and education; Child welfare; Educational policy.

Ayana Allen, PhD *(Texas A&M University)*. Associate Professor. Urban education; Identity construction in school contexts; Urban school transformation.

Kristen Betts, EdD *(George Washington University)*. Clinical Professor. Higher education administration and governance, online blended education, instructional design and educational technology, program assessment and evaluation.

Eric Brewe, PhD *(Arizona State University)*. Associate Professor. Physics Education Research, introductory course reform, network analysis in learning, neuromechanisms of learning.

Stephanie Smith Budhai, PhD *(Drexel University)*. Associate Clinical Professor. Teacher and higher education, culturally responsive teaching, equity and social justice, online learning, community engagement and service-learning, family involvement and partnerships, and learning technologies.

José Luis Chávez, EdD *(University of Southern California)*. Clinical Professor. Higher education leadership and administration.

Rebecca Clothey, PhD *(University of Pittsburgh) Associate Department Head.* Associate Professor. Comparative and international education, education of ethnic and linguistic minorities, sociology of education.

James Connell, PhD *(Louisiana State University) Founding Clinical Core Director and Research Fellow, A.J. Drexel Autism Institute*. Associate Professor. Identifying the variables that influence adult behavior change in community settings; autism intervention; widespread dissemination of evidence-based interventions in school and community settings.

Kareem Edouard, PhD *(Stanford University)*. Assistant Professor. Educational technology; internet-based STEM learning; equity and inclusion in STEM education

Salvatore V. Falletta, EdD *(North Carolina State University)*. Clinical Professor. Human Resource intelligence (i.e., HR research and analytics practices); HRD assessment, measurement, and evaluation models and taxonomies; organizational diagnostic models; web-based employee and organizational survey methods, and computational modeling.

Aroutis N. Foster, PhD *(Michigan State University) Associate Dean for Academic Affairs and Graduate Studies*. Professor. Educational psychology and educational technology, especially the following: Motivation; Technological Pedagogical Content Knowledge (TPACK); Immersive Interactive Digital Environments (simulation, games, virtual realities.

Rajashi Ghosh, PhD *(University of Louisville, Kentucky) Department Chair for Policy, Organization & Leadership*. Associate Professor. Mentoring and leader development, workplace Incivility, workplace learning and development.

John M. Gould, PhD *(University of Pittsburgh) Harrisburg EdD Educational Leadership & Change Program*. Clinical Professor. Change leadership, curriculum re-design, the impact of technology on learning.

Dominic F. Gullo, PhD *(Indiana University)*. Professor. Studying the relative and long-range effects of early schooling experiences in prekindergarten and kindergarten on children's achievement and social adaptation to school routine.

H. Bernard Hall, PhD *(Temple University)*. Assistant Professor. Hip-hop Pedagogy, English Education, Urban Teacher Education.

Penny Hammrich, PhD *(University of Minnesota) Dean*. Distinguished University Professor. Urban education; science education; genetics; gender equity; science knowledge for conceptual teaching; sport science.

Paul Harrington, PhD *(University of Massachusetts, Boston) Director, Center for Labor Markets and Policy*. Professor. Teen and young adult job access; economic outlook, college labor market; workforce development, planning, and development; vocational rehabilitation and job market transition.

Michael J. Haslip, PhD *(Old Dominion University)*. Assistant Professor. Early childhood education, social and emotional learning, child guidance strategies, effects of public pre-school attendance.

Deanna Hill, JD, PhD *(University of Pittsburgh)*. Associate Clinical Professor. Higher education, international education, education law, education policy

Erin Horvat, PhD *(University of California, Los Angeles) Senior Vice Provost for Faculty Affairs*. Professor. Urban education, access and equity, high school dropout, parent involvement/family involvement, community engagement in research.

Jennifer Katz-Buonincontro, PhD *(University of Oregon) Associate Dean of Research*. Associate Professor. Educational administration, leadership development, survey & instrument design.

Larry Keiser, PhD *(Drexel University)*. Assistant Clinical Professor. Education and corporate/business leaders' creativity and entrepreneurial mindsets; creative school/work environments; neuroscience of creativity; everyday creativity for teachers and educators.

Kristy Kelly, PhD *(University of Wisconsin, Madison)*. Associate Clinical Professor. Sociology of gender and development; anthropology of policy; comparative and international education; qualitative research methods; Vietnam and Southeast Asia.

Cameron Kiosoglous, PhD *(Virginia Tech University) Program Director*. Assistant Clinical Professor. Coached on the USRowing National Team staff since 2002, including the 2004, 2008, 2012, and 2016 Olympic Games; coaching development; measuring coaching quality; self-insight and reflective practices; coaching leadership; conference presenter; published author.

Valerie Klein, PhD *(Amherst College)*. Associate Clinical Professor. Mathematics learning and teaching; teacher's use of formative assessment in mathematics; creating opportunities for rich problem solving in the classroom; examining teachers growth and change; qualitative research methods.

Peggy Kong, PhD *(Harvard University)*. Associate Clinical Professor. Comparative and international education, equity in education, family and community, Chinese education and society, sociology of education

Michael G. Kozak, Ed.D. *(Rowan University)*. Assistant Clinical Professor. Leadership, STEAM, online and blended learning environments, systems thinking, experiential learning, K-12 education, and facilitating change

Amanda Lannie, PhD *(Syracuse University)*. Assistant Clinical Professor. Applied behavior analysis and special education; School-based consultation; system-wide interventions as a mechanism for delivery supports to all students; Designing effective and efficient interventions for students with emotional/behavioral disorders.

Vera Lee, EdD *(University of Pennsylvania) Department Chair for Teaching, Learning & Curriculum*. Associate Clinical Professor. Practitioner Research in online courses to explore inservice/preservice teachers' emerging understandings about issues of diversity; the development of information/digital literacies of urban youth; English language learners.

Bruce Levine, JD *(New York University)*. Associate Clinical Professor. Educational policy, school law, public-private partnerships, intersection of business and education.

Kristine Lewis-Grant, PhD *(Temple University)*. Clinical Professor. Experiences of students of African descent at predominantly white colleges and universities, college access and college student development, youth civic engagement in urban school reform, qualitative research and evaluation.

William Lynch, PhD *(University of Maryland)*. Professor. Curriculum and educational leadership, educational technology, distance learning policy development, higher and adult education.

Constance Lyttle, PhD, JD *(University of Pittsburgh, Duquesne University)*. Clinical Professor. Legal rights of gifted and talented children and children with disabilities; inclusive education of exceptional children; special education mediation; special education IEP/IFSP facilitation; resolution session facilitation

Joy Phillips, PhD *(The University of Texas at Austin)*. Associate Clinical Professor. Visionary leadership in theory and practice, school reform as innovative problem-setting, thinking qualitatively about school reform. thinking about school reform by drawing, Educational Leadership Program Assessment.

Kathleen Provinzano, PhD *(Marywood University)*. Assistant Professor. Educational administration.

Harriette Rasmussen, EdD *(Fielding Graduate University)*. Assistant Clinical Professor. Educational leadership and change.

Lori Severino, EdD *(Neumann University)*. Assistant Professor. Special education, differentiated instruction, reading, Wilson language, multi-sensory instruction, reading comprehension, assessment, adolescent literacy.

Jason Silverman, PhD *(Vanderbilt University)*. Professor. Teaching and learning of advanced mathematical ideas (algebra and calculus); improving teachers' ability to orchestrate and sustain inquiry-based and discussion-based instruction; technology in mathematics education.

Janet Sloand, EdD *(Duquesne University) Department Chair for Teaching, Learning & Curriculum*. Associate Clinical Professor. Special Education Leadership, Trauma-informed care, Parent engagement in special education service delivery.

Toni A. Sondergeld, PhD *(University of Toledo)*. Associate Professor. Cognitive and affective assessment development; program/grant evaluation; high stakes testing measurement; STEM education; urban education

Bridget Sweeney Blakely, PhD *(Temple University)*. Assistant Clinical Professor. Consultation; Positive Behavior Interventions and Supports (PBIS); Response to Intervention (Rtl); Systems-level change; performance feedback

Mary Jean Tecce DeCarlo, EdD *(University of Pennsylvania)*. Associate Clinical Professor. Early literacy development, learning differences, knowledge construction, urban education.

Sarah P. Ulrich, EdD *(Saint Joseph's University) Associate Dean of Teacher Education and Undergraduate Affairs*. Clinical Professor. Cross-cultural, language and academic development, school reform, teacher preparation, teacher retention, teacher residencies in urban contexts.

Sheila Vaidya, PhD *(Temple University)*. Professor. Educational psychology, school psychology, research design.

Christina Vorndran, PhD *(Louisiana State University) Program Director, Applied Behavior Analysis and Special Education*. Clinical Professor. Designing effective and efficient community-based interventions, Severe behavior disorders, Functional behavior assessment

Christopher G. Wright, PhD *(Tufts University)*. Assistant Professor. Engineering and science education, Urban education, elementary teacher education.

Emeritus Faculty

Mary Jo Grdina, PhD *(Case Western Reserve University)*. Clinical Professor. Undergraduate studies, science education, curriculum design.

Joyce Pittman, PhD *(Iowa State University of Science and Technology)*. Clinical Professor. Curriculum and instruction K-16; teaching English as a foreign language (TEFL); instructional design business education and administration; industrial and career technology; oral and written communication; research methodology; instructional and assistive technology assessment; online learning pedagogy

Fredricka K. Reisman, PhD *(Syracuse University) School of Education, Founder, Drexel School of Education*. Professor Emerita. Director, Freddie Reisman Center for Translational Research in Creativity and Motivation, Creator and Former Director-Creativity and Innovation Programs, Co-Director-Drexel/Torrance Center for Creativity and Innovation, Drexel University Named Recognition- Freddie Reisman Faculty Scholarly and Creative Activity Awards

Global and International Education

Major: Global and International Education
Degree Awarded: Master of Science (MS)
Calendar Type: Quarter
Total Credit Hours: 45.0
Co-op Option: None
Classification of Instructional Programs (CIP) code: 13.1319
Standard Occupational Classification (SOC) code: 25-2062

About the Program

The MS in Global and International Education prepares students to be leaders with the skills and knowledge necessary to work effectively within the complex economic, political, cultural, and social contexts that influence education and learning in diverse parts of the world. Our students are changemakers who are engaged in designing global curriculum, promoting international-mindedness, fostering intercultural and global competencies, advocating for social justice, and leading global institutions.

Program Objectives

As a result of pursuing this program, students will be able to:

- Evaluate and critique international, comparative, and educational research and theory
- Analyze how policies are implemented and advocate for innovative educational policy solutions in diverse, multicultural settings
- Synthesize global research and data to communicate effectively and transform educational institutions
- Understand diverse cultures and intercultural and global competencies to engage with global issues and work effectively in cross-cultural settings
- Apply an understanding of the role of education in solving global problems to promote social justice

Graduates enter or advance in positions in the areas of global education, international higher education, and international development in diverse settings that require global knowledge, perspectives, and understanding. They are qualified to pursue careers in, among other fields and occupations, higher education, ESL programs, education abroad programs, law firms, international education associations, accreditation agencies, local community international outreach centers, US government, international development or human service agencies, and various 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.

Additional Information

For more information, visit the School of Education's MS in Global and International Education (http://drexel.edu/soe/academics/graduate/global-and-international-education/) webpage.

Admission Requirements

Admission to this program requires:

- Bachelor's degree from a regionally accredited institution
- An undergraduate GPA of 3.0 or higher (graduate degree GPAs will be considered along with the undergraduate GPA)
- Completed application form
- Official transcripts from all universities or colleges and other post-secondary educational institutions (including trade schools) attended. Instead of hard copy transcripts, applicants may supply official electronic transcripts issued by a post-secondary institution directly to Drexel University Online (send to: applyDUonline@drexel.edu).
  - Applicants must supply transcripts regardless of the number of credits earned or the type of school attended. If an applicant does not list all post-secondary institutions on the application and these are listed on transcripts received from other institutions, processing of the application will be delayed until all remaining transcripts have been submitted the remaining transcripts.
  - Use our Transcript Lookup Tool (http://online.drexel.edu/support/supporting-documents.aspx) to assist contact with previous institutions. If a college or university offers the option to send transcripts in a secure, password-protected electronic format, have the transcript sent to applyDUonline@drexel.edu.
  - Students with transcripts from non-US institutions should have such transcripts evaluated by World Education Service (WES).
- Two letters of recommendation—professional or academic
  - Drexel University Online accepts electronic letters of recommendation. Please access the following webpage (https://www.online.drexel.edu/support/supporting-documents/recommendations.aspx) for instructions regarding their submission. If a recommender prefers to submit an original, hard copy letter of recommendation, please remind the recommender that it must be signed and submitted in a sealed envelope signed across the flap by the recommender.
- Personal essay
- Resume
- Graduates of foreign schools must also have of 550 or higher in the Test of English as a Foreign Language (TOEFL).

International students (http://online.drexel.edu/support/international-students.aspx) must submit a TOEFL score of 550 or higher. Students with transcripts from non-US institutions should have such transcripts evaluated by World Education Service (WES). The TOEFL examination is required for some non-citizens. Applicants whose native language is English (who list themselves as born in or citizens of the following countries: American Samoa, Australia, Bahamas, Barbados, Belize, Bermuda, Botswana, British West Indies, Brunei Darussalam, Canada, England, Ghana, Guam, Ireland, Jamaica, Lesotho, Liberia, Malawi, Malta, Mauritius, New Zealand, Papua New Guinea, Puerto Rico, Scotland, Sierra Leone, South Africa, Swaziland, Tanzania, Trinidad/Tobago, Uganda, Virgin Islands, Wales, Zimbabwe) are exempt from the TOEFL. Applicants whose native language is not English are exempt from the TOEFL if the applicant completed 4 years of high school in the United States or completed English 101 and English 102 with a grade of C or better from a US domestic accredited institution. Applicants who received an undergraduate or graduate degree from an academic institution located in the US, UK, or Canada are also exempt from the TOEFL.

Additional Information

Please refer to Drexel University Online's Master of Science in Global and International Education Admissions (http://online.drexel.edu/online-degrees/education-degrees/ms-global/#admissionscriteria) webpage for more information.

Degree Requirements

The Master of Science in Global and International Education is a part-time online program.

Core Courses		
EDCR 512	Using and Integrating Learning Technologies	3.0
EDCR 518	Evidence-Based Evaluation	3.0
EDGI 503	Global, International & Comparative Education	3.0
EDGI 510	Culture, Society & Education in Comparative Perspective	3.0
EDGI 520	Political Economy of Education Reform	3.0
EDGI 522	Education for Global Citizenship, Sustainability, and Social Justice	3.0
Primary Concentration Courses		
EDGI 506	Comparative Higher Education Systems	3.0
EDGI 518	Analysis of Policy Issues in Global & International Education	3.0

EDGI 524	Measuring the World: Education and National Development	3.0
Capstone Requirement		
EDU 780	Capstone Research	3.0
Students have the option to select from the Practitioner, Thesis, or Lesson Plan capstone track.		
EDUP 780	Practitioner Capstone Course I	3.0
or EDUT 780	Thesis Capstone Course I	
or EDUL 780	Lesson Study Capstone Course I	
EDUP 781	Practitioner Capstone Course II	3.0-4.5
or EDUT 781	Thesis Capstone Course II	
or EDUL 781	Lesson Study Capstone Course II	
Select one of the following Secondary Concentrations: *		**9.0**
Secondary Concentration in Peace and Human Rights Education		
EDGI 534	Conflict Resolution in an International Context	
EDGI 550	Educating for Peace, Social Justice, and Human Rights	
EDGI 552	Gender, Education, and International Organizations	
Secondary Concentration in Higher Education Leadership		
Select 3 of the following:		
EDHE 501	Foundations of Higher Education and Governance	
EDHE 521	Student Development Theory and Application	
EDHE 531	Legal Issues & Ethics in Higher Education	
Secondary Concentration in E-Learning Administration		
Select 3 of the following:		
EDLT 512	Using and Integrating Learning Technologies	
EDLT 554	Learning with Social Media and Mobiles	
ELL 501	The Purpose and Business of E-Learning	
ELL 504	Learning Technologies & Disabilities	
Secondary Concentration in Education Policy		
EDPO 620	Education Policy: Concepts, Issues, and Applications	
Select 2 of the following Education Policy courses		
EDPO 624	The Shaping of American Education Policy: Global Forces, Interest Groups, and Politics	
EDPO 632	Ethics in Educational Policy Making	
EDPO 636	Access & Equity in Educational Policy Making	
Secondary Concentration in Educational Learning Technologies		
Select 3 of the following:		
EDLT 512	Using and Integrating Learning Technologies	
EDLT 532	Designing Virtual Communities for Staff Development - Non-Field Experience	
EDLT 537	Technologies for Performance Support	
EDLT 561	Design-Based Research Methods	
Sample Electives		
Students can select courses as additional electives from within the School of Education or a course (with School of Education approval) from another Drexel University program, such as international business administration, foreign languages, women's and gender studies, or science/technology/society.		
EDGI 560	Colloquium in Global Education	
EDGI 600	Study Abroad Experience	
EDGI 604	Quantitative Literacy: Interpreting and reporting data for educational policy and research	
EDGI T580	Special topics in EDGI	
Total Credits		**45.0-46.5**

* As an alternative secondary concentration, students may create a customized area of study from other Drexel University departments/programs such as International Business Administration, Foreign Languages, Women's and Gender Studies, or Science/Technology/Society.

Sample Plan of Study

First Year

Fall	Credits	Winter	Credits	Spring	Credits	Summer	Credits
EDCR 512	3.0	EDGI 510	3.0	EDCR 518	3.0	EDGI 518	3.0
EDGI 503	3.0	EDGI 524	3.0	EDGI 522	3.0	Secondary Concentration Course	3.0
	6		**6**		**6**		**6**

Second Year

Fall	Credits	Winter	Credits	Spring	Credits	Summer	Credits
EDGI 506	3.0	EDU 780	3.0	EDUP 780, EDUT 780, or EDUL 780	3.0	EDUP 781, EDUT 781, or EDUL 781	3.0-4.5

EDGI 520	3.0 Secondary Concentration Course	3.0 Secondary Concentration Course	3.0	
	6	**6**	**6**	**3-4.5**

Total Credits 45-46.5

Note: Second Year Summer may be less than the 4.5-credit minimum required (considered half-time status) of graduate programs to be considered financial aid eligible. As a result, aid would not be disbursed to students this term.

Education Faculty

Jennifer Adams, EdD *(Harvard University)*. Associate Professor. Comparative and international education; Poverty and education; Child welfare; Educational policy.

Ayana Allen, PhD *(Texas A&M University)*. Associate Professor. Urban education; Identity construction in school contexts; Urban school transformation.

Kristen Betts, EdD *(George Washington University)*. Clinical Professor. Higher education administration and governance, online blended education, instructional design and educational technology, program assessment and evaluation.

Eric Brewe, PhD *(Arizona State University)*. Associate Professor. Physics Education Research, introductory course reform, network analysis in learning, neuromechanisms of learning.

Stephanie Smith Budhai, PhD *(Drexel University)*. Associate Clinical Professor. Teacher and higher education, culturally responsive teaching, equity and social justice, online learning, community engagement and service-learning, family involvement and partnerships, and learning technologies.

José Luis Chávez, EdD *(University of Southern California)*. Clinical Professor. Higher education leadership and administration.

Rebecca Clothey, PhD *(University of Pittsburgh) Associate Department Head.* Associate Professor. Comparative and international education, education of ethnic and linguistic minorities, sociology of education.

James Connell, PhD *(Louisiana State University) Founding Clinical Core Director and Research Fellow, A.J. Drexel Autism Institute*. Associate Professor. Identifying the variables that influence adult behavior change in community settings; autism intervention; widespread dissemination of evidence-based interventions in school and community settings.

Kareem Edouard, PhD *(Stanford University)*. Assistant Professor. Educational technology; internet-based STEM learning; equity and inclusion in STEM education

Salvatore V. Falletta, EdD *(North Carolina State University)*. Clinical Professor. Human Resource intelligence (i.e., HR research and analytics practices); HRD assessment, measurement, and evaluation models and taxonomies; organizational diagnostic models; web-based employee and organizational survey methods, and computational modeling.

Aroutis N. Foster, PhD *(Michigan State University) Associate Dean for Academic Affairs and Graduate Studies*. Professor. Educational psychology and educational technology, especially the following: Motivation; Technological Pedagogical Content Knowledge (TPACK); Immersive Interactive Digital Environments (simulation, games, virtual realities.

Rajashi Ghosh, PhD *(University of Louisville, Kentucky) Department Chair for Policy, Organization & Leadership*. Associate Professor. Mentoring and leader development, workplace Incivility, workplace learning and development.

John M. Gould, PhD *(University of Pittsburgh) Harrisburg EdD Educational Leadership & Change Program*. Clinical Professor. Change leadership, curriculum re-design, the impact of technology on learning.

Dominic F. Gullo, PhD *(Indiana University)*. Professor. Studying the relative and long-range effects of early schooling experiences in prekindergarten and kindergarten on children's achievement and social adaptation to school routine.

H. Bernard Hall, PhD *(Temple University)*. Assistant Professor. Hip-hop Pedagogy, English Education, Urban Teacher Education.

Penny Hammrich, PhD *(University of Minnesota) Dean*. Distinguished University Professor. Urban education; science education; genetics; gender equity; science knowledge for conceptual teaching; sport science.

Paul Harrington, PhD *(University of Massachusetts, Boston) Director, Center for Labor Markets and Policy*. Professor. Teen and young adult job access; economic outlook, college labor market; workforce development, planning, and development; vocational rehabilitation and job market transition.

Michael J. Haslip, PhD *(Old Dominion University)*. Assistant Professor. Early childhood education, social and emotional learning, child guidance strategies, effects of public pre-school attendance.

Deanna Hill, JD, PhD *(University of Pittsburgh)*. Associate Clinical Professor. Higher education, international education, education law, education policy

Erin Horvat, PhD *(University of California, Los Angeles) Senior Vice Provost for Faculty Affairs*. Professor. Urban education, access and equity, high school dropout, parent involvement/family involvement, community engagement in research.

Jennifer Katz-Buonincontro, PhD *(University of Oregon) Associate Dean of Research*. Associate Professor. Educational administration, leadership development, survey & instrument design.

Larry Keiser, PhD *(Drexel University)*. Assistant Clinical Professor. Education and corporate/business leaders' creativity and entrepreneurial mindsets; creative school/work environments; neuroscience of creativity; everyday creativity for teachers and educators.

Kristy Kelly, PhD *(University of Wisconsin, Madison)*. Associate Clinical Professor. Sociology of gender and development; anthropology of policy; comparative and international education; qualitative research methods; Vietnam and Southeast Asia.

Cameron Kiosoglous, PhD *(Virginia Tech University) Program Director*. Assistant Clinical Professor. Coached on the USRowing National Team staff since 2002, including the 2004, 2008, 2012, and 2016 Olympic Games; coaching development; measuring coaching quality; self-insight and reflective practices; coaching leadership; conference presenter; published author.

Valerie Klein, PhD *(Amherst College)*. Associate Clinical Professor. Mathematics learning and teaching; teacher's use of formative assessment in mathematics; creating opportunities for rich problem solving in the classroom; examining teachers growth and change; qualitative research methods.

Peggy Kong, PhD *(Harvard University)*. Associate Clinical Professor. Comparative and international education, equity in education, family and community, Chinese education and society, sociology of education

Michael G. Kozak, Ed.D. *(Rowan University)*. Assistant Clinical Professor. Leadership, STEAM, online and blended learning environments, systems thinking, experiential learning, K-12 education, and facilitating change

Amanda Lannie, PhD *(Syracuse University)*. Assistant Clinical Professor. Applied behavior analysis and special education; School-based consultation; system-wide interventions as a mechanism for delivery supports to all students; Designing effective and efficient interventions for students with emotional/behavioral disorders.

Vera Lee, EdD *(University of Pennsylvania) Department Chair for Teaching, Learning & Curriculum*. Associate Clinical Professor. Practitioner Research in online courses to explore inservice/preservice teachers' emerging understandings about issues of diversity; the development of information/digital literacies of urban youth; English language learners.

Bruce Levine, JD *(New York University)*. Associate Clinical Professor. Educational policy, school law, public-private partnerships, intersection of business and education.

Kristine Lewis-Grant, PhD *(Temple University)*. Clinical Professor. Experiences of students of African descent at predominantly white colleges and universities, college access and college student development, youth civic engagement in urban school reform, qualitative research and evaluation.

William Lynch, PhD *(University of Maryland)*. Professor. Curriculum and educational leadership, educational technology, distance learning policy development, higher and adult education.

Constance Lyttle, PhD, JD *(University of Pittsburgh, Duquesne University)*. Clinical Professor. Legal rights of gifted and talented children and children with disabilities; inclusive education of exceptional children; special education mediation; special education IEP/IFSP facilitation; resolution session facilitation

Joy Phillips, PhD *(The University of Texas at Austin)*. Associate Clinical Professor. Visionary leadership in theory and practice, school reform as innovative problem-setting, thinking qualitatively about school reform. thinking about school reform by drawing, Educational Leadership Program Assessment.

Kathleen Provinzano, PhD *(Marywood University)*. Assistant Professor. Educational administration.

Harriette Rasmussen, EdD *(Fielding Graduate University)*. Assistant Clinical Professor. Educational leadership and change.

Lori Severino, EdD *(Neumann University)*. Assistant Professor. Special education, differentiated instruction, reading, Wilson language, multi-sensory instruction, reading comprehension, assessment, adolescent literacy.

Jason Silverman, PhD *(Vanderbilt University)*. Professor. Teaching and learning of advanced mathematical ideas (algebra and calculus); improving teachers' ability to orchestrate and sustain inquiry-based and discussion-based instruction; technology in mathematics education.

Janet Sloand, EdD *(Duquesne University) Department Chair for Teaching, Learning & Curriculum*. Associate Clinical Professor. Special Education Leadership, Trauma-informed care, Parent engagement in special education service delivery.

Toni A. Sondergeld, PhD *(University of Toledo)*. Associate Professor. Cognitive and affective assessment development; program/grant evaluation; high stakes testing measurement; STEM education; urban education

Bridget Sweeney Blakely, PhD *(Temple University)*. Assistant Clinical Professor. Consultation; Positive Behavior Interventions and Supports (PBIS); Response to Intervention (Rtl); Systems-level change; performance feedback

Mary Jean Tecce DeCarlo, EdD *(University of Pennsylvania)*. Associate Clinical Professor. Early literacy development, learning differences, knowledge construction, urban education.

Sarah P. Ulrich, EdD *(Saint Joseph's University) Associate Dean of Teacher Education and Undergraduate Affairs*. Clinical Professor. Cross-cultural, language and academic development, school reform, teacher preparation, teacher retention, teacher residencies in urban contexts.

Sheila Vaidya, PhD *(Temple University)*. Professor. Educational psychology, school psychology, research design.

Christina Vorndran, PhD *(Louisiana State University) Program Director, Applied Behavior Analysis and Special Education*. Clinical Professor. Designing effective and efficient community-based interventions, Severe behavior disorders, Functional behavior assessment

Christopher G. Wright, PhD *(Tufts University)*. Assistant Professor. Engineering and science education, Urban education, elementary teacher education.

Emeritus Faculty

Mary Jo Grdina, PhD *(Case Western Reserve University)*. Clinical Professor. Undergraduate studies, science education, curriculum design.

Joyce Pittman, PhD *(Iowa State University of Science and Technology)*. Clinical Professor. Curriculum and instruction K-16; teaching English as a foreign language (TEFL); instructional design business education and administration; industrial and career technology; oral and written communication; research methodology; instructional and assistive technology assessment; online learning pedagogy

Fredricka K. Reisman, PhD *(Syracuse University) School of Education, Founder, Drexel School of Education*. Professor Emerita. Director, Freddie Reisman Center for Translational Research in Creativity and Motivation, Creator and Former Director-Creativity and Innovation Programs, Co-Director-Drexel/Torrance Center for Creativity and Innovation, Drexel University Named Recognition- Freddie Reisman Faculty Scholarly and Creative Activity Awards

Higher Education Leadership

Major: Higher Education Leadership
Degree Awarded: Master of Science (MS)
Calendar Type: Quarter
Total Credit Hours: 45.0
Co-op Option: None
Classification of Instructional Programs (CIP) code: 13.0406
Standard Occupational Classification (SOC) code: 11-9033

About the Program

The Master of Science in Higher Education Leadership program is designed to prepare highly skilled and knowledgeable practitioners for administrative and leadership positions and career advancement in higher education. Graduates will be qualified to pursue careers as professionals in colleges and universities, national and international organizations, foundations, associations, and corporations.

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.

Additional Information

For more information, visit the School of Education's MS in Higher Education Leadership (https://drexel.edu/soe/academics/graduate/higher-education/) webpage.

Admission Requirements

Admission to this program requires:

- Bachelor's degree from a regionally accredited institution
- An undergraduate GPA of 3.0 or higher (graduate degree GPAs will be considered along with the undergraduate GPA)
- Completed application form
- Official transcripts from all universities or colleges and other post-secondary educational institutions (including trade schools) attended. Instead of hard copy transcripts, applicants may supply official electronic transcripts issued by a post-secondary institution directly to Drexel University Online (send to: applyDUonline@drexel.edu).

  - Applicants must supply transcripts regardless of the number of credits earned or the type of school attended. If an applicant does not list all post-secondary institutions on the application and these are listed on transcripts received from other institutions, processing of the application will be delayed until all remaining transcripts have been submitted the remaining transcripts.
  - Use our Transcript Lookup Tool (http://online.drexel.edu/support/supporting-documents.aspx) to assist contact with previous institutions. If a college or university offers the option to send transcripts in a secure, password-protected electronic format, have the transcript sent to applyDUonline@drexel.edu.
- Two letters of recommendation—professional or academic
  - Drexel University Online accepts electronic letters of recommendation. Please access the following webpage (https://www.online.drexel.edu/support/supporting-documents/recommendations.aspx) for instructions regarding their submission. If a recommender prefers to submit an original, hard copy letter of recommendation, please remind the recommender that it must be signed and submitted in a sealed envelope signed across the flap by the recommender.
- Personal essay
- Resume

International students (http://online.drexel.edu/support/international-students.aspx) must submit a TOEFL score of 550 or higher. Students with transcripts from non-US institutions should have such transcripts evaluated by World Education Service (WES). The TOEFL examination is required for some non-citizens. Applicants whose native language is English (who list themselves as born in or citizens of the following countries: American Samoa, Australia, Bahamas, Barbados, Belize, Bermuda, Botswana, British West Indies, Brunei Darussalam, Canada, England, Ghana, Guam, Ireland, Jamaica, Lesotho, Liberia, Malawi, Malta, Mauritius, New Zealand, Papua New Guinea, Puerto Rico, Scotland, Sierra Leone, South Africa, Swaziland, Tanzania, Trinidad/Tobago, Uganda, Virgin Islands, Wales, Zimbabwe) are exempt from the TOEFL. Applicants whose native language is not English are exempt from the TOEFL if the applicant completed 4 years of high school in the United States or completed English 101 and English 102 with a grade of C or better from a US domestic accredited institution. Applicants who received an undergraduate or graduate degree from an academic institution located in the US, UK, or Canada are also exempt from the TOEFL.

Additional Information

Please refer to Drexel University Online's Master of Science in Higher Education Leadership (https://www.online.drexel.edu/online-degrees/education-degrees/ms-he/#admissionscriteria) webpage for additional information.

Degree Requirements

The Master of Science in Higher Education Leadership is a part-time online program. Students complete four core courses, five primary concentration courses, three secondary concentration or elective courses, and a three-course capstone sequence.

Core Courses		
EDCR 510	Leadership in Educational Contexts and Systems	3.0
EDCR 512	Using and Integrating Learning Technologies	3.0
EDCR 514	Diversity, Equity, and Social Justice in Education	3.0
EDCR 518	Evidence-Based Evaluation	3.0
Primary Concentration in Higher Education Administration and Leadership		
EDHE 501	Foundations of Higher Education and Governance	3.0
EDHE 521	Student Development Theory and Application	3.0
EDHE 531	Legal Issues & Ethics in Higher Education	3.0
EDHE 541	Institutional Assessment, Accreditation and Effectiveness	3.0
EDHE 607	Higher Education Career Development, Leadership & Application	3.0
Capstone		
EDU 780	Capstone Research	3.0
Students have the option to select from the Practitioner, Thesis, or Lesson Plan capstone track.		
EDUP 780	Practitioner Capstone Course I	3.0
or EDUT 780	Thesis Capstone Course I	
or EDUL 780	Lesson Study Capstone Course I	
EDUP 781	Practitioner Capstone Course II	3.0-4.5
or EDUT 781	Thesis Capstone Course II	
or EDUL 781	Lesson Study Capstone Course II	
Electives or Secondary Concentration (See Below)		**9.0**
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.		
Total Credits		**45.0-46.5**

Electives or Secondary Concentration

Secondary Concentration in Global and International Education		
Select three of the following:		

EDGI 503	Global, International & Comparative Education	3.0
EDGI 506	Comparative Higher Education Systems	3.0
EDGI 510	Culture, Society & Education in Comparative Perspective	3.0
EDGI 512	Globalization and Educational Change	3.0
EDGI 518	Analysis of Policy Issues in Global & International Education	3.0
Elective		3.0
Secondary Concentration in Educational Policy		
Required:		
EDPO 620	Education Policy: Concepts, Issues, and Applications	3.0
Select two of the following:		
EDPO 624	The Shaping of American Education Policy: Global Forces, Interest Groups, and Politics	3.0
EDPO 632	Ethics in Educational Policy Making	3.0
EDPO 636	Access & Equity in Educational Policy Making	3.0
EDPO 640	Educational Policy-Making Tactics & Influence	3.0
Elective		3.0
Secondary Concentration in Enrollment Management		
EDHE 651	Strategic Enrollment Management	3.0
EDHE 653	Marketing, Recruitment & Financial Aid	3.0
Elective		3.0
Secondary Concentration in Learning Technologies and Instructional Design		
Select three of the following:		
EDLT 503	The Learning Sciences	3.0
EDLT 537	Technologies for Performance Support	3.0
EDLT 551	Instructional Design Methods	3.0
ELL 501	The Purpose and Business of E-Learning	3.0
ELL 504	Learning Technologies & Disabilities	3.0
Elective		3.0
Secondary Concentration in Student Development and Affairs		
EDHE 661	Critical Issues & Risk Management in Student Affairs	3.0
EDHE 665	Student Success: Learning and Innovative Support Services	3.0
Elective		3.0
Secondary Concentration in Mind, Brain & Learning		
Required:		
EDHE 620	Mind, Brain and Learning	3.0
Select two of the following:		
EDHE 621	Neuropedagogy and Assessment	3.0
EDHE 622	Neurodiversity in Education and Workforce	3.0
Elective		3.0
Secondary Concentration in Creativity and Innovation		
Required:		
CRTV 501	Foundations in Creativity	3.0
Select two of the following:		
CRTV 502	Tools and Techniques in Creativity	3.0
CRTV 503	Creativity in the Workplace	3.0
Elective		3.0
Secondary Concentration in Human Resource Development		
EHRD 500	Foundations of Human Resources Development	3.0
EHRD 612	Strategic Human Resource Development	3.0
Elective		3.0

Sample Plan of Study

First Year

Fall	Credits	Winter	Credits	Spring	Credits	Summer	Credits
EDCR 510	3.0	EDCR 514	3.0	EDCR 518	3.0	EDHE 541	3.0
EDHE 501	3.0	EDHE 531	3.0	EDHE 521	3.0	Secondary Concentration course	3.0
	6		**6**		**6**		**6**

Second Year

Fall	Credits	Winter	Credits	Spring	Credits	Summer	Credits
EDCR 512	3.0	EDU 780	3.0	EDUP 780, EDUT 780, or EDUL 780	3.0	EDUP 781, EDUT 781, or EDUL 781*	3.0-4.5

EDHE 607	3.0 Secondary Concentration course	3.0 Secondary Concentration course	3.0	
	6	**6**	**6**	**3-4.5**

Total Credits 45-46.5

* Student must be enrolled for at least 4.5 credit hours each term to be eligible for Federal Financial Aid.

Human Resource Development

Major: Human Resource Development
Degree Awarded: Master of Science (MS)
Calendar Type: Quarter
Total Credit Hours: 45.0
Co-op Option: None
Classification of Instructional Programs (CIP) code: 52.1005
Standard Occupational Classification (SOC) code: 13-1151

About the Program

The MS in Human Resource Development program, with its strong emphasis on learning, psychological, human capital, and systems theory, is designed to prepare students with the competencies for success in promoting individual, group, organizational learning, and effectiveness worldwide. The online curriculum is both practice-oriented and research based. Drexel's program is unique in the inclusion of a substantial capstone experience.

In today's increasingly complex world, organizational leaders must be innovative, adaptive, and global in both thought and action. In the rich, interdisciplinary field of human resource development, the focus is on improving learning and performance at the individual, group, and organizational level, as well as community and society contexts through several domains of practice, including:

- Human resource development strategy
- Training and development
- Career development
- Organization development and change
- Performance improvement (HPT/HPI)
- Talent development and management
- Leadership and management development
- Coaching and mentoring
- Program evaluation
- Workplace diversity, equity, and inclusion

Become a Leader of Workplace Learning, Performance, and Change

The MS in in Human Resource Development (MSHRD) program prepares graduates to become “strategic partners” to senior leaders. Using current research, best practices and cutting-edge technology, students will learn how to facilitate workplace learning and change, while maximizing performance at all levels of the organization.

Additional Information

For more information, contact the School of Education (https://drexel.edu/soe/about/request-info/) or view the master's degree online on the Drexel University Online (https://online.drexel.edu/online-degrees/education-degrees/ms-humanresourcedevelopment/) website.

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). Provisional admission may be granted with a GPA between 2.80 to 2.99. 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
- Additional requirements for international students

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, may 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.

Additional Information

For more information, contact the School of Education (https://drexel.edu/soe/) or view the master's degrees online on the Drexel University Online (https://online.drexel.edu/online-degrees/masterdegrees.aspx) website.

For additional details about how to apply, please visit the Graduate Admissions (https://drexel.edu/grad/) website.

Degree Requirements

Core Requirements		
EDCR 510	Leadership in Educational Contexts and Systems	3.0
EDCR 512	Using and Integrating Learning Technologies	3.0
EDCR 514	Diversity, Equity, and Social Justice in Education	3.0
EDCR 518	Evidence-Based Evaluation	3.0
Human Resource Development Requirements		
EHRD 500	Foundations of Human Resources Development	3.0
EHRD 602	Coaching and Mentoring for Sustainable Learning	3.0
EHRD 611	Organization Development and Change	3.0
EHRD 612	Strategic Human Resource Development	3.0
EHRD 660	Principles of Adult Learning	3.0
Capstone Requirements		
EDU 780	Capstone Research	3.0
Students have the option to select from the Practitioner, Thesis, or Lesson Plan capstone track.		
EDUL 780	Lesson Study Capstone Course I	3.0
or EDUP 780	Practitioner Capstone Course I	
or EDUT 780	Thesis Capstone Course I	
EDUL 781	Lesson Study Capstone Course II	3.0-4.5
or EDUP 781	Practitioner Capstone Course II	
or EDUT 781	Thesis Capstone Course II	
Professional Electives *		**9.0**
Total Credits		**45.0-46.5**

* In consultation with the program manager/advisor, students may choose any graduate level course that is available and scheduled during a given term.

Sample Plan of Study

First Year				
Fall	**Credits**	**Winter**	**Credits**	**Spring**	**Credits**	**Summer**	**Credits**
EDCR 510	3.0	EDCR 514	3.0	EDCR 518	3.0	EHRD 612	3.0
EHRD 500	3.0	EHRD 602	3.0	EHRD 611	3.0	Professional Elective*	3.0
	6		**6**		**6**		**6**
Second Year							
Fall	**Credits**	**Winter**	**Credits**	**Spring**	**Credits**	**Summer**	**Credits**
EDCR 512	3.0	EDU 780	3.0	EDUL 780, EDUP 780, or EDUT 780	3.0	EDUL 781, EDUP 781, or EDUT 781	3.0-4.5
EHRD 660	3.0	Professional Elective*	3.0	Professional Elective*	3.0		
	6		**6**		**6**		**3-4.5**

Total Credits 45-46.5

* In consultation with the program manager/advisor, students may choose any SOE course that is available and scheduled during a given term.

Note: Second Year Summer may be less than the 4.5-credit minimum required (considered half-time status) of graduate programs to be considered financial aid eligible. As a result, aid would not be disbursed to students this term.

Learning Technologies

Major: Learning Technologies
Degree Awarded: Master of Science (MS)
Calendar Type: Quarter
Total Credit Hours: 45.0
Co-op Option: None
Classification of Instructional Programs (CIP) code: 13.0501
Standard Occupational Classification (SOC) code: 25-9031

About the Program

The School of Education offers an MS in Learning Technologies program to prepare graduate students to meet the leadership challenges facing schools, higher education, corporate, non-profit, and government organizations related to learning and using advanced technologies.

The MS in Learning Technologies program is nationally recognized for its strength in technology, the learning sciences, instructional design and development, online learning, and game-based learning environments. Students are expected to maintain a continuous registration and will be encouraged to take one to two courses per term until completion of their program of study.

Courses are offered in a convenient leading-edge online format, although blended learning enhancements are integrated into the program. Coursework is enriched and supplemented by hands-on learning activities leading to the creation of a product portfolio, interactive communications between faculty, students, and practitioners, connections with employers, and opportunities for collaborative research and writing. The program also features the presentation of program participant research papers and projects, as well as invited keynote speakers, workshops, and webinars.

Additional Information

For more information about this program, contact the program manager or visit the School of Education MS in Learning Technologies (https://drexel.edu/soe/academics/graduate/learning-technologies/) webpage.

Admission Requirements

Each candidate interested in the MS in Learning Technologies will submit the following application materials:

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

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 or better on a 4.0 scale.

Information about how to apply is available on the Graduate Admissions at Drexel University (http://www.drexel.edu/grad/apply/overview/) webpage.

Degree Requirements

Students pursuing the MS in Learning Technologies will complete the following course requirements:

Core Courses		
EDCR 512	Using and Integrating Learning Technologies	3.0
EDLT 503	The Learning Sciences	3.0
EDLT 537	Technologies for Performance Support	3.0
EDLT 541	Foundations of Game-Based Learning	3.0
EDLT 543	Play & Learning in a Participatory Culture	3.0
EDLT 551	Instructional Design Methods	3.0
EDLT 552	Instructional Design: Project Management	3.0
EDLT 553	Instructional Design: Special Topics	3.0
EDLT 554	Learning with Social Media and Mobiles	3.0
EDLT 561	Design-Based Research Methods	3.0
ELL 501	The Purpose and Business of E-Learning	3.0
ELL 504	Learning Technologies & Disabilities	3.0
Capstone Courses		
EDU 780	Capstone Research	3.0
Students have the option to select from the Practitioner, Thesis or Lesson Study Capstone tracks:		

EDUP 780	Practitioner Capstone Course I	3.0
or EDUT 780	Thesis Capstone Course I	
or EDUL 780	Lesson Study Capstone Course I	
EDUP 781	Practitioner Capstone Course II	3.0-4.5
or EDUT 781	Thesis Capstone Course II	
or EDUL 781	Lesson Study Capstone Course II	
Total Credits		**45.0-46.5**

Sample Plan of Study

First Year

Fall	Credits	Winter	Credits	Spring	Credits	Summer	Credits
EDCR 512	3.0	EDLT 503	3.0	EDLT 553	3.0	EDLT 537	3.0
EDLT 551	3.0	EDLT 552	3.0	EDLT 561	3.0	ELL 504	3.0
	6		**6**		**6**		**6**

Second Year

Fall	Credits	Winter	Credits	Spring	Credits	Summer	Credits
EDLT 541	3.0	EDLT 543	3.0	EDLT 554	3.0	EDUP 781, EDUT 781, or EDUL 781	3.0-4.5
ELL 501	3.0	EDU 780	3.0	EDUP 780, EDUT 780, or EDUL 780	3.0		
	6		**6**		**6**		**3-4.5**

Total Credits 45-46.5

Note: Second Year Summer may be less than the 4.5-credit minimum required (considered half-time status) of graduate programs to be considered financial aid eligible. As a result, aid would not be disbursed to students this term.

Education Faculty

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Fredricka K. Reisman, PhD *(Syracuse University) School of Education, Founder, Drexel School of Education*. Professor Emerita. Director, Freddie Reisman Center for Translational Research in Creativity and Motivation, Creator and Former Director-Creativity and Innovation Programs, Co-Director-Drexel/Torrance Center for Creativity and Innovation, Drexel University Named Recognition- Freddie Reisman Faculty Scholarly and Creative Activity Awards

Mathematics Learning & Teaching

Major: Mathematics Learning and Teaching
Degree Awarded: Master of Science (MS)
Calendar Type: Quarter
Total Credit Hours: 45.0
Co-op Option: None
Classification of Instructional Programs (CIP) code: 13.1311
Standard Occupational Classification (SOC) code: 25-2022

About the Program

Note: This program of study does not lead to teacher certification.

The MS in Mathematics Learning and Teaching is designed for current middle and high school mathematics teachers as well as mathematically inclined elementary teachers. The program is intended 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. The Mathematics Learning and Teaching program includes courses with explicit focus on the use of technology in teaching and unpacking, and re-

conceptualizing the mathematics of middle and high school curricula. 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, and 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.

All courses in this program are in an online format.

Additional Information

For more information about this program, please visit the School of Education (http://www.drexel.edu/soe/) website.

Admission Requirements

Note: This program of study does not lead to teacher certification.

Each candidate will submit the following application materials:

- Completed application form
- 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 and 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 schools in 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 program 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.

Additional Information

Information about how to apply is available on the Graduate Admissions at Drexel University (http://www.drexel.edu/grad/programs/edu/mathematics-learning-and-teaching/) website.

Degree Requirements

Education Core Courses		
EDCR 512	Using and Integrating Learning Technologies	3.0
EDCR 518	Evidence-Based Evaluation	3.0
EDUC 524	Current Research in Curriculum & Instruction	3.0
Mathematics Education Core Courses		
MTED 501	Proportional and Algebraic Reasoning	3.0
MTED 502	Geometry & Spatial Reasoning	3.0
MTED 503	Data Analysis and Probabilistic & 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 - Online Mentoring	1.5
MTED 612	Virtual Field Experience II - Online Mentoring	1.5

MTED 651	Problem Solving Strategies	3.0
Capstone Courses		
EDU 780	Capstone Research	3.0
Students have the option to select from the Practitioner, Thesis or Lesson Study Capstone tracks:		
EDUP 780	Practitioner Capstone Course I	3.0
or EDUT 780	Thesis Capstone Course I	
or EDUL 780	Lesson Study Capstone Course I	
EDUP 781	Practitioner Capstone Course II	3.0-4.5
or EDUT 781	Thesis Capstone Course II	
or EDUL 781	Lesson Study Capstone Course II	
Electives		**6.0**
Total Credits		**45.0-46.5**

Sample Plan of Study

First Year

Fall	Credits	Winter	Credits	Spring	Credits	Summer	Credits
EDCR 512	3.0	MTED 501	3.0	EDCR 518	3.0	EDUC 524	3.0
MTED 502	3.0	Elective	3.0	MTED 511	3.0	MTED 503	3.0
	6		**6**		**6**		**6**

Second Year

Fall	Credits	Winter	Credits	Spring	Credits	Summer	Credits
EDU 780	3.0	EDUP 780, EDUT 780, or EDUL 780	3.0	EDUP 781, EDUT 781, or EDUL 781	3.0-4.5	MTED 651	3.0
MTED 601	3.0	MTED 611	1.5	MTED 612	1.5	Elective	3.0
	6		**4.5**		**4.5-6**		**6**

Total Credits 45-46.5

This plan of study is for Fall Term start students only. Please see your advisor if you are beginning this program in the Winter term. While we show the Lesson Study Capstone track above, you can also choose to take the Thesis track or the Practitioner track classes.

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School Psychology

Major: School Psychology
Degree Awarded: Education Specialist (EdS)
Calendar Type: Quarter
Total Credit Hours: 74.5
Classification of Instructional Programs (CIP) code: 42.2805
Standard Occupational Classification (SOC) code: 19-3031

About the Program

The Drexel University School Psychology Education Specialist (EdS) Program embraces a scientist/practitioner model of training. In the ideal arrangement, the program will develop psychologists to use scientific inquiry, the problem-solving process, data and a parsimonious approach to data analysis and outcome interpretation in their research and their practice.

The program adopts and supports the ecological/behavioral orientation in psychology, focusing heavily on behavioral and ecological variables that facilitate and impede individual academic and behavioral health progress. The program also has a strong emphasis on behavioral health in pediatric, community agency and school system settings with a focus on children as they function within family, school, and community systems. The program strongly emphasizes the training of school psychologists who are agents of change in children's lives. The development of consultation knowledge and skills, behavior analytic technology, and intervention/treatment skills is strongly emphasized, and will be informed from a behavioral and developmental framework.

The program includes instruction from a course sequence that has been approved by the Behavior Analyst Certification Board to fulfill one of the requirements for sitting for the national board certification examination in behavior analysis. There is a strong focus on "hands on" work in schools, clinics, hospitals and institutions.

Admission Requirements

- Bachelor's degree
- 2 letters of recommendation
- GRE scores of 1100 recommended but not required
- Undergrad GPA exceeding 3.0
- Letter indicating interest in school psychology

Degree Requirements

School Psychology Core Courses		
EDSP 500	Professional School Psychology	3.0
Assessment		
EDSP 510	Academic Assessment in School Psychology	3.0
EDSP 512	Cognitive Assessment in School Psychology	3.0
EDSP 514	Social, Emotional and Psycho-behavioral Assessment	3.0
Early Childhood and Human Development		
EDSP 521	Typical and Atypical Development in Early Childhood Education	3.0
EDSP 523	Teaching and Learning Environments for Children	3.0
School Psychology Ethical Requirements		
EDSP 530	School Psychology Legal and Ethical Requirements	3.0
Multicultural Awareness, Sensitivity and Practice in School Psychology		
EDSP 540	Multicultural Awareness, Competence and Sensitivity in School Psychology	3.0
Practicum		
EDSP 600	Practicum in School Psychology *	6.0
Internship		
EDSP 700	School Psychology Internship **	4.0
Applied Behavior Analysis Sequence		
ABA 630	Fundamental Elements of Behavior Change	4.5
ABA 631	Measurement and Experimental Design	4.5
ABA 632	Behavioral Assessment and Functional Analysis	4.5
ABA 633	Behavioral Interventions	4.5
ABA 634	Consultation, Systems Change and Supervision	4.5
ABA 635	Ethical Considerations and Professional Conduct	4.5
ABA 636	Applications of Fundamental Elements of Behavior Analysis	4.5
Special Education		
EDEX 536	Special Education Law and Process	3.0
EDEX 550	Teaching Individuals with Low Incident Disabilities	3.0
English Language Learners		
EDUC 565	Foundations in Instructing English Language Learners	3.0
Total Credits		**74.5**

* Students will take this course every term during Year One and Year Two

** Students will take this course every quarter during Year Three

Sample Plan of Study

First Year

Fall	Credits	Winter	Credits	Spring	Credits	Summer	Credits
ABA 630	4.5	ABA 633	4.5	ABA 634	4.5	ABA 631	4.5
ABA 632	4.5	EDSP 510	3.0	ABA 635	4.5	ABA 636	4.5
EDSP 500	3.0	EDSP 600	1.0	EDSP 600	1.0	EDSP 600	1.0
	12		**8.5**		**10**		**10**

Second Year

Fall	Credits	Winter	Credits	Spring	Credits	Summer	Credits
EDSP 523	3.0	EDSP 521	3.0	EDSP 512	3.0	EDEX 536	3.0
EDSP 530	3.0	EDSP 540	3.0	EDSP 600	1.0	EDEX 550	3.0
EDSP 600	1.0	EDSP 600	1.0	EDUC 565	3.0	EDSP 514	3.0
	7		**7**		**7**		**9**

Third Year

Fall	Credits	Winter	Credits	Spring	Credits	Summer	Credits
EDSP 700	1.0	EDSP 700	1.0	EDSP 700	1.0	EDSP 700	1.0
	1		**1**		**1**		**1**

Total Credits 74.5

Note: Some terms are less than the 4.5-credit minimum required (considered half-time status) of graduate programs to be considered financial aid eligible. As a result, aid will not be disbursed to students these terms.

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Penny Hammrich, PhD *(University of Minnesota) Dean*. Distinguished University Professor. Urban education; science education; genetics; gender equity; science knowledge for conceptual teaching; sport science.

Paul Harrington, PhD *(University of Massachusetts, Boston) Director, Center for Labor Markets and Policy*. Professor. Teen and young adult job access; economic outlook, college labor market; workforce development, planning, and development; vocational rehabilitation and job market transition.

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Deanna Hill, JD, PhD *(University of Pittsburgh)*. Associate Clinical Professor. Higher education, international education, education law, education policy

Erin Horvat, PhD *(University of California, Los Angeles) Senior Vice Provost for Faculty Affair*s. Professor. Urban education, access and equity, high school dropout, parent involvement/family involvement, community engagement in research.

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Larry Keiser, PhD *(Drexel University)*. Assistant Clinical Professor. Education and corporate/business leaders' creativity and entrepreneurial mindsets; creative school/work environments; neuroscience of creativity; everyday creativity for teachers and educators.

Kristy Kelly, PhD *(University of Wisconsin, Madison)*. Associate Clinical Professor. Sociology of gender and development; anthropology of policy; comparative and international education; qualitative research methods; Vietnam and Southeast Asia.

Cameron Kiosoglous, PhD *(Virginia Tech University) Program Director*. Assistant Clinical Professor. Coached on the USRowing National Team staff since 2002, including the 2004, 2008, 2012, and 2016 Olympic Games; coaching development; measuring coaching quality; self-insight and reflective practices; coaching leadership; conference presenter; published author.

Valerie Klein, PhD *(Amherst College)*. Associate Clinical Professor. Mathematics learning and teaching; teacher's use of formative assessment in mathematics; creating opportunities for rich problem solving in the classroom; examining teachers growth and change; qualitative research methods.

Peggy Kong, PhD *(Harvard University)*. Associate Clinical Professor. Comparative and international education, equity in education, family and community, Chinese education and society, sociology of education

Michael G. Kozak, Ed.D. *(Rowan University)*. Assistant Clinical Professor. Leadership, STEAM, online and blended learning environments, systems thinking, experiential learning, K-12 education, and facilitating change

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Joyce Pittman, PhD *(Iowa State University of Science and Technology)*. Clinical Professor. Curriculum and instruction K-16; teaching English as a foreign language (TEFL); instructional design business education and administration; industrial and career technology; oral and written communication; research methodology; instructional and assistive technology assessment; online learning pedagogy

Fredricka K. Reisman, PhD *(Syracuse University) School of Education, Founder, Drexel School of Education*. Professor Emerita. Director, Freddie Reisman Center for Translational Research in Creativity and Motivation, Creator and Former Director-Creativity and Innovation Programs, Co-Director-Drexel/Torrance Center for Creativity and Innovation, Drexel University Named Recognition- Freddie Reisman Faculty Scholarly and Creative Activity Awards

Special Education

Major: Special Education
Degree Awarded: Master of Science (MS)
Calendar Type: Quarter
Total Credit Hours: 48.0
Co-op Option: None
Classification of Instructional Programs (CIP) code: 13.1001
Standard Occupational Classification (SOC) code: 25-2051; 25-2052; 25-2053; 25-2054; 25-2059

About the Program

The Master of Science in Special Education program is intended for those interested in gaining greater skills and expertise in the area of special education and/or a teaching certificate in the area of special education. Candidates seeking Pennsylvania special education certification must have an active Pennsylvania Instructional I or II teaching certificate.

The courses address all required state and federal regulations as well as the Pennsylvania General Standards for Special Education and the competencies and standards outline by the Council of Exceptional Children (CEC).

The Master of Science in Special Education produces professionals who are equipped with the fundamental skills, knowledge, and competencies they need to meet the needs of students with disabilities or those at risk for of developing disabilities. The program is a flexible, part-time graduate program consisting of a minimum of 48.0 credits: 27.0 credits in core special education certification courses, a minimum of 12.0 credits in concentration courses*,

and 9.0 credits in capstone research*. Most courses have a field component that has the student apply what they are learning to classroom experiences. The program culminates with each potential graduate completing an ePortfolio that demonstrates the student's mastery of core content.

Available Concentrations

Autism Spectrum Disorders
Within the past decade, the number of children diagnosed with Autism Spectrum Disorder 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 students with Autism Spectrum Disorder as well as effective teaching methods, interventions, and supports. Students who have an active PA Instructional I or Instructional II teaching certificate are eligible to apply for the PA Autism Spectrum Disorders endorsement upon completion of EDEX 555 and the concentration courses.

Collaborative Special Education Law and Process
Meeting the needs of children with disabilities through school-family-community collaboration is an ambitious goal of educational policy in the United States. An implementing objective is to develop highly qualified special education teachers and administrators in schools and the community, as well as to offer special education collaborative knowledge and practical skills training to parents and advocates. Their cooperative partnership is imperative to support the provisions for the successful learning of all students as incorporated and mandated in legislation such as Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Improvement Act of 2004 (IDEA).

Dyslexia Specialist
It is estimated that up to 20% of school age children experience difficulty with some aspect of literacy. This course sequence gives teachers the necessary skills to provide direct instruction in a multisensory, phonetic-based program to students with decoding deficits. With successful completion of the coursework, students are eligible for WILSON® Level 1 Certification. The Wilson Reading System® is recognized nationwide and is a highly desirable certification to have in special education.

Special Education Leadership
The courses in the Special Education Leadership concentration focus on change, finance, evaluation and assessment, and technology. Students must complete all courses and meet the prerequisite standards established by the PA Department of Education for recommendation for the PA supervisor of special education certification.

Applied Behavior Analysis
The ABA concentration prepares candidates with the background and knowledge related to applying behavior therapies in schools with a focus on behavior assessment, intervention, and consultation.

Social Emotional Behavioral Wellness
Social Emotional Learning is an empirically based approach to the non-academic barriers that students face in order to achieve a set of positive goals. Research shows that 1 in 5 students will experience some type of mental health issue during their time in school. This certificate is designed to help teachers and prospective teachers learn how to create positive classroom environments and how to execute evidence-based, age-appropriate strategies to foster social, emotional, and behavior wellness in PreK-12 students within a multi-tiered system of support. Students who have an active PA Instructional I or Instructional II teaching certificate are eligible to apply for the PA Social Emotional Behavioral endorsement.

*Students may take coursework to obtain a Pennsylvania teaching certificate while in the program. Students choosing this option will take core education courses in lieu of the concentration and capstone courses.

Additional Information

For more information about this program, contact:

Jaclyn Aldworth
Director of Recruitment
jla359@drexel.edu

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

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, may be conducted by the admissions committee with those applicants who meet Graduate Admissions' standard admissions criteria.

Degree Requirements

The Master of Science in Special Education requires a minimum of 48.0 credits consisting of 27.0 credits in core special education certification courses, a minimum of 12.0 credits in concentration courses, and 9.0 credits in capstone research. For a certification in special education, students must have completed 9.0 prerequisite credits in special education accommodations to apply for certification in Pennsylvania.

A field component is required in most courses.

Program Requirements

Required Courses		
EDEX 536	Special Education Law and Process	3.0
EDEX 543	Emotional and Behavioral Support of Individuals with Disabilities	3.0
EDEX 549	Teaching Individuals with High Incident Disabilities	3.0
EDEX 550	Teaching Individuals with Low Incident Disabilities	3.0
EDEX 552	Integrating Technology for Learning & Achievement	3.0
EDEX 555	Teaching Students with Autism Spectrum Disorder	3.0
EDEX 575	Teaching STEAM in an Inclusive Environment PK-12	3.0
EDEX 578	Special Education Practicum PK-12	3.0
EDEX 588	Implementing Academic Interventions in Inclusive Educational Environments	3.0
Total Credits		**27.0**
Concentration Options		
Students obtaining an initial certification will complete the following concentration:		
Initial Certification Concentration		**24.0**
EDEX 514	Special Education Student Teaching Seminar	
EDEX 542	Fundamentals of Special Education	
EDEX 544	Inclusive Practices	
EDEX 568	Literacy and Content Skill Development PK-12	
EDUC 515	Adolescent Learners in Secondary Schools	
EDUC 521	Typical and Atypical Development in Early Childhood Education	
EDUC 522	Evaluation of Instruction	
Students not obtaining an initial certification must complete one of the following Capstone options		
EDU 780	Capstone Research	3.0
Students have the option to select from one of the Capstone tracks:		6.0-7.5
Lesson Study		
EDUL 780	Lesson Study Capstone Course I	
EDUL 781	Lesson Study Capstone Course II	
Practitioner		
EDUP 781	Practitioner Capstone Course II	
EDUP 780	Practitioner Capstone Course I	
Thesis		
EDUT 780	Thesis Capstone Course I	
EDUT 781	Thesis Capstone Course II	
Students not obtaining an initial certification must also complete one of the following concentrations:		
Autism Spectrum Disorders		**12.0**
EDEX 556	Characteristics & Methods: Autism	
EDEX 558	Characteristics & Methods: High Functioning Autism	
EDEX 560	Communication & Language Interventions: Autism Spectrum Disorders	
EDEX 562	Behavior & Sensory Support: Autism Spectrum Disorders	
Collaborative Special Education Law & Process		**12.0**
EDEX 600	Family, School and Community Engagement in Special Education	
EDEX 601	Special Education Advocacy	
EDEX 602	Special Education Dispute Resolution and Skills Training	
EDEX 710	School Law & Policy in Special Education	
Dyslexia Specialist Certificate *		**12.0**
EDLS 620	Applied Methods in Multisensory Reading Instruction	

EDLS 621	Multisensory Reading Instruction	
EDLS 622	Basic Word Study I	
EDLS 623	Basic Word Study II	
EDLS 624	Multisensory Practicum I	
EDLS 625	Multisensory Practicum II	
EDLS 626	Multisensory Practicum III	
Special Education Leadership		**16.0**
EDEX 710	School Law & Policy in Special Education	
EDEX 712	Instructional & Curriculum Leadership in Special Education	
EDEX 714	Development, Supervision, & Support: Special Education Leadership	
EDEX 716	Organization & Administration of Special Education	
EDEX 721	Supervisor of Special Education Internship: Special Education Leadership	
EDEX 722	Supervisor of Special Education Internship: Instructional Leadership	
EDEX 723	Supervisor of Special Education Internship: Collaboration & Personnel	
EDEX 724	Supervisor of Special Education Internship: Finance & Management	
Applied Behavior Analysis **		**31.5**
ABA 630	Fundamental Elements of Behavior Change	
ABA 631	Measurement and Experimental Design	
ABA 632	Behavioral Assessment and Functional Analysis	
ABA 633	Behavioral Interventions	
ABA 634	Consultation, Systems Change and Supervision	
ABA 635	Ethical Considerations and Professional Conduct	
ABA 636	Applications of Fundamental Elements of Behavior Analysis	
Social Emotional and Behavior Wellness		**12.0**
EDEX 580	Social Emotional Wellness and Evidence-Based Preventative School Practices	
EDEX 581	Understanding Social Emotional Disorders	
EDEX 582	Evidence-Based School Interventions and Trauma Informed Education/Care	
EDEX 583	Collaboration and Community Based Practices to Promote Social Emotion Wellness	

* The Dyslexia Specialist Certificate program courses fulfill certain requirements (but not all) for the Wilson Language Level I certification.

** The Applied Behavior Analysis Concentration fulfills the coursework requirements for BCBA certification. Additional requirements are needed.

Sample Plan of Study

MS Special Education Program of Study (students obtaining an initial certification)

First Year

Fall	Credits	Winter	Credits	Spring	Credits	Summer	Credits
EDEX 542	3.0	EDEX 543	3.0	EDEX 549	3.0	EDEX 536	3.0
EDEX 544	3.0	EDEX 550	3.0	EDUC 521	3.0	EDUC 522	3.0
		EDEX 568	3.0				
	6		**9**		**6**		**6**

Second Year

Fall	Credits	Winter	Credits	Spring	Credits
EDEX 578	3.0	EDEX 514	6.0	EDEX 552	3.0
EDEX 588	3.0	EDEX 555	3.0	EDUC 515	3.0
	6		**9**		**6**

Total Credits 48

MS Special Education Program of Study (for students not obtaining an initial certification)

Candidates pursuing Special Education Leadership Concentration will enroll in additional 1 credit Internship Courses in First Year, Spring Term (EDEX 721) and Summer Term (EDEX 722) and Second Year Fall Term (EDEX 723) and Spring Term (EDEX 724).

First Year

Fall	Credits	Winter	Credits	Spring	Credits	Summer	Credits
EDEX 575	3.0	EDEX 543	3.0	EDEX 552	3.0	EDEX 536	3.0
Concentration Course	3.0	EDEX 555	3.0	Concentration Course	3.0	EDEX 550	3.0
						EDU 780	3.0
	6		**6**		**6**		**9**

Second Year

Fall	Credits	Winter	Credits	Spring	Credits
EDEX 578	3.0	EDUP 781, EDUL 781, or EDUT 781	3.0	EDEX 549	3.0
EDUP 780, EDUL 780, or EDUT 780	3.0	Concentration Course	3.0	EDEX 588	3.0
	6		**6**		**6**

Total Credits 45

MS Special Education with Applied Behavior Analysis Concentration Plan of Study

First Year

Fall	Credits	Winter	Credits	Spring	Credits	Summer	Credits
EDEX 552	3.0	EDEX 550	3.0	ABA 630	4.5	ABA 631	4.5
EDEX 575	3.0	EDEX 555	3.0			EDEX 588	3.0
	6		**6**		**4.5**		**7.5**

Second Year

Fall	Credits	Winter	Credits	Spring	Credits	Summer	Credits
ABA 632	4.5	ABA 633	4.5	ABA 634	4.5	EDEX 536	3.0
EDEX 578	3.0	EDEX 543	3.0	EDEX 549	3.0	EDU 780	3.0
	7.5		**7.5**		**7.5**		**6**

Third Year

Fall	Credits	Winter	Credits
ABA 635	4.5	ABA 636	4.5
EDUP 780, EDUT 780, or EDUL 780	3.0	EDUP 781, EDUT 781, or EDUL 781	3.0-4.5
	7.5		**7.5-9**

Total Credits 67.5-69

Education Faculty

Jennifer Adams, EdD *(Harvard University)*. Associate Professor. Comparative and international education; Poverty and education; Child welfare; Educational policy.

Ayana Allen, PhD *(Texas A&M University)*. Associate Professor. Urban education; Identity construction in school contexts; Urban school transformation.

Kristen Betts, EdD *(George Washington University)*. Clinical Professor. Higher education administration and governance, online blended education, instructional design and educational technology, program assessment and evaluation.

Eric Brewe, PhD *(Arizona State University)*. Associate Professor. Physics Education Research, introductory course reform, network analysis in learning, neuromechanisms of learning.

Stephanie Smith Budhai, PhD *(Drexel University)*. Associate Clinical Professor. Teacher and higher education, culturally responsive teaching, equity and social justice, online learning, community engagement and service-learning, family involvement and partnerships, and learning technologies.

José Luis Chávez, EdD *(University of Southern California)*. Clinical Professor. Higher education leadership and administration.

Rebecca Clothey, PhD *(University of Pittsburgh) Associate Department Head.* Associate Professor. Comparative and international education, education of ethnic and linguistic minorities, sociology of education.

James Connell, PhD *(Louisiana State University) Founding Clinical Core Director and Research Fellow, A.J. Drexel Autism Institute*. Associate Professor. Identifying the variables that influence adult behavior change in community settings; autism intervention; widespread dissemination of evidence-based interventions in school and community settings.

Kareem Edouard, PhD *(Stanford University)*. Assistant Professor. Educational technology; internet-based STEM learning; equity and inclusion in STEM education

Salvatore V. Falletta, EdD *(North Carolina State University)*. Clinical Professor. Human Resource intelligence (i.e., HR research and analytics practices); HRD assessment, measurement, and evaluation models and taxonomies; organizational diagnostic models; web-based employee and organizational survey methods, and computational modeling.

Aroutis N. Foster, PhD *(Michigan State University) Associate Dean for Academic Affairs and Graduate Studies*. Professor. Educational psychology and educational technology, especially the following: Motivation; Technological Pedagogical Content Knowledge (TPACK); Immersive Interactive Digital Environments (simulation, games, virtual realities.

Rajashi Ghosh, PhD *(University of Louisville, Kentucky) Department Chair for Policy, Organization & Leadership*. Associate Professor. Mentoring and leader development, workplace Incivility, workplace learning and development.

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Fredricka K. Reisman, PhD *(Syracuse University) School of Education, Founder, Drexel School of Education*. Professor Emerita. Director, Freddie Reisman Center for Translational Research in Creativity and Motivation, Creator and Former Director-Creativity and Innovation Programs, Co-Director-Drexel/Torrance Center for Creativity and Innovation, Drexel University Named Recognition- Freddie Reisman Faculty Scholarly and Creative Activity Awards

Sport Coaching Leadership

Major: Sport Coaching Leadership
Degree Awarded: Master of Science (MS)
Calendar Type: Quarter
Total Credit Hours: 45.0
Co-op Option: None
Classification of Instructional Programs (CIP) code: 13.1314
Standard Occupational Classification (SOC) code: 27-2022

About the Program

The MS in Sport Coaching Leadership program is an online master's program in the School of Education. The MS degree will prepare students in the areas of coaching theory, development of a coaching philosophy, understanding of the needs of athletes, recruitment, compliance, and program planning. The program will also expose students to comparative, global coaching models and allows for hands-on opportunities in the form of three practicums. The goal of the program is to prepare students for coaching careers in sport-based youth development, scholastic, collegiate, club, or professional coaching environments.

Students in the MS in Sport Coaching Leadership program will take 33.0 credits of core courses in the coaching curriculum and then select 12.0 credits in a specialization. Academic advisors will work closely with each student to determine the best academic plan.

NOTE: Coaches may elect a custom-designed concentration that best suits their individual career goals.

If the student selects a custom-designed concentration, they can choose from the following areas: Sport Coaching Leadership, Creativity, Higher Education, Education, Sport Management, Business, Entrepreneurship, or other related fields deemed most appropriate for the student's individual career goals. This is the concentration selected by those coaches with a specific interest in creating an interdisciplinary and custom program option. Many coaches are interested in diverse professional development areas and this option allows students to focus their energy in a particular area and create a combination of unique value to their career goals.

Students in this concentration may also have the ability to select a graduate minor in another discipline.

Additional Information

For more information on specific concentrations, please contact the academic advisor in the School of Education at SCL@drexel.edu.

Admission Requirements

The MS in Sport Coaching Leadership requires a bachelor's degree from an accredited university. Candidates should have an undergraduate GPA of 3.0 or higher and some experience in the coaching, teaching, or sport management fields.

Degree Requirements

Core courses		
PHIL 502	Ethics in Coaching	3.0
SCL 501	Coaching Theory and Principles	3.0
SCL 503	Learning Strategies in Coaching	3.0
SCL 504	Coaching Psychology	3.0
SCL 614	Sport Performance & Energy Systems	3.0
SCL 615	Athletic Recruiting	3.0
SCL 619	Global Coaching Seminar	6.0
SCL 695	Coaching Practicum I	0.5
SCL 696	Coaching Practicum II	0.5
SCL 697	Coaching Practicum III	2.0
SMT 612	Development & Fundraising Strategies in Sport	3.0
SMT 629	Managing Coaches & Teams	3.0
Select a Concentration		**12.0**
Rowing		
SCL 620	Biomechanics in Rowing	
SCL 621	Physiology and Training Methods for Rowing	
SCL 622	Emerging Technologies and Trends in Rowing	
SCL 623	Equipment Management and Rigging for High Performance	
SCL 624	Rowing Safety and Risk Management	
SCL 625	Racing: Rules, Preparation, and Strategy	
SCL 626	Rowing Technique	
Lacrosse		
SCL 630	History of Lacrosse	
SCL 631	Physiology and Training Methods in Lacrosse	
SCL 632	Emerging Technologies and Trends in Lacrosse	
SCL 633	Equipment and Field Management in Lacrosse	
SCL 634	Lacrosse Safety and Risk Management	
SCL 635	The Women's Lacrosse Game: Rules, Preparation, and Strategy	
or SCL 636	The Men's Lacrosse Game: Rules, Preparation, and Strategy	
Custom-Designed Concentration		
Electives or Graduate Minor		
Total Credits		**45.0**

Sample Plan of Study

Custom-Designed Concentration

First Year

Fall	Credits	Winter	Credits	Spring	Credits	Summer	Credits
SCL 501	3.0	PHIL 502	3.0	SCL 615	3.0	SCL 619	6.0
SCL 503	3.0	SCL 695	0.5	SCL 696	0.5	SMT 629	3.0
		Concentration or Graduate Minor Elective	3.0	Concentration or Graduate Minor Elective	3.0		
	6		**6.5**		**6.5**		**9**

Second Year

Fall	Credits	Winter	Credits	Spring	Credits
SCL 504	3.0	SCL 614	3.0	SMT 612	3.0
Concentration or Graduate Minor Elective	3.0	SCL 697	2.0	Concentration or Graduate Minor Elective	3.0
	6		**5**		**6**

Total Credits 45

Rowing Concentration

First Year

Fall	Credits	Winter	Credits	Spring	Credits	Summer	Credits
SCL 501	3.0	PHIL 502	3.0	SCL 615	3.0	SCL 619	6.0
SCL 503	3.0	SCL 620	1.5	SCL 621	3.0	SMT 629	3.0
		SCL 626	1.5				
	6		**6**		**6**		**9**

Second Year

Fall	Credits	Winter	Credits	Spring	Credits
SCL 504	3.0	SCL 614	3.0	SMT 612	3.0
SCL 623	1.5	SCL 622	1.5	SCL 624	1.5
SCL 695	0.5	SCL 625	1.5	SCL 697	2.0
		SCL 696	0.5		
	5		**6.5**		**6.5**

Total Credits 45

Lacrosse Concentration

First Year

Fall	Credits	Winter	Credits	Spring	Credits	Summer	Credits
SCL 501	3.0	PHIL 502	3.0	SCL 615	3.0	SCL 619	6.0
SCL 503	3.0	SCL 630	1.5	SCL 631	3.0	SMT 629	3.0
		SCL 634	1.5				
	6		**6**		**6**		**9**

Second Year

Fall	Credits	Winter	Credits	Spring	Credits
SCL 504	3.0	SCL 614	3.0	SMT 612	3.0
SCL 635 or 636	3.0	SCL 632	1.5	SCL 697	2.0
SCL 695	0.5	SCL 633	1.5		
		SCL 696	0.5		
	6.5		**6.5**		**5**

Total Credits 45

Sport Coaching Leadership Faculty

Madeline Barlow, PhD *Sport Psychology Coordinator*. Adjunct Instructor. Works directly with teams and coaches to enhance performance and overall experience by teaching mental skills for peak performance, including goal setting, energy management, managing stress and emotions, and increasing awareness and confidence.

Karen Freeman, MS, RD, CSSD. Adjunct Instructor. Dynamic and experienced nutrition consultant specializing in sports nutrition, weight management, cholesterol-lowering diets, and eating disorders for children and adults; has worked with the San Diego Chargers, the New York Rangers, the Los Angeles Raiders, San Diego Spirit women's soccer team, the San Diego Padres, and the US Olympic Training Center (USOC) in Chula Vista.

Cameron Kiosoglous, PhD *(Virginia Tech University) Program Director*. Assistant Clinical Professor. Coached on the USRowing National Team staff since 2002, including the 2004, 2008, 2012, and 2016 Olympic Games; coaching development; measuring coaching quality; self-insight and reflective practices; coaching leadership; conference presenter; published author.

Michael Rankin, MS *(Drexel University) Director of Strength and Conditioning*. Adjunct Faculty. At Drexel since September 2002; became interim head strength and conditioning coach in February 2003 and was named director in 2008.

Michael Shannon, MS. Adjunct Instructor. Provides athlete performance services at the US Olympic Training Center in Chula Vista and consulting services with rowing programs interested in sustained competitive performance; works with elite athletes from a wide variety of sports, specializing in endurance sports, from both summer and winter sports training for national and world competitions such as the Olympic Games and Pan American Games.

Jen Valore, MS *(James Madison University)*. Adjunct Professor. Dean of Academics & Leadership at our Lady of Mercy Academy; head coach of the Academy's girls lacrosse program since 2017.

Teaching, Learning and Curriculum

Major: Teaching, Learning and Curriculum
Degree Awarded: Master of Science (MS)
Calendar Type: Quarter
Total Credit Hours: 45.0
Instructional Delivery: Track I: Online or On Campus; Track II and III: Online only
Co-op Option: None
Classification of Instructional Programs (CIP) code: 13.1399
Standard Occupational Classification (SOC) code: 11-9039

About the Program

The MS in Teaching, Learning, and Curriculum program provides three options: (Track I) earning a master's degree while completing requirements to pursue initial Pennsylvania teacher certification for grade level PreK-4, 4-8, or a variety of secondary subject areas (grades 7-12); (Track II) earning a master's degree to enhance an existing career as a classroom teacher, preparation for additional certifications, or for advanced research degrees such as EdD and PhD; or (Track III) earning a master's degree while completing requirements to pursue initial Pennsylvania teacher certification in a variety of secondary (7-12) or middle level (4-8) subject areas and PreK-12 Special Education certification.

Track I: Initial Pennsylvania Teacher Certification

This track incorporates current research on teaching and provides in-depth preparation in pedagogy, curriculum development, teaching students with special needs, implications of learner and task characteristics for instructional design, scaffolding instruction for diverse learners, the latest techniques in evaluation of instruction, and use of interactive technology in instruction. Students are required to synthesize theoretical and practical knowledge through field study in an approved PreK-12 school setting. All candidates are also required to complete supervised field experiences, including a full-time student teaching experience for a minimum of 12 consecutive weeks.

Successful completion of the core pedagogy courses, satisfactory participation in all required field based experiences, subject area content knowledge requirements, and state licensure exams allows for recommendation for PA Instructional I certification.

Program Goals

Graduates of the MS in Teaching, Learning and Curriculum (Track I) will:

- Demonstrate independent and creative academic teacher leadership skills that can be applied in the classroom, school community, and the profession
- Understand the changing role of the educator in an increasingly diverse society from both an urban and a global perspective, and apply this understanding of best practice supported by educational research
- Demonstrate the ability to reflect upon professional practice during engagement in experiential learning and against a framework of understanding of best practice supported by educational research
- Demonstrate a strong academic background in all subject areas that meet Pennsylvania Department of Education (PDE) content requirements with emphasis on STEM, and can effectively integrate tools of technology in curriculum, assessment, and instruction to enhance PreK-12 student learning
- Demonstrate the ability to create and maintain a positive and democratic classroom climate that supports and facilitates learning for all students

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 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.

Program Goals

Graduates of the MS in Teaching, Learning and Curriculum (Track II) 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, interpersonal, 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

Students in Track II complete 15.0 credits in core courses, 6.0 credits in Policy, Law & Organization courses, 9.0-10.5 credits in a capstone course sequence which includes a research course and the choice of one of the two capstone course sequences (Practitioner Capstone 1 & 2 or Thesis Capstone 1 & 2), and select 15.0-16.0 credits in an area of concentration from among a variety of options, providing an opportunity for intensive study in teaching, learning, and curriculum.

Concentration options include Adult Education and Organization Development, Autism Spectrum Disorders, Creativity and Innovation, Education Policy, Global and International Education, Higher Education, Learning Technologies, and Multisensory Reading Instruction Level I. If candidates possess a PA Instructional I certification, they can choose an add-on state certification concentration such as Reading Specialist, Teaching English as a Second Language (TESL), or Social Emotional Behavioral Wellness endorsement (SEBW).

Students may also customize a concentration including professional electives from other academic departments or can declare a graduate minor based on their interests and professional goals.

Track III: Dual Certification - Secondary Level (7-12) or Middle Level (4-8) with PreK-12 Special Education

This track incorporates current research on teaching and provides in-depth preparation in pedagogy, curriculum development, teaching students with special needs, implications of learner and task characteristics for instructional design, scaffolding instruction for diverse learners, the latest techniques in evaluation of instruction, and use of interactive technology in instruction. Students are required to synthesize theoretical and practical knowledge through field study in an approved PreK-12 school setting. All candidates are also required to complete supervised field experiences including multiple practicum experiences (up to 70 hours) and a full-time student teaching experience for a minimum of 12 consecutive weeks. Clearances must be submitted prior to participation in coursework with classroom-based field components.

Successful completion of the Teacher Education core pedagogy courses, Special Education core pedagogy, and all Secondary Education or Middle Level subject specific content knowledge requirements, along with qualifying scores on all required state licensing examinations, permits Drexel to recommend the candidate for an initial PA Instructional teaching credential and PreK-12 Special Education certification.

Program Goals

Graduates of the MS in Teaching, Learning and Curriculum (Track III) will:

- Demonstrate independent and creative academic teacher leadership skills that can be applied in the classroom, school community, and the profession
- Understand the changing role of the educator in an increasingly diverse society from both an urban and a global perspective, and apply this understanding of best practice supported by educational research
- Demonstrate the ability to reflect upon professional practice during engagement in experiential learning and against a framework of understanding of best practice supported by educational research
- Demonstrate a strong academic background in all subject areas that meet Pennsylvania Department of Education (PDE) content requirements with emphasis on STEM, and can effectively integrate tools of technology in curriculum, assessment, and instruction to enhance PreK-12 student learning
- Demonstrate the ability to create and maintain a positive and democratic classroom climate that supports and facilitates learning for all students
- Exhibit competencies in selecting and executing evidence-based behavioral instructional and technology strategies to address the needs of all students
- Create and support inclusive learning environments where all learners are welcomed, challenged, and held to high expectations

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's dual degree program may also be considered for both tracks.

Prospective students can learn about specific admission requirements by visiting the Graduate Admissions at Drexel University (http://www.drexel.edu/grad/programs/edu/teaching-learning-and-curriculum/) website.

Degree Requirements

Track I: Initial Pennsylvania Teacher Certification

A minimum of 45.0 credits is required for students with or without prior certification for the Master of Science degree. Students may also pursue the MS in Teaching, Learning and Curriculum Track I without pursuing PA Instructional I Certification.

Core Courses
Completion of the following 30.0 (secondary certification) credits, 33.0 (middle level certification) credits, or 42.0 (PreK-4) credits of core pedagogy courses allows for recommendation for PA Instructional I certification. View the requirements on the Post-Baccalaureate Teaching Certificate: Elementary PreK-4 (p. 116), Middle Level (http://catalog.drexel.edu/graduate/schoolofeducation/middlelevelcertificationpbc/) and Secondary Concentrations (p. 118) page for additional information on requirements for specialization in subject areas. Students on Track I who do not wish to pursue PA Instructional I Certification or who do not qualify for PA Instructional I certification may complete the MS degree without a concentration by completing 15.0 credits of core pedagogy, 21.0 credits of MS electives, and a 9.0-10.5 credit capstone sequence.

Track II: Advanced Studies in Teaching, Learning and Curriculum

A minimum of 45.0 credits is required, including 15.0 credits of professional core, 6.0 credits of Policy, Law & Organization courses, 9.0-10.5 credit capstone sequence, and 15.0 credits of concentration courses or professional electives. Students may choose from the following concentration options with the approval of a graduate academic advisor and the program director:

- Adult Education and Organization Development
- Autism Spectrum Disorders
- Creativity and Innovation
- Education Policy
- Global and International Education
- Higher Education
- Learning Technologies
- Dyslexia Specialist (Multisensory Reading Instruction Level I)
- Reading Specialist (46.5 credits required to complete MS)
- Teaching English as a Second Language (TESL)
- Customized concentration including professional electives from various academic departments:
  - Educational Administration (qualified candidate may begin coursework toward the 24.0 credit School Principal K-8 Certification program)
  - Instructional Technology (qualified candidate may begin coursework toward the Instructional Technology Specialist Certification program)

Track III: Initial Pennsylvania Teacher Certification with Special Education 7-12 Certification

A minimum of 48.0 credits is required for students with or without prior certification for the Master of Science degree. Students may also pursue the MS in Teaching, Learning and Curriculum without pursuing certification.

Core Courses
Completion of the following 15.0 credits (secondary certification) and 33.0 Special Education core pedagogy courses allows for recommendation for PA Instructional I and Special Education (7-12) certification. View the requirements on the Post-Baccalaureate Teaching Certificate: Elementary PreK-4 (p. 116) and Secondary Concentrations (p. 118) page for additional information on requirements for specialization in subject areas.

Program Requirements

Track I: Teaching, Learning and Curriculum

Students complete 45.0 credit hours of pedagogy and methods course work including classroom-based field components. Successful completion of the Teacher Education Core Pedagogy and all Elementary Education or Secondary Education course work components of the degree, with the grade of B or better in each course, permits Drexel to recommend the candidate for an initial PA Instructional teaching credential providing the candidate is a US citizen or has an appropriate visa status, and has successfully completed all appropriate state testing requirements. Annual background checks are required to participate in course work with classroom-based field components.

Elementary Level Teacher Education Core Pedagogy (18.0 credits)		
EDEX 542	Fundamentals of Special Education	3.0
EDEX 544	Inclusive Practices (Field experience required)	3.0
EDEX 568	Literacy and Content Skill Development PK-12	3.0
EDLT 525	Design for Learning with Digital Media	3.0
EDUC 520	Professional Studies in Instruction	3.0
EDUC 565	Foundations in Instructing English Language Learners (Field experience required)	3.0
Elementary Education: Concentration in Pre-kindergarten - Grade 4 (24.0 credits)		
EDUC 506	Assessment of Young Learners	3.0
EDUC 513	Elementary Science Teaching Methods	3.0
EDUC 521	Typical and Atypical Development in Early Childhood Education (Field Experience Required)	3.0
EDUC 529	Early Literacy (Field Experience Required)	3.0
EDUC 539	Expressive Arts	3.0
EDUC 540	Field Experience (12 week full time student teaching)	3.0
EDUC 555	Social Studies Teaching Methods	3.0
MTED 517	Mathematics Methods and Content (PreK-4) (Field Experience Required)	3.0
Professional Elective (3.0 credits) *		**3.0**
Total Credits		**45.0**

* Complete 3.0 graduate elective credits (500-799) in EDUC, EDEX, EDGI, EDAM, EHRD, EDHE, ENTP, CRTV, MTED, EDLT, EDLS, ELL, ABA, EDPO, SCL, or ESTM.

Middle Level Teacher Education Core Pedagogy (18.0 credits)		
EDEX 542	Fundamentals of Special Education	3.0
EDEX 544	Inclusive Practices (Field Experience Required)	3.0
EDEX 568	Literacy and Content Skill Development PK-12 (Field Experience Required)	3.0
EDLT 525	Design for Learning with Digital Media	3.0
EDUC 520	Professional Studies in Instruction	3.0
EDUC 565	Foundations in Instructing English Language Learners (Field Experience Required)	3.0
Middle Level Education Grades 4 - 8 Concentration in Math, English, Social Studies or Science (15.0 credits)		
EDUC 507	Teaching the Middle School Child ((Field Experience Required))	3.0
EDUC 522	Evaluation of Instruction	3.0
EDUC 540	Field Experience (12 week full time student teaching)	3.0
EDUC 562	Middle Years Social Studies Methods (Field Experience Required)	1.5
EDUC 564	English/Language Arts Teaching Methods for the Middle Years (Field Experience Required)	1.5
EDUC 567	Middle Years Science Methods (Field Experience Required)	1.5
MTED 563	Middle Years Mathematical Methods (4-8) (Field Experience Required)	1.5
Professional Electives (12.0 credits) *		**12.0**
Total Credits		**45.0**

* Complete 12.0 graduate elective credits (500-799) in EDUC, EDEX, EDGI, EDAM, EHRD, EDHE, CRTV, MTED, EDLT, EDLS, ELL, ABA, EDPO, SCL, or ESTM

Secondary Level Teacher Education Core Pedagogy (18.0 credits)		
EDEX 542	Fundamentals of Special Education	3.0
EDEX 544	Inclusive Practices (Field Experience Required)	3.0
EDEX 568	Literacy and Content Skill Development PK-12 (Field Experience Required)	3.0
EDLT 525	Design for Learning with Digital Media	3.0
EDUC 520	Professional Studies in Instruction	3.0
EDUC 565	Foundations in Instructing English Language Learners (Field Experience Required)	3.0
Secondary Education Grades 7-12: Concentration in Biology, Chemistry, Earth and Space Science, English, General Science, Mathematics, Physics, or Social Studies (12.0 credits)		
EDUC 515	Adolescent Learners in Secondary Schools (Field experience required)	3.0
EDUC 522	Evaluation of Instruction	3.0
Candidate selects appropriate methods course (including a school-based field component) matching desired area of certification		
EDUC 538	English Teaching Methods (Field experience required)	3.0
or EDUC 514	Science Teaching Methods	
or EDUC 556	Secondary Social Studies Methods (7-12)	
or MTED 519	Teaching Secondary Mathematics	
EDUC 540	Field Experience (12 week full time student teaching)	3.0

Professional Electives (15.0 credits) *	**15.0**
Total Credits	**45.0**

* Complete 15.0 graduate elective credits (500-799) in EDUC, EDEX, EDGI, EDAM, EHRD, EDHE, CRTV, MTED, EDLT, EDLS, ELL, ABA, EDPO, SCL, or ESTM.

Track II: Advanced Studies in Teaching, Learning and Curriculum

Students complete a total of 45.0-47.5 credit hours dependent on selected concentration. Some concentrations require participation in classroom-based field components (e.g., Autism Spectrum Disorders, Multisensory Reading Instruction Level 1, Reading Specialist, Teaching English as a Second Language). Annual background checks are required to participate in course work with classroom-based field components.

Core Courses (15.0 credits)		
EDAM 714	Instructional and Curriculum Leadership (Take EDLS 550 if pursuing Reading Specialist Concentration)	3.0
or EDLS 550	Theories of Reading and Writing	
EDLT 532	Designing Virtual Communities for Staff Development - Non-Field Experience	3.0
EDUC 524	Current Research in Curriculum & Instruction (Take EDLS 575 if pursuing Reading Specialist Concentration)	3.0
or EDLS 575	Responding to Children's and Young Adult Literature	
EDUC 530	Advanced Techniques in Instruction & Assessment	3.0
EDUC 609	Language & Culture in Education (Take EDLS 555 if pursuing Reading Specialist Concentration)	3.0
or EDLS 555	Understanding Literacy through Sociocultural Perspectives	
Policy, Law & Organization Courses (6.0 credits)		**6.0**
Select two courses in Education Policy, Law & Organization EDPO or EDAM (500-799). Reading Specialist Concentration students enroll in EDLS 570 and EDLS 650.		
EDAM 705	School Law and Politics	
EDLS 570	Literacy and Evaluation	
EDLS 650	Designing a Literacy Program	
EDPO 620	Education Policy: Concepts, Issues, and Applications	
EDUC 804	Program Evaluation in Organizations	
Capstone Courses (9.0-10.5 credits)		
EDU 780	Capstone Research	3.0
Students selects and enrolls in appropriate course work following one of the following capstone tracks: Practioner, Lesson Study, or Thesis		
EDUP 780	Practitioner Capstone Course I	3.0
or EDUL 780	Lesson Study Capstone Course I	
or EDUT 780	Thesis Capstone Course I	
EDUP 781	Practitioner Capstone Course II	3.0-4.5
or EDUL 781	Lesson Study Capstone Course II	
or EDUT 781	Thesis Capstone Course II	
Concentration Option (15.0-16.0 credits) *		**15.0-16.0**
Candidates may select any combination of the following for 15.0 credits: EDUC, EDEX, EDGI, EDAM, EHRD, CRTV, MTED, EDLT, EDLS, ELL, ABA, EDPO, SCL, ENTP or ESTM (500-799 level), or candidates select a formal concentration. Formal concentration options include:		
Human Resource Development (15.0 credits)		
EHRD 500	Foundations of Human Resources Development	
EHRD 602	Coaching and Mentoring for Sustainable Learning	
EHRD 611	Organization Development and Change	
EHRD 612	Strategic Human Resource Development	
EHRD 660	Principles of Adult Learning	
Autism Spectrum Disorders (15.0 credits)		
EDEX 555	Teaching Students with Autism Spectrum Disorder	
EDEX 556	Characteristics & Methods: Autism	
EDEX 558	Characteristics & Methods: High Functioning Autism	
EDEX 560	Communication & Language Interventions: Autism Spectrum Disorders	
EDEX 562	Behavior & Sensory Support: Autism Spectrum Disorders	
Creativity and Innovation (15.0 credits)		
CRTV 501	Foundations in Creativity	
CRTV 502	Tools and Techniques in Creativity	
CRTV 503	Creativity in the Workplace	
CRTV 620	Research Methods and Assessment of Creative and Innovative Thinking	
CRTV 630	Global Perspectives on Creativity	
Educational Policy (15.0 credits)		
EDPO 620	Education Policy: Concepts, Issues, and Applications	
EDPO 624	The Shaping of American Education Policy: Global Forces, Interest Groups, and Politics	
EDPO 628	American Educational Policy and U.S. Competitiveness	
EDPO 632	Ethics in Educational Policy Making	

EDPO 636	Access & Equity in Educational Policy Making
Global & International Education (15.0 credits)	
EDGI 503	Global, International & Comparative Education
EDGI 510	Culture, Society & Education in Comparative Perspective
EDGI 512	Globalization and Educational Change
EDGI 514	Education and National Development
EDGI 518	Analysis of Policy Issues in Global & International Education
Higher Education (15.0 credits)	
EDGI 506	Comparative Higher Education Systems
EDHE 501	Foundations of Higher Education and Governance
EDHE 531	Legal Issues & Ethics in Higher Education
EDHE 662	Critical Issues in Student Affairs
EHRD 660	Principles of Adult Learning
Learning Technologies (15.0 credits)	
EDLT 532	Designing Virtual Communities for Staff Development - Non-Field Experience
EDLT 537	Technologies for Performance Support
EDLT 543	Play & Learning in a Participatory Culture
ELL 501	The Purpose and Business of E-Learning
EDLT 551	Instructional Design Methods
Multisensory Reading Instruction Level 1 (15.0 credits)	
EDLS 620	Applied Methods in Multisensory Reading Instruction
EDLS 621	Multisensory Reading Instruction
EDLS 622	Basic Word Study I
EDLS 623	Basic Word Study II
EDLS 624	Multisensory Practicum I
EDLS 625	Multisensory Practicum II
EDLS 626	Multisensory Practicum III
Professional Elective (minimum 3.0 credits) **	
Reading Specialist Certification Concentration (16.0 credits)	
EDLS 560	Reading and Writing in the Content Areas (7-12)
EDLS 565	Constructing Meaning through Reading and Writing
EDLS 620	Applied Methods in Multisensory Reading Instruction
EDLS 622	Basic Word Study I
EDLS 623	Basic Word Study II
EDLS 624	Multisensory Practicum I
EDLS 625	Multisensory Practicum II
EDLS 626	Multisensory Practicum III
Teaching English as a Second Language Certification (13.5 credits)	
EDUC 602	Language Learning & Teaching
EDUC 604	Structure and Sound System of English
EDUC 606	Design and Assessment
EDUC 608	The Intercultural Learner
Professional Elective (minimum 1.5 credits) ***	
Social Emotional Behavioral Wellness (12.0 credits)	
EDEX 580	Social Emotional Wellness and Evidence-Based Preventative School Practices
EDEX 581	Understanding Social Emotional Disorders
EDEX 582	Evidence-Based School Interventions and Trauma Informed Education/Care
EDEX 583	Collaboration and Community Based Practices to Promote Social Emotion Wellness
Total Credits	**45.0-47.5**

* Candidates may opt for a formal concentration or a **Customized Concentration** which may include course work from other Drexel academic departments in consultation with an academic advisors. Sample customized concentrations might include:

- Educational Administration
- Evaluation & Assessment
- Instructional Design
- Instructional Technology
- Leadership in Educational Settings
- Learning in Game-Based Environments
- Special Education Law and Process
- Special Education Leadership
- Urban Education

** Complete 3.0 graduate elective credits (500-799) in EDUC, EDEX, EDGI, EDAM, EHRD, EDHE, CRTV, MTED, EDLT, EDLS, ELL, ABA, EDPO, SCL, ENTP or ESTM.

*** Complete 1.5 graduate elective credits (500-799) in EDUC, EDEX, EDGI, EDAM, EHRD, EDHE, CRTV, MTED, EDLT, EDLS, ELL, ABA, EDPO, SCL, ENTP or ESTM.

Track III: Teaching, Learning and Curriculum Dual Certification - Secondary Subject Areas with Special Education (7-12)

Students complete 48.0 credit hours of pedagogy and methods course work including classroom-based field components. Successful completion of the Teacher Education and Special Education Core Pedagogy and all Secondary Education course work components of the degree, with the grade of B or better in each course, permits Drexel to recommend the candidate for an initial PA Instructional teaching credential and 7-12 Special Education certification providing the candidate is a US citizen or has an appropriate visa status, and has successfully completed all appropriate state testing requirements. Clearances must be submitted prior to participation in course work with classroom-based field components.

Dual Certification Middle Level (4-8) Mathematics, Science, English or Social Studies Core (51.0 credits):		
EDEX 536	Special Education Law and Process	3.0
EDEX 542	Fundamentals of Special Education	3.0
EDEX 543	Emotional and Behavioral Support of Individuals with Disabilities	3.0
EDEX 544	Inclusive Practices	3.0
EDEX 549	Teaching Individuals with High Incident Disabilities	3.0
EDEX 550	Teaching Individuals with Low Incident Disabilities	3.0
EDEX 552	Integrating Technology for Learning & Achievement	3.0
EDEX 555	Teaching Students with Autism Spectrum Disorder	3.0
EDEX 568	Literacy and Content Skill Development PK-12	3.0
EDEX 578	Special Education Practicum PK-12	3.0
EDEX 588	Implementing Academic Interventions in Inclusive Educational Environments	3.0
EDUC 507	Teaching the Middle School Child	3.0
EDUC 522	Evaluation of Instruction	3.0
EDUC 540	Field Experience	3.0
EDUC 562	Middle Years Social Studies Methods	1.5
EDUC 564	English/Language Arts Teaching Methods for the Middle Years	1.5
EDUC 565	Foundations in Instructing English Language Learners	3.0
EDUC 567	Middle Years Science Methods	1.5
MTED 563	Middle Years Mathematical Methods (4-8)	1.5
Total Credits		**51.0**

Dual Certification Secondary (7-12) General Science, Physics, Chemistry, Biology, Earth and Space Science, English, Social Studies or Mathematics Core (48.0 credits)		
EDEX 536	Special Education Law and Process	3.0
EDEX 542	Fundamentals of Special Education	3.0
EDEX 543	Emotional and Behavioral Support of Individuals with Disabilities (Field Experience Required)	3.0
EDEX 544	Inclusive Practices (Field Experience Required)	3.0
EDEX 549	Teaching Individuals with High Incident Disabilities (Field Experience Required)	3.0
EDEX 550	Teaching Individuals with Low Incident Disabilities (Field Experience Required)	3.0
EDEX 552	Integrating Technology for Learning & Achievement (Field Experience Required)	3.0
EDEX 555	Teaching Students with Autism Spectrum Disorder (Field Experience Required)	3.0
EDEX 568	Literacy and Content Skill Development PK-12	3.0
EDEX 578	Special Education Practicum PK-12	3.0
EDEX 588	Implementing Academic Interventions in Inclusive Educational Environments	3.0
EDUC 514	Science Teaching Methods (Stage III Pre Student Teaching Required)	3.0
or MTED 519	Teaching Secondary Mathematics	
or EDUC 556	Secondary Social Studies Methods (7-12)	
or EDUC 538	English Teaching Methods	
EDUC 515	Adolescent Learners in Secondary Schools (Field Experience Required)	3.0
EDUC 522	Evaluation of Instruction	3.0
Candidate selects appropriate methods course (including a school-based field component) matching desired area of certification		
EDUC 540	Field Experience (12 week Student Teaching experience required)	3.0
EDUC 565	Foundations in Instructing English Language Learners	3.0
Total Credits		**48.0**

Sample Plan of Study

Track I: Initial Certification Track - Secondary Education (Grades 7 - 12)

Students must declare a concentration in Biology, Chemistry, General Science, Earth and Space Science, Physics, Mathematics, English or Social Studies and take appropriate course for concentration during Term 5

First Year

Fall	Credits	Winter	Credits	Spring	Credits	Summer	Credits
EDUC 520	3.0	EDUC 515	3.0	EDEX 568	3.0	EDUC 522	3.0
EDEX 542	3.0	EDEX 544	3.0	MS elective	3.0	EDLT 525	3.0
	6		**6**		**6**		**6**

Second Year

Fall	Credits	Winter	Credits	Spring	Credits	Summer	Credits
EDUC 514	3.0	EDUC 540	3.0	MS elective	3.0	MS elective	3.0
EDUC 565	3.0			MS elective	3.0	MS elective	3.0
	6		**3**		**6**		**6**

Total Credits 45

Track I: Initial Certification Track - Elementary Education (Grades PreK-4)

First Year

Fall	Credits	Winter	Credits	Spring	Credits	Summer	Credits
EDUC 520	3.0	EDLT 525	3.0	EDEX 568	3.0	EDUC 506	3.0
EDEX 542	3.0	EDEX 544	3.0	EDUC 521	3.0	EDUC 513	3.0
	6		**6**		**6**		**6**

Second Year

Fall	Credits	Winter	Credits	Spring	Credits	Summer	Credits
EDUC 529	3.0	EDUC 540	3.0	EDUC 565	3.0	EDUC 539	3.0
MTED 517	3.0			EDUC 555	3.0	MS elective	3.0
	6		**3**		**6**		**6**

Total Credits 45

Track II: Advanced Studies in Teaching, Learning and Curriculum

First Year

Fall	Credits	Winter	Credits	Spring	Credits	Summer	Credits
EDUC 524	3.0	EDLT 532	3.0	EDAM 714	3.0	MS elective	3.0
EDUC 609	3.0	EDUC 530	3.0	MS elective	3.0	MS elective	3.0
	6		**6**		**6**		**6**

Second Year

Fall	Credits	Winter	Credits	Spring	Credits	Summer	Credits
EDU 780	3.0	EDUP 780, EDUL 780, or EDUT 780	3.0	EDUP 781, EDUT 781, or EDUL 781	3.0-4.5	MS elective	3.0
MS elective	3.0	MS elective	3.0			MS elective	3.0
	6		**6**		**3-4.5**		**6**

Total Credits 45-46.5

Track II: Advanced Studies in Teaching, Learning and Curriculum (Reading Specialist Concentration)

First Year

						Summer	Credits
						EDLS 575	3.0
						EDLS 620	1.0
						EDUC 530	3.0
							7

Second Year

Fall	Credits	Winter	Credits	Spring	Credits	Summer	Credits
EDLS 550	3.0	EDLS 555	3.0	EDLS 626	1.0	EDLS 565	3.0
EDLS 622	3.0	EDLS 623	3.0	EDLS 560	3.0	EDLS 650	3.0
EDLS 624	1.0	EDLS 625	1.0	EDLS 570	3.0	EDU 780	3.0
	7		**7**		**7**		**9**

Third Year

Fall	Credits	Winter	Credits
EDUL 780, EDUT 780, or EDUP 780	3.0	EDUL 781, EDUP 781, or EDUT 781	3.0-4.5
		EDLT 532	3.0
	3		**6-7.5**

Total Credits 46-47.5

Track III: Dual Certification Secondary (7-12) Subject Areas and Special Education (PK-12)

First Year

Fall	Credits	Winter	Credits	Spring	Credits	Summer	Credits
EDUC 565	3.0	EDEX 544	3.0	EDEX 552	3.0	EDEX 555	3.0
EDEX 542	3.0	EDUC 515	3.0	EDEX 568	3.0	EDUC 522	3.0
	6		**6**		**6**		**6**

Second Year

Fall	Credits	Winter	Credits	Spring	Credits	Summer	Credits
EDUC 514, MTED 519, EDUC 556, or EDUC 538	3.0	EDEX 543	3.0	EDEX 578	3.0	EDEX 550	3.0
		EDUC 540	3.0	EDEX 588	3.0		
	3		**6**		**6**		**3**

Third Year

Fall	Credits
EDEX 549	3.0
EDEX 536	3.0
	6

Total Credits 48

Track III: Dual Certification Middle Level (4-8) Subject Areas and Special Education (PK-12)

First Year

Fall	Credits	Winter	Credits	Spring	Credits	Summer	Credits
EDEX 542	3.0	EDEX 544	3.0	EDEX 568	3.0	EDUC 522	3.0
EDUC 565	3.0	EDUC 507	3.0	EDEX 552	3.0	EDEX 555	3.0
	6		**6**		**6**		**6**

Second Year

Fall	Credits	Winter	Credits	Spring	Credits	Summer	Credits
MTED 563	1.5	EDUC 540	3.0	EDEX 578	3.0	EDEX 550	3.0
EDUC 567	1.5	EDUC 562	1.5	EDEX 588	3.0		
		EDUC 564	1.5				
	3		**6**		**6**		**3**

Third Year

Fall	Credits	Winter	Credits
EDEX 536	3.0	EDEX 543	3.0
EDEX 549	3.0		
	6		**3**

Total Credits 51

Note: Some terms above are less than the 4.5-credit minimum required (considered half-time status) of graduate programs to be considered financial aid eligible. As a result, aid will not be disbursed to students these terms.

Education Faculty

Jennifer Adams, EdD *(Harvard University)*. Associate Professor. Comparative and international education; Poverty and education; Child welfare; Educational policy.

Ayana Allen, PhD *(Texas A&M University)*. Associate Professor. Urban education; Identity construction in school contexts; Urban school transformation.

Kristen Betts, EdD *(George Washington University)*. Clinical Professor. Higher education administration and governance, online blended education, instructional design and educational technology, program assessment and evaluation.

Eric Brewe, PhD *(Arizona State University)*. Associate Professor. Physics Education Research, introductory course reform, network analysis in learning, neuromechanisms of learning.

Stephanie Smith Budhai, PhD *(Drexel University)*. Associate Clinical Professor. Teacher and higher education, culturally responsive teaching, equity and social justice, online learning, community engagement and service-learning, family involvement and partnerships, and learning technologies.

José Luis Chávez, EdD *(University of Southern California)*. Clinical Professor. Higher education leadership and administration.

Rebecca Clothey, PhD *(University of Pittsburgh) Associate Department Head*. Associate Professor. Comparative and international education, education of ethnic and linguistic minorities, sociology of education.

James Connell, PhD *(Louisiana State University) Founding Clinical Core Director and Research Fellow, A.J. Drexel Autism Institute*. Associate Professor. Identifying the variables that influence adult behavior change in community settings; autism intervention; widespread dissemination of evidence-based interventions in school and community settings.

Kareem Edouard, PhD *(Stanford University)*. Assistant Professor. Educational technology; internet-based STEM learning; equity and inclusion in STEM education

Salvatore V. Falletta, EdD *(North Carolina State University)*. Clinical Professor. Human Resource intelligence (i.e., HR research and analytics practices); HRD assessment, measurement, and evaluation models and taxonomies; organizational diagnostic models; web-based employee and organizational survey methods, and computational modeling.

Aroutis N. Foster, PhD *(Michigan State University) Associate Dean for Academic Affairs and Graduate Studies*. Professor. Educational psychology and educational technology, especially the following: Motivation; Technological Pedagogical Content Knowledge (TPACK); Immersive Interactive Digital Environments (simulation, games, virtual realities.

Rajashi Ghosh, PhD *(University of Louisville, Kentucky) Department Chair for Policy, Organization & Leadership*. Associate Professor. Mentoring and leader development, workplace Incivility, workplace learning and development.

John M. Gould, PhD *(University of Pittsburgh) Harrisburg EdD Educational Leadership & Change Program*. Clinical Professor. Change leadership, curriculum re-design, the impact of technology on learning.

Dominic F. Gullo, PhD *(Indiana University)*. Professor. Studying the relative and long-range effects of early schooling experiences in prekindergarten and kindergarten on children's achievement and social adaptation to school routine.

H. Bernard Hall, PhD *(Temple University)*. Assistant Professor. Hip-hop Pedagogy, English Education, Urban Teacher Education.

Penny Hammrich, PhD *(University of Minnesota) Dean*. Distinguished University Professor. Urban education; science education; genetics; gender equity; science knowledge for conceptual teaching; sport science.

Paul Harrington, PhD *(University of Massachusetts, Boston) Director, Center for Labor Markets and Policy*. Professor. Teen and young adult job access; economic outlook, college labor market; workforce development, planning, and development; vocational rehabilitation and job market transition.

Michael J. Haslip, PhD *(Old Dominion University)*. Assistant Professor. Early childhood education, social and emotional learning, child guidance strategies, effects of public pre-school attendance.

Deanna Hill, JD, PhD *(University of Pittsburgh)*. Associate Clinical Professor. Higher education, international education, education law, education policy

Erin Horvat, PhD *(University of California, Los Angeles) Senior Vice Provost for Faculty Affairs*. Professor. Urban education, access and equity, high school dropout, parent involvement/family involvement, community engagement in research.

Jennifer Katz-Buonincontro, PhD *(University of Oregon) Associate Dean of Research*. Associate Professor. Educational administration, leadership development, survey & instrument design.

Larry Keiser, PhD *(Drexel University)*. Assistant Clinical Professor. Education and corporate/business leaders' creativity and entrepreneurial mindsets; creative school/work environments; neuroscience of creativity; everyday creativity for teachers and educators.

Kristy Kelly, PhD *(University of Wisconsin, Madison)*. Associate Clinical Professor. Sociology of gender and development; anthropology of policy; comparative and international education; qualitative research methods; Vietnam and Southeast Asia.

Cameron Kiosoglous, PhD *(Virginia Tech University) Program Director*. Assistant Clinical Professor. Coached on the USRowing National Team staff since 2002, including the 2004, 2008, 2012, and 2016 Olympic Games; coaching development; measuring coaching quality; self-insight and reflective practices; coaching leadership; conference presenter; published author.

Valerie Klein, PhD *(Amherst College)*. Associate Clinical Professor. Mathematics learning and teaching; teacher's use of formative assessment in mathematics; creating opportunities for rich problem solving in the classroom; examining teachers growth and change; qualitative research methods.

Peggy Kong, PhD *(Harvard University)*. Associate Clinical Professor. Comparative and international education, equity in education, family and community, Chinese education and society, sociology of education

Michael G. Kozak, Ed.D. *(Rowan University)*. Assistant Clinical Professor. Leadership, STEAM, online and blended learning environments, systems thinking, experiential learning, K-12 education, and facilitating change

Amanda Lannie, PhD *(Syracuse University)*. Assistant Clinical Professor. Applied behavior analysis and special education; School-based consultation; system-wide interventions as a mechanism for delivery supports to all students; Designing effective and efficient interventions for students with emotional/behavioral disorders.

Vera Lee, EdD *(University of Pennsylvania) Department Chair for Teaching, Learning & Curriculum*. Associate Clinical Professor. Practitioner Research in online courses to explore inservice/preservice teachers' emerging understandings about issues of diversity; the development of information/digital literacies of urban youth; English language learners.

Bruce Levine, JD *(New York University)*. Associate Clinical Professor. Educational policy, school law, public-private partnerships, intersection of business and education.

Kristine Lewis-Grant, PhD *(Temple University)*. Clinical Professor. Experiences of students of African descent at predominantly white colleges and universities, college access and college student development, youth civic engagement in urban school reform, qualitative research and evaluation.

William Lynch, PhD *(University of Maryland)*. Professor. Curriculum and educational leadership, educational technology, distance learning policy development, higher and adult education.

Constance Lyttle, PhD, JD *(University of Pittsburgh, Duquesne University)*. Clinical Professor. Legal rights of gifted and talented children and children with disabilities; inclusive education of exceptional children; special education mediation; special education IEP/IFSP facilitation; resolution session facilitation

Joy Phillips, PhD *(The University of Texas at Austin)*. Associate Clinical Professor. Visionary leadership in theory and practice, school reform as innovative problem-setting, thinking qualitatively about school reform. thinking about school reform by drawing, Educational Leadership Program Assessment.

Kathleen Provinzano, PhD *(Marywood University)*. Assistant Professor. Educational administration.

Harriette Rasmussen, EdD *(Fielding Graduate University)*. Assistant Clinical Professor. Educational leadership and change.

Lori Severino, EdD *(Neumann University)*. Assistant Professor. Special education, differentiated instruction, reading, Wilson language, multi-sensory instruction, reading comprehension, assessment, adolescent literacy.

Jason Silverman, PhD *(Vanderbilt University)*. Professor. Teaching and learning of advanced mathematical ideas (algebra and calculus); improving teachers' ability to orchestrate and sustain inquiry-based and discussion-based instruction; technology in mathematics education.

Janet Sloand, EdD *(Duquesne University) Department Chair for Teaching, Learning & Curriculum*. Associate Clinical Professor. Special Education Leadership, Trauma-informed care, Parent engagement in special education service delivery.

Toni A. Sondergeld, PhD *(University of Toledo)*. Associate Professor. Cognitive and affective assessment development; program/grant evaluation; high stakes testing measurement; STEM education; urban education

Bridget Sweeney Blakely, PhD *(Temple University)*. Assistant Clinical Professor. Consultation; Positive Behavior Interventions and Supports (PBIS); Response to Intervention (Rtl); Systems-level change; performance feedback

Mary Jean Tecce DeCarlo, EdD *(University of Pennsylvania)*. Associate Clinical Professor. Early literacy development, learning differences, knowledge construction, urban education.

Sarah P. Ulrich, EdD *(Saint Joseph's University) Associate Dean of Teacher Education and Undergraduate Affairs*. Clinical Professor. Cross-cultural, language and academic development, school reform, teacher preparation, teacher retention, teacher residencies in urban contexts.

Sheila Vaidya, PhD *(Temple University)*. Professor. Educational psychology, school psychology, research design.

Christina Vorndran, PhD *(Louisiana State University) Program Director, Applied Behavior Analysis and Special Education*. Clinical Professor. Designing effective and efficient community-based interventions, Severe behavior disorders, Functional behavior assessment

Christopher G. Wright, PhD *(Tufts University)*. Assistant Professor. Engineering and science education, Urban education, elementary teacher education.

Emeritus Faculty

Mary Jo Grdina, PhD *(Case Western Reserve University)*. Clinical Professor. Undergraduate studies, science education, curriculum design.

Joyce Pittman, PhD *(Iowa State University of Science and Technology)*. Clinical Professor. Curriculum and instruction K-16; teaching English as a foreign language (TEFL); instructional design business education and administration; industrial and career technology; oral and written communication; research methodology; instructional and assistive technology assessment; online learning pedagogy

Fredricka K. Reisman, PhD *(Syracuse University) School of Education, Founder, Drexel School of Education*. Professor Emerita. Director, Freddie Reisman Center for Translational Research in Creativity and Motivation, Creator and Former Director-Creativity and Innovation Programs, Co-Director-Drexel/Torrance Center for Creativity and Innovation, Drexel University Named Recognition- Freddie Reisman Faculty Scholarly and Creative Activity Awards

Undergraduate STEM Education

Major: Undergraduate STEM Education
Degree Awarded: Master of Science (MS)
Calendar Type: Quarter
Total Credit Hours: 45.0
Co-op Option: None
Classification of Instructional Programs (CIP) code: 13.1316
Standard Occupational Classification (SOC) code: 25-1099

About the Program

An MS in Undergraduate STEM Education supports the professional development of graduate students from STEM disciplines. This program will prepare STEM graduate students to implement evidence-based pedagogies that have been demonstrated to be effective for teaching undergraduate STEM courses.

This interdisciplinary program provides a mechanism to allow doctoral students from a STEM discipline to learn about pedagogical approaches appropriate for teaching STEM undergraduates, and research, assessment, and evaluation of STEM programs. Such skills, experiences, and competencies both diversify the career prospects of these graduate students as well as position them to participate more fully in programs with STEM Education and/or outreach as their “broader impact.”

Admission Requirements

All STEM graduate students or students studying in equivalent programs are eligible for admission.

Degree Requirements

Core		
ISTM 511	Foundations in Evidence-Based STEM Pedagogy	3.0
ISTM 512	Advanced Undergraduate STEM Pedagogical Techniques	3.0
ISTM 513	Improving STEM Education Through Research	3.0
ISTM 514	STEM Program Evaluation and Assessment	3.0
Electives (choose two of the following, in consultation with advisor)		**6.0**
EDCR 510	Leadership in Educational Contexts and Systems	
EDCR 512	Using and Integrating Learning Technologies	
EDLT 535	Researching & Evaluating Instructional Technology	
EDUC 514	Science Teaching Methods	
EDUC 840	Theories of Individual Cognition in STEM Education **	
EDUC 842	Social Foundation and Group Cognition in STEM Education **	
EDUC 844	Creativity and Innovation in STEM Education **	
PhD Content Area Knowledge ‡		**9.0**
PhD Research Experience †		**9.0**
Capstone Experience		**9.0**
ISTM 515	Seminar in UG STEM Education *	
ISTM 516	Rotations in STEM Education *	
or ISTM 517	Projects in Undergraduate STEM Education	
Total Credits		**45.0**

* ISTM 515 is taken 3 times for a total of 3.0 credits. ISTM 516 or ISTM 517 is taken 3 times for a total of 6.0 credits.

** EDUC 840, EDUC 842, and EDUC 844 can only be taken by PhD students.

‡ Courses selected from student's PhD coursework in their STEM content area.

† 9.0 credits of student's supervised PhD research.

Sample Plan of Study

First Year

Fall	Credits	Winter	Credits	Spring	Credits	Summer	Credits
ISTM 511	3.0	ISTM 512	3.0	ISTM 513	3.0	ISTM 514	3.0
PhD Content Knowledge	3.0	PhD Content Knowledge	3.0	Elective	3.0	ISTM 515	1.0
				PhD Content Knowledge	3.0	ISTM 516 or 517	2.0
						PhD Research Experience	3.0
	6		**6**		**9**		**9**

Second Year

Fall	Credits	Winter	Credits
ISTM 515	1.0	ISTM 515	1.0
ISTM 516 or 517	2.0	ISTM 516 or 517	2.0
PhD Research Experience	3.0	Elective	3.0
		PhD Research Experience	3.0
	6		**9**

Total Credits 45

Graduate Minor in Creativity and Innovation

About the Graduate Minor

The Creativity & Innovation graduate minor provides the fundamentals of creative problem-solving content and competencies indicative of creative leaders. This graduate minor provides students with the content knowledge of what creativity is and is not, and the tools and skills to identify and enhance their creative strengths and abilities, while fostering their ability to apply creativity in their personal lives and in a leadership role within the workplace.

In today's world of increasing complexity, change, and competition, the ability of all employees within an organization to generate new ideas and present those innovations to key decision makers is now essential for any successful organization. Creativity is multidisciplinary – it is in all professional fields from chemistry to engineering, from education to computer science, and from sociology to business. The graduate minor in Creativity & Innovation provides managers and employees with the awareness and creativity skills that will distinguishes managers who maintain the status quo from leaders who inspire a new direction or vision. By internalizing the spirit of creativity and the principles of creative problem solving, individuals can be transformed into change leaders.

Admission Requirements

Students wishing to pursue the Creativity & Innovation (C&I) graduate minor will:

- be a Drexel University graduate student in good standing
- successfully complete an interview with the School of Education's C&I Program Manager
- complete the Graduate College's Change of Curriculum and Status Form

Program Requirements

Required courses		
CRTV 501	Foundations in Creativity	3.0
CRTV 502	Tools and Techniques in Creativity	3.0
CRTV 503	Creativity in the Workplace	3.0
CRTV 610	Creativity and Change Leadership	3.0
Total Credits		**12.0**

Graduate Minor in Global and International Education

About the Graduate Minor

The Global and International Education graduate minor is designed as an introduction to the field, providing students with the skills and knowledge to work effectively and demonstrate leadership within the complex economic, political, cultural, and social contexts that influence education and learning in diverse parts of the world. The program seeks to build knowledge about education as one of several interacting sectors of society and analyzes the role of education systems within and among different countries of the world.

Admission Requirements

Students wishing to pursue the Global and International Education (GIE) graduate minor must:

- Be a Drexel University graduate student in good standing
- Complete the Graduate College's Change of Curriculum and Status Form

Program Requirements

Required courses		
EDGI 503	Global, International & Comparative Education	3.0
EDGI 510	Culture, Society & Education in Comparative Perspective	3.0
EDGI 522	Education for Global Citizenship, Sustainability, and Social Justice	3.0
Elective		3.0
Total Credits		**12.0**

* The elective course is intended to enhance the student's plan of study and support individual goals in the GIE program. The elective course can be selected from School of Education course offerings, or from other Drexel University departments/programs such as International Business Administration, Foreign Languages, Women's and Gender Studies, or Science/Technology/Society. Students are encouraged to consult the advisor when considering elective options.

Additional Information

For more information, visit the School of Education's Global and International Education (http://drexel.edu/soe/academics/graduate/global-and-international-education/) webpage.

Graduate Minor in Higher Education Leadership

About the Graduate Minor

The Higher Education Leadership graduate minor provides an overview of career paths in colleges and universities, as well as national and international organizations, foundations, associations, and corporations that make up the broader higher education landscape. Opportunities for current and future practitioners in administrative and leadership positions in higher education settings are explored.

Admission Requirements

Students wishing to pursue the Higher Education Leadership graduate minor must:

- Be a Drexel University graduate student in good standing
- Successfully complete the Graduate College's Change of Curriculum and Status Form

Program Requirements

Required Courses		
EDHE 501	Foundations of Higher Education and Governance	3.0
EDHE 521	Student Development Theory and Application	3.0
EDHE 541	Institutional Assessment, Accreditation and Effectiveness	3.0
Choose One of the Following:		3.0
EDHE 531	Legal Issues & Ethics in Higher Education	
EDHE 607	Higher Education Career Development, Leadership & Application	
EDHE 620	Mind, Brain and Learning	
EDHE 621	Neuropedagogy and Assessment	
EDHE 622	Neurodiversity in Education and Workforce	
EDHE 651	Strategic Enrollment Management	
EDHE 653	Marketing, Recruitment & Financial Aid	
EDHE 655	Civic Engagement in Higher Education	
EDHE 661	Critical Issues & Risk Management in Student Affairs	
EDHE 665	Student Success: Learning and Innovative Support Services	
Total Credits		**12.0**

Additional Information

For more information, visit the School of Education's Higher Education Leadership (https://drexel.edu/soe/academics/graduate/higher-education/) webpage.

Graduate Minor in Mind, Brain & Learning

About the Graduate Minor

The graduate minor in Mind, Brain, and Learning provides educators and professional development trainers with an the opportunity to study Mind, Brain, and Education science within real-world contexts. This interdisciplinary four-course minor includes:

- Mind, Brain, and Learning
- Neuropedagogy and assessment
- Neurodiversity in education and workforce
- Neuroscience, creativity, and innovation

Graduate students in this minor will be able to apply knowledge, skills, and experience to course design and instruction across educational formats, including online, blended/hybrid, and onsite, to optimize learning within educational and workforce environments.

Admission Requirements

Students wishing to pursue the Mind, Brain, and Learning (MBL) graduate minor must:

- Be a Drexel University graduate student in good standing
- Successfully complete the Graduate College's Change of Curriculum and Status Form

Program Requirements

Program Requirements		
CRTV 615	Neuroscience, Creativity and Innovation	3.0
EDHE 620	Mind, Brain and Learning	3.0
EDHE 621	Neuropedagogy and Assessment	3.0
EDHE 622	Neurodiversity in Education and Workforce	3.0
Total Credits		**12.0**

Additional Information

For more information, visit the School of Education's Mind, Brain, and Learning (https://drexel.edu/soe/academics/certificates/Mind-Brain-Learning/) webpage.

Undergraduate STEM Education Graduate Minor

About the Graduate Minor

The graduate minor in Undergraduate STEM Education supports the professional development of graduate students from STEM disciplines. This program prepares STEM graduate students to implement evidence-based pedagogies that have been demonstrated to be effective for teaching undergraduate STEM courses. This interdisciplinary program provides a mechanism to allow doctoral students from a STEM discipline to learn about pedagogical approaches appropriate for teaching STEM undergraduates, and research, assessment and evaluation of STEM programs. Such skills, experiences and competencies will both diversify the career prospects of these graduate students as well as position them to participate more fully in programs with STEM Education and/or outreach as their “broader impact.”

Admission Requirements

All students enrolled in full time doctoral programs are eligible. Students must obtain prior approval of their program director.

Program Requirements

ISTM 511	Foundations in Evidence-Based STEM Pedagogy	3.0
ISTM 512	Advanced Undergraduate STEM Pedagogical Techniques	3.0
ISTM 513	Improving STEM Education Through Research	3.0
ISTM 514	STEM Program Evaluation and Assessment	3.0
Total Credits		**12.0**

Advanced Teaching and Curriculum Certificate

Certificate Level: Graduate
Admission Requirements: Bachelor's degree
Certificate Type: Post-Baccalaureate
Number of Credits to Completion: 18.0
Instructional Delivery: Online, Campus
Calendar Type: Quarter
Expected Time to Completion: 1 year
Financial Aid Eligibility: Not aid eligible
Classification of Instructional Program (CIP) Code: 13.1299
Standard Occupational Classification (SOC) Code: 11-9039

About the Program

The Advanced Teaching and 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.

Program Requirements

EDAM 714	Instructional and Curriculum Leadership	3.0
or EDAM 700	Leading in Urban, Rural and Suburban Settings	
EDEX 542	Fundamentals of Special Education	3.0
or EDEX 544	Inclusive Practices	
EDLT 532	Designing Virtual Communities for Staff Development - Non-Field Experience	3.0
or EDLT 533	Designing Virtual Communities	
EDUC 524	Current Research in Curriculum & Instruction	3.0
EDUC 530	Advanced Techniques in Instruction & Assessment	3.0
EDUC 609	Language & Culture in Education	3.0
Total Credits		**18.0**

Sample Plan of Study

First Year

Fall	Credits	Winter	Credits	Spring	Credits	Summer	Credits
EDEX 542	3.0	EDLT 532 or 533	3.0	EDAM 714 or 700	3.0	EDUC 524	3.0
EDUC 609	3.0					EDUC 530	3.0
	6		**3**		**3**		**6**

Total Credits 18

Additional Information

The program is administered through Drexel University Online. For the most current admission information, please visit the Drexel University Online (https://online.drexel.edu/online-degrees/education-degrees/cert-tlc/) website.

Post-Master's Certificate in Applied Behavior Analysis

Certificate Level: Graduate
Admission Requirements: Master's degree
Certificate Type: Post-Master's

Number of Credits to Completion: 31.5
Instructional Delivery: Online, Campus
Calendar Type: Quarter
Expected Time to Completion: 1 to 2 years
Financial Aid Eligibility: Aid eligible
Classification of Instructional Programs (CIP) Code: 42.2814
Standard Occupational Classification (SOC) Code: 19-3031

About the Program

Behavior analysis is a widely accepted and validated scientific approach to the investigation and manipulation of environmental determinants of behavior. Extensive research with proven methods and impressive findings has helped develop the technology now called applied behavior analysis. Behavior analytic clinical and research advances have led to significant contributions in educational programming and behavioral health assessment and treatment approaches.

The post-master's certificate in Applied Behavior Analysis will prepare clinical and educational leaders in the field of evidence-based approaches using behavior analytic principles and techniques. Graduates from this program will be highly successful candidates for employers searching for knowledgeable and skilled clinicians and leaders in behavior analytic settings. Interested graduates will be prepared to transition to PhD programs in Applied Behavior Analysis and related fields.

The Association for Behavior Analysis International has verified the master's core Applied Behavior Analysis course sequence as meeting the 5th edition task list coursework requirements, content hours, and faculty standards. For eligibility to take the Board Certified Behavior Analyst Examination®, applicants will have to meet additional experience and supervision requirements set forth by the Behavior Analysis Certification Board.

Admission Requirements

Applicants for the program will follow the university standards for admission to graduate study. Prospective students must have earned a master’s degree from a regionally accredited institution and have a graduate GPA of 3.0 or higher to be considered for admission.

In addition, prospective students are required to submit the following:

- Completed graduate school application form
- Official transcripts from all universities or colleges attended
- Two letters of recommendation—professional or academic
- An essay describing why the applicant is interested in pursuing graduate study in this field
- Resume

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

Program Requirements

Core Applied Behavior Analysis Courses		
ABA 630	Fundamental Elements of Behavior Change	4.5
ABA 631	Measurement and Experimental Design	4.5
ABA 632	Behavioral Assessment and Functional Analysis	4.5
ABA 633	Behavioral Interventions	4.5
ABA 634	Consultation, Systems Change and Supervision	4.5
ABA 635	Ethical Considerations and Professional Conduct	4.5
ABA 636	Applications of Fundamental Elements of Behavior Analysis	4.5
Total Credits		**31.5**

Sample Plan of Study

First Year							
Fall	**Credits**	**Winter**	**Credits**	**Spring**	**Credits**	**Summer**	**Credits**
ABA 630	4.5	ABA 631	4.5	ABA 634	4.5	ABA 636	4.5
ABA 632	4.5	ABA 633	4.5	ABA 635	4.5		
	9		**9**		**9**		**4.5**

Total Credits 31.5

Additional Information

For more information about this program, contact:

Jaclyn Aldworth
Director of Recruitment
jla359@drexel.edu

Certificate in Autism Spectrum Disorders

Certificate Level: Graduate
Admission Requirements: Bachelor's degree
Certificate Type: Post-Baccalaureate
Number of Credits to Completion: 15.0
Instructional Delivery: Online
Calendar Type: Quarter
Expected Time to Completion: 1 year
Financial Aid Eligibility: *Aid eligible**
Classification of Instructional Program (CIP) Code: 13.1013
Standard Occupational Classification (SOC) Code: 25-2059

The current plan of study for this program would only allow for federal financial aid (including Federal Direct Student Loans) for terms that are at least a minimum of 4.5 credits for graduate courses and 6.0 credits for undergraduate courses. This is based on current regulations from the U.S. Department of Education.

About the Program

Within the past decade, the number of children diagnosed with an Autism Spectrum Disorder (ASD) has increased drastically. Consequently, the need for professionals trained in this specialized area has significantly increased. This course sequence is designed for those who seek additional expertise in this critical-need area. Students who complete the graduate-level Certificate in Autism Spectrum Disorders are equipped with the fundamental skills, knowledge, teaching methods, interventions, and supports needed to work with students with ASD who have varying profiles.

The program is a graduate program consisting of 5 courses (15.0 credits). Teacher certification is not a requirement for admission to this program; however, applicants are expected to have completed a bachelor's degree. Upon completion of the program, students with an active PA Instructional I or Instructional II teaching certificate are eligible for the Pennsylvania Department of Education Autism Spectrum Disorders Endorsement.

Admission Requirements

Students applying to this program should have the following:

- Bachelor’s degree from a regionally accredited institution
- Undergraduate GPA of 3.0 or higher (graduate GPAs will be considered along with the undergraduate GPA)
- Completed graduate school application
- Official transcripts from all universities or colleges and other post-secondary educational institutions (including trade schools) attended
- Two letters of recommendation—professional or academic
- An essay describing why the applicant is interested in pursuing graduate study in this field

Program Requirements

Introductory Course		
EDEX 555	Teaching Students with Autism Spectrum Disorder	3.0
Core Courses		
EDEX 556	Characteristics & Methods: Autism	3.0
EDEX 558	Characteristics & Methods: High Functioning Autism	3.0
EDEX 560	Communication & Language Interventions: Autism Spectrum Disorders	3.0
EDEX 562	Behavior & Sensory Support: Autism Spectrum Disorders	3.0
Total Credits		**15.0**

A field component is required in each course.

Additional Information:

For more information about this program:

Jaclyn Aldworth
Director of Recruitment
jla359@drexel.edu

Certificate in Collaborative Special Education Law and Process

Certificate Level: Graduate
Admission Requirements: Bachelor's degree
Certificate Type: Post-Baccalaureate
Number of Credits to Completion: 12.0
Instructional Delivery: Online, Campus
Calendar Type: Quarter
Expected Time to Completion: 2 years
Financial Aid Eligibility: Not aid eligible
Classification of Instructional Program (CIP) Code: 13.0402
Standard Occupational Classification (SOC) Code: 11-9039

About the Program

The Collaborative Special Education Law and Process Certificate prepares individuals to meet the unique learning needs of students with disabilities through legally mandated school, home, and community collaboration. Meeting the needs of children with disabilities through school-parent-community collaboration is the goal of educational policy in the United States.

A program goal is to more fully develop highly qualified special education teachers and administrators in schools and the community while offering special education collaborative knowledge and practical skills training to parents and advocates, whose cooperative partnership is imperative to support the provisions for the successful learning of all students as incorporated and mandated in ESSA and the IDEA 2004.

Achieving the program goal and objectives requires collaborative educators, advocates, and service providers committed to meeting the learning needs of all students with disabilities. The Collaborative Special Education Law and Process Certificate will benefit participants by providing them with the specialized training necessary to be collaborative partners in the complex process of implementing federal and state mandates to appropriately educate students with disabilities.

Admission Requirements

Applicants for the program follow the University standards for admissions to graduate study—i.e., possess an earned bachelor's degree from an accredited institution and an earned undergraduate GPA of 3.0 or higher (graduate degree GPA, if applicable, will be considered along with undergraduate GPA). In addition, the candidate will submit for consideration a completed graduate school application with official transcripts from all colleges or universities attended, two letters of recommendation, and a personal essay.

Program Requirements

EDEX 600	Family, School and Community Engagement in Special Education	3.0
EDEX 601	Special Education Advocacy	3.0
EDEX 602	Special Education Dispute Resolution and Skills Training	3.0
EDEX 710	School Law & Policy in Special Education	3.0
Total Credits		**12.0**

Additional Information

For more information about this program, please contact:

Jaclyn Aldworth
Director of Recruitment
jla359@drexel.edu

Certificate in Creativity and Innovation

Certificate Level: Graduate
Admission Requirements: Bachelor's degree
Certificate Type: Post-Baccalaureate
Number of Credits to Completion: 18.0
Instructional Delivery: Online
Calendar Type: Quarter
Expected Time to Completion: 1 year
Financial Aid Eligibility: Not aid eligible
Classification of Instructional Program (CIP) Code: 13.9999
Standard Occupational Classification (SOC) Code: 11-9199

About the Program

The graduate-level certificate in Creativity & Innovation (C&I) is for those who do not wish to pursue a master's degree but who would value a credential that demonstrates their learning. It provides corporate and business leaders, employees, school leaders, teachers, higher education managers and leaders, a mastery of the certificate's contemporary, creativity content knowledge and coursework. It is essential in today's world of increasing complexity, change, and competition that all employees within an organization engage in creative problem solving and new idea generation to solve evolving issues that arise within the work setting. The skill sets to present their innovations to key decision makers within their schools/organizations for implementation is also required. By internalizing the spirit of creativity and the principles of creative problem solving, program participants are transformed into change leaders capable of overcoming the status quo to implement their creative ideas and innovations to inspire new directions and visions.

Upon completion of the certificate in C&I program, students will have formed an in-depth understanding of creativity, enhanced communication, creative problem solving, and how these new solutions and innovations may be applied to practical situations that enhance their workplace culture. Participants will use their newly enhanced creative-thinking skills to reflect critically on existing workplace practices and express coherent and cogent ideas and suggestions for continuous improvement within their workplaces.

Credits from the certificate program may be applied toward the MS in Creativity and Innovation (https://www.online.drexel.edu/online-degrees/business-degrees/ms-creativity-innovation/) should a candidate decide to build upon the certificate credential within the allotted time in accordance with University policies.

Program Requirements

Requirements		
CRTV 501	Foundations in Creativity	3.0
CRTV 502	Tools and Techniques in Creativity	3.0
CRTV 503	Creativity in the Workplace	3.0
CRTV 620	Research Methods and Assessment of Creative and Innovative Thinking	3.0
EDCR 510	Leadership in Educational Contexts and Systems	3.0
EDCR 514	Diversity, Equity, and Social Justice in Education	3.0
Total Credits		**18.0**

Sample Plan of Study

First Year			
Fall	**Credits Winter**	**Credits Spring**	**Credits**
CRTV 501	3.0 CRTV 502	3.0 CRTV 503	3.0
EDCR 510	3.0 EDCR 514	3.0 CRTV 620	3.0
	6	**6**	**6**

Total Credits 18

Additional Information

For more information, visit the Drexel Online Graduate Certificate Creativity and Innovation (https://www.online.drexel.edu/online-degrees/business-degrees/grad-cert-creativity/) webpage.

Post-Baccalaureate Certificate in Creativity Tools and Techniques for the Classroom and Workplace

Certificate Level: Graduate
Admission Requirements: Bachelor's degree
Certificate Type: Post-Baccalaureate
Number of Credits to Completion: 9.0
Instructional Delivery: Online
Calendar Type: Quarter
Expected Time to Completion: Less than 1 year
Financial Aid Eligibility: Not aid eligible
Classification of Instructional Program (CIP) Code: 13.9999
Standard Occupational Classification (SOC) Code: 11-9199

About the Program

The Creativity Tools and Techniques for the Classroom and Workplace certificate is a bare bones credential for those in organizations in need of leaders, managers, and staff equipped with the hands-on creativity skills, tools, and techniques. Students immediately apply these skills and tools to

quickly energize their current work force members with "what can be," while stimulating and developing a workplace environment that fosters creative actions leading and workforce, while developing their employees' individual creativity mindset and creative problem-solving abilities.

The 9.0 credit certificate can be completed in either 6 or 9 months with the student simultaneously continuously applying the course content to issues relevant to the their work experiences and environments. In addition to learning the skills and techniques of creativity and innovation, the program details the 'why' behind what 'makes' the tools and techniques work which may be customized and individualized to fit the employees' and organization's unique needs.

A program completer may choose to continue to work beyond this certificate and apply the earned credit toward the advanced Creativity & Innovation Post-Baccalaureate Certificate (p. 92) or the Master of Science in Creativity & Innovation (p. 11) via the School of Education's stackable credit options.

The Creativity Tools and Techniques for the Classroom and Workplace certificate is attractive to business leaders (corporate and small to medium sized), non-profit organizations, school leadership, teachers, middle managers, and those in institutions of higher education, and any employee seeking to improve their current organization through creativity and innovation.

Admission Requirements

Each candidate is required to meet the standard Graduate Admission standards of:

- A baccalaureate degree earned from a college or university regionally accredited by a nationally recognized accrediting agency or an equivalent degree from an international college or university
- A minimum grade point average of 3.0 or higher on a 4.0 scale for undergraduate and graduate coursework. Exceptions may be made for applicants who demonstrate improved academic performance or academic ability in other ways.
- A current resume or CV

Program Requirements

Require Courses		
CRTV 502	Tools and Techniques in Creativity	3.0
CRTV 503	Creativity in the Workplace	3.0
CRTV 615	Neuroscience, Creativity and Innovation	3.0
or CRTV 650	Current Trends in Creativity & Innovation	
Total Credits		**9.0**

Sample Plans of Study

Sample Plan for 1 Course Per Term Enrollment:

First Year				
Fall	**Credits Winter**		**Credits Spring**	**Credits**
CRTV 502	3.0 CRTV 503	3.0	CRTV 615 or 650	3.0
	3	**3**		**3**
Total Credits 9				

Sample Plan for Multiple Courses Per Term Enrollment:

First Year		
Fall	**Credits Winter**	**Credits**
CRTV 502	3.0 CRTV 503	3.0
CRTV 615 or 650	3.0	
	6	**3**
Total Credits 9		

Post-Baccalaureate Certificate in Dyslexia Specialist

Certificate Level: Graduate
Admission Requirements: Bachelor's degree
Certificate Type: Post-Baccalaureate
Number of Credits to Completion: 12.0
Instructional Delivery: Online, Campus
Calendar Type: Quarter
Expected Time to Completion: 1 year
*Financial Aid Eligibility: Aid eligible**
Classification of Instructional Program (CIP) Code: 13.1315

Standard Occupational Classification (SOC) Code: 25-2022

The current plan of study for this program would not allow for federal financial aid (including Federal Direct Student Loans) since Department of Education requires a minimum of 4.5 credits per term for graduate courses and 6.0 credits per term for undergraduate courses.

About the Program

The Dyslexia Specialist Certificate program provides the courses and training hours needed for Wilson Reading System® (WRS) Level I certification. Students who complete this certificate would become eligible to be a certified (WRS) Level I instructor by the Wilson Reading System® Corporation.

Admission Requirements

- A bachelor's degree from a regionally accredited institution
- Undergraduate GPA of 3.0 or higher (graduate degree GPA will be considered along with undergraduate GPA)

Program Requirements

Required Courses		
EDLS 620	Applied Methods in Multisensory Reading Instruction	1.0
EDLS 621	Multisensory Reading Instruction	2.0
EDLS 622	Basic Word Study I	3.0
EDLS 623	Basic Word Study II	3.0
EDLS 624	Multisensory Practicum I	1.0
EDLS 625	Multisensory Practicum II	1.0
EDLS 626	Multisensory Practicum III	1.0
Total Credits		**12.0**

Sample Plan of Study

First Year

	Summer	**Credits**
	EDLS 620	1.0
		1

Second Year

Fall	**Credits**	**Winter**	**Credits**	**Spring**	**Credits**
EDLS 622	3.0	EDLS 623	3.0	EDLS 621	2.0
EDLS 624	1.0	EDLS 625	1.0	EDLS 626	1.0
	4		**4**		**3**

Total Credits 12

Additional Information

For more information about this program, please contact:

Jaclyn Aldworth
Director of Recruitment
jla359@drexel.edu

Certificate in E-Learning Leadership

Certificate Level: Graduate
Admission Requirements: Bachelor's degree
Certificate Type: Post-Baccalaureate
Number of Credits to Completion: 18.0
Instructional Delivery: Online
Calendar Type: Quarter
Expected Time to Completion: 2 years
*Financial Aid Eligibility: Aid eligible**
Classification of Instructional Program (CIP) Code: 13.0501
Standard Occupational Classification (SOC) Code: 25-9011

****The current plan of study for this program would only allow for federal financial aid (including Federal Direct Student Loans) for terms that are at least a minimum of 4.5 credits for graduate courses and 6.0 credits for undergraduate courses. This is based on current regulations from the U.S. Department of Education.***

About the Program

The graduate Certificate in E-Learning Leadership is designed to meet the needs of today's working professionals across many fields. As the demand for academic programs and courses to be delivered via e-learning continues to grow, the corresponding need for leadership in this important area increases. Similarly, corporations continue to seek leaders to oversee training and development initiatives via e-learning. This certificate provides, in a concentrated format, the most contemporary knowledge and skills needed in this important area for students who do not wish to pursue a master's degree but who would value a credential that demonstrates their learning.

Admission requires a bachelor's degree from an accredited institution and an undergraduate GPA of a 3.0 on a 4.0 scale. Up to 15.0 credit hours from the Certificate in E-Learning Leadership can be applied toward an MS in Learning Technologies (p. 53).

Objectives

Upon completion of the program, students will have formed an in-depth understanding of online and distance learning theory and practice. Students will be able to answer the following questions:

- Which emerging technologies hold greatest promise for enriching learning experiences throughout the educational enterprise?
- What pedagogical strategies should designers embody in instructional materials, including those based on multimedia and those reflected in gaming environments?
- How should educators deploy, manage, and evaluate information and communication technologies in classrooms for optimal educational effects?
- What principles of design and practice should educators incorporate into distributed educational courses and programs?

Admission Requirements

Applicants for the program will follow the University standards for admission to graduate study. Prospective students must minimally 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 (if applicable)

The applicant's potential to contribute to the overall quality of the program of study will also be considered. Decisions will be made using dates corresponding to the regular University schedule for rolling admissions in Graduate Admissions.

Program Requirements

Requirements		
EDLT 551	Instructional Design Methods	3.0
EDLT 552	Instructional Design: Project Management	3.0
EDLT 553	Instructional Design: Special Topics	3.0
ELL 501	The Purpose and Business of E-Learning	3.0
ELL 503	Teaching and Learning Issues in E-Learning	3.0
ELL 504	Learning Technologies & Disabilities	3.0
Total Credits		**18.0**

Sample Plan of Study

First Year				
Fall	**Credits Winter**	**Credits Spring**	**Credits Summer**	**Credits**
EDLT 551	3.0 EDLT 552	3.0 EDLT 553	3.0 ELL 504	3.0
ELL 501	3.0 ELL 503	3.0		
	6	**6**	**3**	**3**

Total Credits 18

Additional Information

For more information, visit the Drexel University Online Graduate Certificate in E-Learning (http://online.drexel.edu/online-degrees/business-degrees/cert-elearning/) website.

Certificate in Education Policy

Certificate Level: Graduate
Admission Requirements: Bachelor's degree
Certificate Type: Post-Baccalaureate
Number of Credits to Completion: 18.0
Instructional Delivery: Online
Calendar Type: Quarter
Expected Time to Completion: 1 year
*Financial Aid Eligibility: Aid eligible**
Classification of Instructional Program (CIP) Code: 13.0406
Standard Occupational Classification (SOC) Code: 11-9039

****The current plan of study for this program would only allow for federal financial aid (including Federal Direct Student Loans) for terms that are at least a minimum of 4.5 credits for graduate courses and 6.0 credits for undergraduate courses. This is based on current regulations from the U.S. Department of Education.***

About the Program

The Certificate in Education Policy explores the substance and process of U.S. education policy, along with the institutions that comprise the education system and their governance and practices. Students will study all aspects of education policy-making, including issues of access and equity, ethics in policy-making, and the global context in which education policy is made.

The program is designed to be useful to educators in both PK-12 and post-secondary education who are interested in gaining a sophisticated understanding of how education policy is made and implemented, as well as the policy issues that professionals will be facing in coming years, and who may have an interest in pursuing a career in education policy-making.

Program Requirements

Requirements		
EDPO 620	Education Policy: Concepts, Issues, and Applications	3.0
EDPO 624	The Shaping of American Education Policy: Global Forces, Interest Groups, and Politics	3.0
EDPO 628	American Educational Policy and U.S. Competitiveness	3.0
EDPO 632	Ethics in Educational Policy Making	3.0
EDPO 636	Access & Equity in Educational Policy Making	3.0
Elective *		3.0
Total Credits		**18.0**

* Select any 500+ level course in the following areas within the School of Education: ABA, CRTV, EDAM, EDCR, EDEX, EDGI, EDHE, EDLS, ELDT, EDPO, EDUC, EHRD, ELL, MTED, SCL. Students should seek advisor permission for elective courses outside the School of Education.

Sample Plan of Study

First Year							
Fall	**Credits**	**Winter**	**Credits**	**Spring**	**Credits**	**Summer**	**Credits**
EDPO 620	3.0	EDPO 628	3.0	EDPO 636	3.0	EDPO 632	3.0
EDPO 624	3.0			Elective	3.0		
	6		**3**		**6**		**3**
Total Credits 18							

Additional Information

For more information, visit Drexel University's Certificate in Education Policy (https://drexel.edu/soe/academics/certificates/Educational-Policy/) webpage.

Post-Baccalaureate Certificate in Higher Education Leadership

Certificate Level: Graduate
Admission Requirements: Bachelor's degree
Certificate Type: Post-Baccalaureate
Number of Credits to Completion: 9.0
Instructional Delivery: Online
Calendar Type: Quarter
Expected Time to Completion: Less than 1 year

Financial Aid Eligibility: Not aid eligible
Classification of Instructional Program (CIP) Code: 13.0406
Standard Occupational Classification (SOC) Code: 11-9033

About the Program

The Post-Baccalaureate Certificate in Higher Education Leadership provides an overview of career paths in colleges and universities, as well as national and international organizations, foundations, associations, and corporations that make up the broader higher education landscape. Opportunities for future practitioners in administrative and leadership positions in higher education settings are explored.

Program Requirements

Choose 3 of the following.		9.0
EDHE 501	Foundations of Higher Education and Governance	
EDHE 521	Student Development Theory and Application	
EDHE 531	Legal Issues & Ethics in Higher Education	
EDHE 541	Institutional Assessment, Accreditation and Effectiveness	
Total Credits		**9.0**

Sample Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits
EDHE 501, 521, 531, or 541	3.0 EDHE 501, 521, 531, or 541	3.0 EDHE 501, 521, 531, or 541	3.0
	3	**3**	**3**

Total Credits 9

Additional Information

For more information, visit the School of Education's Higher Education Leadership (https://drexel.edu/soe/academics/graduate/higher-education/) webpage.

Certificate in Instructional Design

Certificate Level: Graduate
Admission Requirements: Bachelor's degree
Certificate Type: Post-Baccalaureate
Number of Credits to Completion: 27.0
Instructional Delivery: Online
Calendar Type: Quarter
Expected Time to Completion: 2 years
*Financial Aid Eligibility: Aid eligible**
Classification of Instructional Program (CIP) Code: 13.0501
Standard Occupational Classification (SOC) Code: 25-9031

****The current plan of study for this program would only allow for federal financial aid (including Federal Direct Student Loans) for terms that are at least a minimum of 4.5 credits for graduate courses and 6.0 credits for undergraduate courses. This is based on current regulations from the U.S. Department of Education.***

About the Program

The Instructional Design Certificate prepares students to apply the principles, theories, models, tools, and techniques of systematic instructional design in diverse organizational settings. It is appropriate for students from varied professional backgrounds seeking careers that utilize the systematic design and development of effective instruction either in physical facilities, online, or blended environments. This includes individuals preparing to be professional instructional designers, teachers, and other learning design professionals for PK-20 education, adult education, and workplace training. It specifically addresses the needs of the millennial learner and collaborative, networked communities. Students are encouraged to integrate their professional experiences and engage co-learners from other environments in their explorations.

The outcomes of candidates who successfully complete the Instructional Design Certificate will be able to:

- Create effective learning artifacts using a variety of media and methods, including hands-on experience
- Design an effective instructional development plan that meets the needs of various stakeholders
- Collaborate with and lead a team of talented contributors to create an instructional product resulting in an effective and efficient outcome
- Design and integrate virtual community processes into learning environments, including social media via mobile devices

- Design effective learning experiences (LXD) for online and blended learners using tools and methods specific to specific environments
- Apply knowledge from the quickly evolving field of learning science to the design process
- Create effective technology-enhanced instruction that includes analysis, design, development, implementation, and evaluation, as well as a variety of contemporary variations on these traditional elements
- Recognize and adapt learning environments, tools, methods, and strategies to engage and optimize learning for disabled populations
- Negotiate an effective instructional design and development initiative that meets the needs of a real client
- Plan, develop, evaluate, and manage the rapid design/development of effective instructional materials

Admission Requirements

Applicants for the program will follow the University standards for admission to graduate study. Prospective students must minimally 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 (if applicable)

The applicant's potential to contribute to the overall quality of the program of study will also be considered. Decisions will be made using dates corresponding to the regular University schedule for rolling admissions in Graduate Admissions.

Credits from the certificate in Instructional Design can be applied toward an MS in Learning Technologies (p. 53).

Program Requirements

Degree Requirements

Required Core Courses		
EDLT 503	The Learning Sciences	3.0
EDLT 532	Designing Virtual Communities for Staff Development - Non-Field Experience	3.0
EDLT 541	Foundations of Game-Based Learning	3.0
EDLT 551	Instructional Design Methods	3.0
EDLT 552	Instructional Design: Project Management	3.0
EDLT 553	Instructional Design: Special Topics	3.0
EDLT 554	Learning with Social Media and Mobiles	3.0
ELL 503	Teaching and Learning Issues in E-Learning	3.0
ELL 504	Learning Technologies & Disabilities	3.0
Total Credits		**27.0**

Sample Plan of Study

First Year							
Fall	**Credits**	**Winter**	**Credits**	**Spring**	**Credits**	**Summer**	**Credits**
EDLT 541	3.0	EDLT 503	3.0	EDLT 553	3.0	VACATION	
EDLT 551	3.0	EDLT 552	3.0	EDLT 554	3.0		
	6		**6**		**6**		**0**
Second Year							
Fall	**Credits**	**Winter**	**Credits**				
ELL 504	3.0	EDLT 532	3.0				
		ELL 503	3.0				
	3		**6**				

Total Credits 27

Additional Information

For more information about this program, please contact LearningTech@drexel.edu (learningtech@drexel.edu).

Post-Baccalaureate Certificate in Instructional Design for e-Learning

Certificate Level: Graduate
Admission Requirements: Bachelor's Degree
Certificate Type: Post-Baccalaureate
Number of Credits to Completion: 9.0
Instructional Delivery: Online, Campus
Calendar Type: Quarter
Expected Time to Completion: 1 year
Financial Aid Eligibility: Not aid eligible
Classification of Instructional Program (CIP) Code: 13.0501
Standard Occupational Classification (SOC) Code: 13-1151

About the Program

The Instructional Design for e-Learning Certificate prepares students to apply the principles, theories, models, tools, and techniques of a variety of approaches to instructional design in diverse e-learning settings. This program focuses on the knowledge and skills necessary for aspiring learning design professionals for PK-20 education, adult education, and workplace training who want to add formal instructional design credentials to their portfolio of preparation. It specifically addresses the needs of the millennial learner and collaborative, networked communities seeking to design e-learning experiences. Students are encouraged to integrate their professional experiences and engage co-learners from other environments in their explorations.

Program Requirements

EDLT 551	Instructional Design Methods	3.0
EDLT 552	Instructional Design: Project Management	3.0
ELL 503	Teaching and Learning Issues in E-Learning	3.0
Total Credits		**9.0**

Sample Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits
EDLT 551	3.0 EDLT 552	3.0 ELL 503	3.0
	3	**3**	**3**

Total Credits 9

Instructional Technology Specialist Certificate

Certificate Level: Graduate
Admission Requirements: Bachelor's degree
Certificate Type: Post-Baccalaureate
Number of Credits to Completion: 27.0
Instructional Delivery: Online
Calendar Type: Quarter
Expected Time to Completion: 2 years
*Financial Aid Eligibility: Aid eligible**
Classification of Instructional Program (CIP) Code: 13.0501
Standard Occupational Classification (SOC) Code: 25-9031

The current plan of study for this program would only allow for federal financial aid (including Federal Direct Student Loans) for terms that are at least a minimum of 4.5 credits for graduate courses and 6.0 credits for undergraduate courses. This is based on current regulations from the U.S. Department of Education.

About the Program

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

Applicants for the Instructional Technology Specialist certification should ideally possess valid Pennsylvania Instructional I or II Teaching Certification. Students working on their initial teaching certificate may be required to complete additional coursework. Please visit the School of Education (http://www.drexel.edu/soe/) for additional information.

Minimum coursework requirements for the Instructional Technology Specialist Certificate include 27.0 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 previously held teaching certificate, they will also be required to complete EDCR 518 and EDLT 525 .

Admission Requirements

Applicants for the program will follow the University standards for admission to graduate study. Prospective students must minimally 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 (if applicable)

The applicant's potential to contribute to the overall quality of the program of study will also be considered. Decisions will be made using dates corresponding to the regular University schedule for rolling admissions in Graduate Admissions.

Program Requirements

Core Courses		
EDEX 542	Fundamentals of Special Education	3.0
EDEX 544	Inclusive Practices	3.0
EDLT 512	Using and Integrating Learning Technologies	3.0
EDLT 533	Designing Virtual Communities	3.0
EDLT 537	Technologies for Performance Support	3.0
EDLT 551	Instructional Design Methods	3.0
EDLT 552	Instructional Design: Project Management	3.0
EDUC 565	Foundations in Instructing English Language Learners	3.0
ELL 504	Learning Technologies & Disabilities	3.0
Additional required courses for candidates without prior teacher certification:		0.0-6.0
EDCR 518	Evidence-Based Evaluation	
EDLT 525	Design for Learning with Digital Media	
Total Credits		**27.0-33.0**

Sample Plan of Study

First Year

Fall	Credits	Winter	Credits	Spring	Credits	Summer	Credits
EDLT 512	3.0	EDLT 533 (20 hour internship)	3.0	EDEX 542	3.0	VACATION	
EDLT 551	3.0	EDLT 552	3.0	EDUC 565 (10 hour Field Experience)	3.0		
	6		**6**		**6**		**0**

Second Year

Fall	Credits	Winter	Credits
EDLT 537	3.0	EDEX 544 (20 hour Field Experience)	3.0
ELL 504	3.0		
	6		**3**

Total Credits 27

* If a student seeks the Instructional Technology Specialist PA Certificate without a previous held teaching certificate, he or she will also be required to complete EDCR 518 (http://catalog.drexel.edu/search/?P=edcr+518) and EDLT 525 through an individualized plan of study.

Additional Information

For more information about this program, please contact LearningTech@drexel.edu (learningtech@drexel.edu).

K-12 Virtual School Leadership Certificate

Certificate Level: Graduate
Admission Requirements: Bachelor's degree
Certificate Type: Post-Baccalaureate
Number of Credits to Completion: 18.0
Instructional Delivery: Online
Calendar Type: Quarter
Expected Time to Completion: 1 year
Financial Aid Eligibility: Not aid eligible
Classification of Instructional Program (CIP) Code: 13.0499
Standard Occupational Classification (SOC) Code: 11-9039

About the Program

The K-12 Virtual School Leadership Certificate is designed to address the unique leadership, instructional, and evaluative skills required to effectively lead a K-12 virtual school, as well as support virtual teaching and learning in all school contexts. Courses in this program focus specifically on developing leadership practices using technology and emerging methods for quality teaching and online learning.

Admission Requirements

Bachelor's degree from an accredited college or university.

Program Requirements

Required courses		
EDCR 510	Leadership in Educational Contexts and Systems	3.0
EDLT 512	Using and Integrating Learning Technologies	3.0
EDLT 561	Design-Based Research Methods	3.0
ELL 501	The Purpose and Business of E-Learning	3.0
ELL 503	Teaching and Learning Issues in E-Learning	3.0
ELL 504	Learning Technologies & Disabilities	3.0
Total Credits		**18.0**

Sample Plan of Study

First Year

Fall	**Credits**	**Winter**	**Credits**	**Spring**	**Credits**	**Summer**	**Credits**
EDCR 510	3.0	ELL 503	3.0	EDLT 561	3.0	ELL 504	3.0
EDLT 512	3.0			ELL 501	3.0		
	6		**3**		**6**		**3**

Total Credits 18

Post-Baccalaureate Certificate in Learning Analytics

Certificate Level: Graduate
Admission Requirements: Bachelor's degree
Certificate Type: Post-Baccalaureate
Number of Credits to Completion: 9.0
Instructional Delivery: Online, Campus
Calendar Type: Quarter
Expected Time to Completion: 1 year
Financial Aid Eligibility: Not aid eligible
Classification of Instructional Program (CIP) Code: 13.0699
Standard Occupational Classification (SOC) Code: 25-1081

About the Program

The Learning Analytics program is designed to increase the ability of education practitioners to understand and improve instructional processes, understand the role of data in organizational change, and lead change in educational systems based on multiple data and information sources. The program prepares students to make data-driven decisions about education improvement using a broad range of data collection, analytical, and visualization methods.

Program Requirements

EDLT 591	Learning Analytics: Lenses on students, teaching, and curriculum enactment	3.0
EDLT 592	Information Enabled Change in Educational Organizations	3.0
EDLT 593	Using Data to Understand Educational Systems	3.0
Total Credits		**9.0**

Sample Plan of Study

First Year

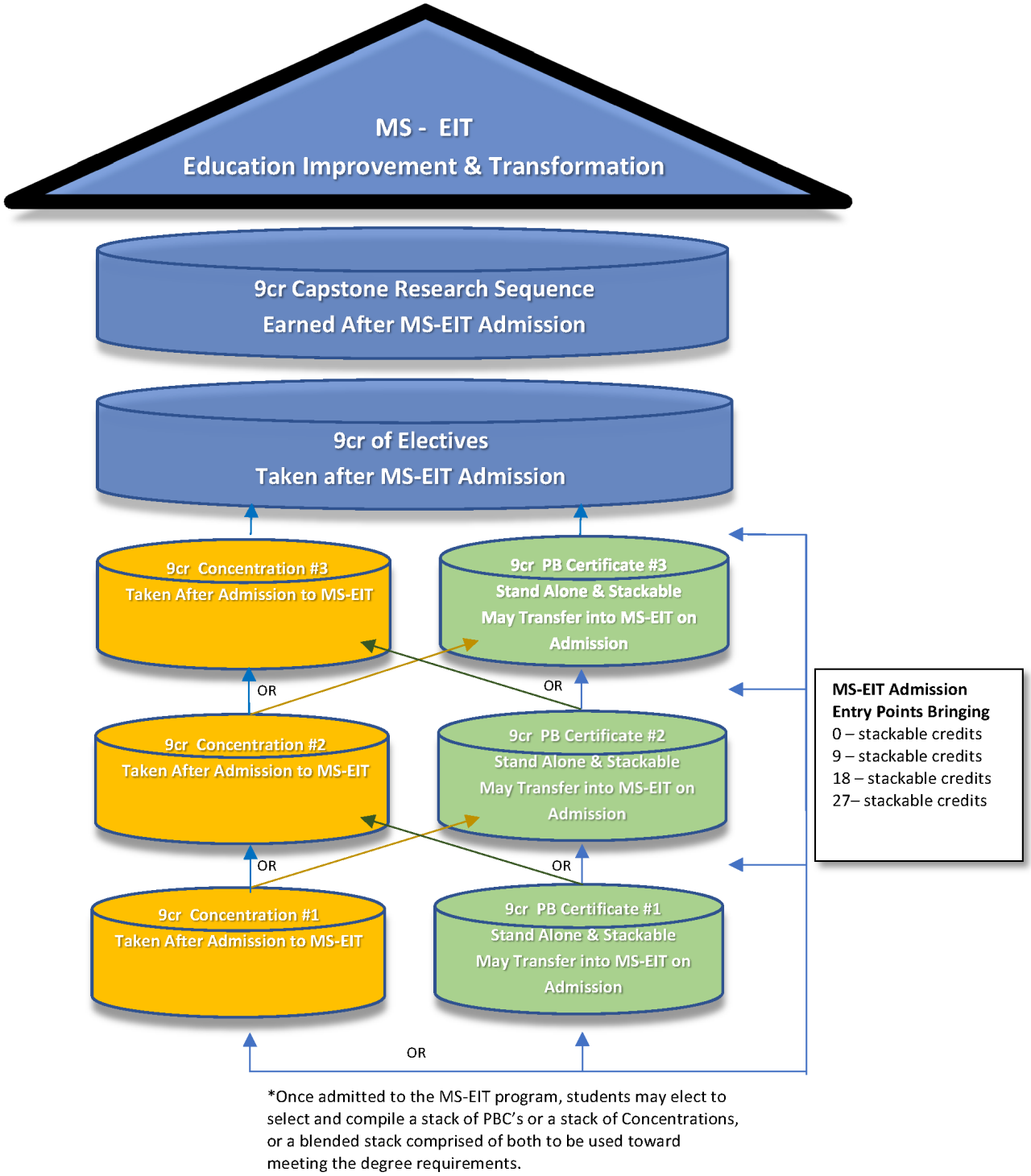
Fall	Credits Winter	Credits Spring	Credits
EDLT 591	3.0 EDLT 592	3.0 EDLT 593	3.0
	3	**3**	**3**

Total Credits 9

Pathway to MS Completion

Note: This PBC may be used to earn 9.0 credits that applies towards attainment of the MS in Education Improvement and Transformation (p. 29) (45.0 credits total) offered through the School of Education.

As the graphic below indicates, this certificate can be taken as a stand alone certificate program or "stacked" as part of the MS in Education Improvement and Transformation.



*Once admitted to the MS-EIT program, students may elect to select and compile a stack of PBC's or a stack of Concentrations, or a blended stack comprised of both to be used toward meeting the degree requirements.

Certificate in Math Leadership & Coaching

Certificate Level: Graduate

Admission Requirements: Bachelor's degree
Certificate Type: Post-Baccalaureate
Number of Credits to Completion: 20.0
Instructional Delivery: Online, Campus
Calendar Type: Quarter
Expected Time to Completion: 1 year
Financial Aid Eligibility: Not aid eligible
Classification of Instructional Program (CIP) Code: 13.1311
Standard Occupational Classification (SOC) Code: 25-1022

About the Program

Building on the existing offerings of the Mathematics Learning and Teaching Program, this graduate certificate will enable current mathematics teachers and leaders to apply for State-Approved Endorsements in Mathematics Coaching. The program is designed to address the needs of math coaches and leaders for all levels of PreK-12 education; however, the program's flexible design will allow for students to specialize in PreK-12, PreK-8, or 6-12 mathematics coaching and leadership through appropriate selection of mathematics education core courses.

Program Requirements

Mathematics Education Core Courses		
Select Two Courses:		6.0
MTED 500	Learning and Teaching Number and Operation	
MTED 501	Proportional and Algebraic Reasoning	
MTED 502	Geometry & Spatial Reasoning	
MTED 503	Data Analysis and Probabilistic & Statistical Reasoning	
MTED 511	Functions through the Curriculum	
Mathematics Coaching and Leadership Core Courses		
MTED 621	Collaborative Instructional Design & Analysis I	3.0
MTED 642	Mathematics Coaching and Leadership	3.0
MTED 643	Practicum in Mathematics Coaching and Leadership	2.0
MTED 651	Problem Solving Strategies	3.0
EDAM 524	Mentoring and Collaborative Leadership	3.0
Total Credits		**20.0**

Certificate in Mathematics Learning & Teaching

Certificate Level: Graduate
Admissions Requirements: Bachelor's degree
Certificate Type: Post-Baccalaureate
Number of Credits to Completion: 15.0
Instructional Delivery: Online
Calendar Type: Quarter
Expected Time to Completion: 1 year
*Financial Aid Eligibility: Aid eligible**
Classification of Instructional Program (CIP) Code: 13.1311
Standard Occupational Classification (SOC) Code: 25-1022

The current plan of study for this program would only allow for federal financial aid (including Federal Direct Student Loans) for terms that are at least a minimum of 4.5 credits for graduate courses and 6.0 credits for undergraduate courses. This is based on current regulations from the U.S. Department of Education.

About the Program

The Certificate in Mathematics Learning and Teaching requires the completion of 15.0 credit hours of coursework and is designed to provide mathematics teachers with development opportunities for enhancing the quality of their instruction. Recognizing that many teachers pursue graduate studies while working full-time, the program has been designed as such so that it can be completed over five quarters (requiring only one course per quarter). All courses in this program are in an online format.

Students in the certificate program take courses alongside those in the MS in Mathematics Learning & Teaching (p. 56). All of the certificate courses can be counted towards an MS in Mathematics Learning & Teaching program. Additionally, certificate students may concurrently pursue the MS in Teaching, Learning and Curriculum (p. 73).

Program Requirements

Required Course		
MTED 601	Diagnosing Student Mathematical Thinking	3.0
Select two of the following:		6.0
MTED 501	Proportional and Algebraic Reasoning	
MTED 502	Geometry & Spatial Reasoning	
MTED 503	Data Analysis and Probabilistic & Statistical Reasoning	
MTED 511	Functions through the Curriculum	
Students select 6.0 additional credits from any 600- 700 level MTED courses.		6.0
Total Credits		**15.0**

Middle Level (grades 4-8) Certification

Certificate Level: Graduate
Admissions Requirements: Bachelor's degree
Certificate Type: Post-Baccalaureate
Number of Credits to Completion: 33.0
Instructional Delivery: Online; Campus
Calendar Type: Quarter
Expected Time to Completion: 2 years
*Financial Aid Eligibility: Aid eligible**
Classification of Instructional Program (CIP) Code: 13.1399
Standard Occupational Classification (SOC) Code: 11-9039

The current plan of study for this program would only allow for federal financial aid (including Federal Direct Student Loans) for terms that are at least a minimum of 4.5 credits for graduate courses and 6.0 credits for undergraduate courses. This is based on current regulations from the U.S. Department of Education.

About the Program

This certificate program is designed for individuals who hold a bachelor's degree and who seek to qualify for Pennsylvania teacher certification at the middle level (grades 4-8). The curriculum is designed for those changing careers as well as those who already serve as temporary, emergency, or substitute teachers and wish to earn a formal teaching credential. Students completing the certification program have the option to continue coursework to earn an MS in Teaching, Learning & Curriculum degree. All graduate credits earned in this certificate program may be applied toward the MS in Teaching, Learning & Curriculum (p. 73) degree.

This program addresses the complexities of adolescent development through discussion of theories. It explores the middle school environment, developmentally appropriate middle school programs, strategies for supporting students through the transition to middle school, and the impact of peer pressure on the middle school child. The coursework in this program will prepare students for a Pennsylvania Instructional I Certificate. For students intending to teach outside of Pennsylvania, through operation of interstate reciprocity agreements, a Pennsylvania teaching certificate may be converted to the analogous teaching certificate in another state. The School of Education recommends prospective students contact their state’s Department of Education to find out these transfer procedures before proceeding.

Program Learning Objectives

- Professionalism: Upon completion of the program, the teacher candidate is able to:
  - Make ethical, sound decisions based on Pennsylvania Professional Code of Conduct
  - Demonstrate leadership in the classroom, school community, and profession that is focused on positive and innovative change
  - Seek ongoing professional growth and development in the field to improve practice
  - Demonstrate a growth mindset and take responsibility for student learning and academic growth
  - Partner with parents in the education of their children

- Diversity: Upon completion of the program, the teacher candidate is able to:
  - Use culturally responsive pedagogy to create equitable learning experiences for all students
  - Use critical self-reflection to understand one’s own identity in the context of a classroom of diverse learners
  - Create an inclusive classroom environment with high expectations for all learners

- Reflective Practice: Upon completion of the program, the teacher candidate is able to:
  - Demonstrate the ability to self-reflect on their professional practice
  - Use data and classroom-based evidence to inform and improve professional practice

- Pedagogical Content Knowledge: Upon completion of the program, the teacher candidate is able to:
  - Demonstrate strong content knowledge in all subject areas that are developmentally appropriate and aligned with NAEYC standards and program outcomes
  - Deliver effective developmentally informed instruction that is culturally and linguistically sensitive to the children in the class
  - Use appropriate means of ongoing assessment that is developmentally appropriate and sensitive to the unique capabilities of young children, and utilize assessment information to make appropriate modifications to the curriculum that will demonstrate children's progress and ensure optimal learning opportunities for all children
  - Integrate tools of technology in teaching and learning that are appropriate for the developmental levels of children and that expand, enrich, implement, individualize, differentiate, and extend the overall curriculum.
  - Construct well-written, research-based, developmentally appropriate lesson plans that reflect active teaching and learning

- Classroom Climate: Upon completion of the program, the teacher candidate is able to:
  - Create a safe, positive, and productive learning environment that supports and facilitates learning for all students
  - Build a sense of community in a collaborative climate based on developmentally appropriate prosocial skills where students work collaboratively and have a shared sense of ownership

- Developmentally Appropriate Practice: Upon completion of the program, the teacher candidate is able to:
  - Demonstrate a thorough understanding of child and/or adolescent development and the learning sciences.
  - Use differentiated instruction to meet the diverse learning needs of one's students
  - Use developmentally informed teaching practices

Pennsylvania Certification Area

Successful completion of Drexel University's Pennsylvania Department of Education approved programs will allow candidates to pursue Pennsylvania Instructional I certification in the area of middle level (4-8) math, science, social studies, or English. Additional content area coursework (or equivalent) may be required and is determined by departmental review at the time of application.

Admission Requirements

The candidate will complete the following application procedures:

- Candidate submits the Drexel application materials consisting of:
  - Completed application
  - Well-written essay to assess writing level/ability
  - Current resume
  - Two recommendation letters
  - Official transcripts from all institutions of higher education attended
- Candidates are also required to follow Drexel's procedure for obtaining the required state and federal clearances to engage in learning activities in schools.

Program Requirements

Middle Years (grades 4-8) Certification

EDEX 542	Fundamentals of Special Education	3.0
EDEX 544	Inclusive Practices	3.0
EDEX 568	Literacy and Content Skill Development PK-12	3.0
EDLT 525	Design for Learning with Digital Media	3.0
EDUC 507	Teaching the Middle School Child	3.0
EDUC 520	Professional Studies in Instruction (Middle)	3.0
EDUC 522	Evaluation of Instruction	3.0
EDUC 540	Field Experience	3.0
EDUC 562	Middle Years Social Studies Methods	1.5
EDUC 564	English/Language Arts Teaching Methods for the Middle Years	1.5
EDUC 565	Foundations in Instructing English Language Learners	3.0
EDUC 567	Middle Years Science Methods	1.5
MTED 563	Middle Years Mathematical Methods (4-8)	1.5
Total Credits		**33.0**

Sample Plan of Study

First Year							
Fall	**Credits**	**Winter**	**Credits**	**Spring**	**Credits**	**Summer**	**Credits**
EDUC 520	3.0	EDEX 544	3.0	EDUC 565	3.0	EDUC 522	3.0
EDEX 542	3.0	EDUC 507	3.0	EDEX 568	3.0	EDLT 525	3.0
	6		**6**		**6**		**6**
Second Year							
Fall	**Credits**	**Winter**	**Credits**				
EDUC 564	1.5	EDUC 562	1.5				
MTED 563	1.5	EDUC 567	1.5				
		EDUC 540	3.0				
	3		**6**				

Total Credits 33

Middle Level (grades 4-8) Certification: Mathematics Concentration

Certificate Level: Graduate
Admission Requirements: Bachelor's degree
Certificate Type: Post-Baccalaureate
Number of Credits to Completion: 33.0
Instructional Delivery: Online, Campus
Calendar Type: Quarter
Expected Time to Completion: 2 years
Financial Aid Eligibility: Not aid eligible
Classification of Instructional Program (CIP) Code: 13.1399
Standard Occupational Classification (SOC) Code: 11-9039

About the Program

This certification option enables to teachers to work with students in grades 4-8.

This program addresses the complexities of adolescent development, through discussion of theories. It explores the middle school environment, developmentally appropriate middle school programs, strategies for supporting students through the transition to middle school, and the impact of peer pressure on the middle school child.

In addition, this certification area provides: (1) training in how to effectively deliver standards-based academic math content based on age-appropriate understanding, individual, and group needs; (2) courses devoted to teaching; age-appropriate; reading skills, and how to teach and assess writing effectively.

Admission Requirements

The candidate submits the Drexel application materials consisting of:

- Completed application
- Well-written essay to assess writing level/ability
- Current resume
- Two recommendation letters
- Official transcripts from all institutions of higher education attended

Candidates are also required to follow Drexel’s procedure for obtaining the required State and Federal clearances to engage in learning activities in schools.

Program Requirements

Middle Years (grades 4-8) Certification

EDEX 542	Fundamentals of Special Education	3.0
EDEX 544	Inclusive Practices	3.0
EDEX 568	Literacy and Content Skill Development PK-12	3.0
EDLT 525	Design for Learning with Digital Media	3.0
EDUC 507	Teaching the Middle School Child	3.0
EDUC 520	Professional Studies in Instruction (Middle)	3.0
EDUC 522	Evaluation of Instruction	3.0

EDUC 540	Field Experience	3.0
EDUC 562	Middle Years Social Studies Methods	1.5
EDUC 564	English/Language Arts Teaching Methods for the Middle Years	1.5
EDUC 565	Foundations in Instructing English Language Learners	3.0
EDUC 567	Middle Years Science Methods	1.5
MTED 563	Middle Years Mathematical Methods (4-8)	1.5
Total Credits		**33.0**

* Candidates seeking Middle Level certification with a concentration in Mathematics will be required to complete their student teaching placement in an approved Math classroom.

Sample Plan of Study

First Year

Fall	Credits	Winter	Credits	Spring	Credits	Summer	Credits
EDUC 520	3.0	EDEX 544	3.0	EDUC 565	3.0	EDUC 564	1.5
EDEX 542	3.0	EDUC 507	3.0	EDEX 568	3.0	EDUC 567	1.5
						MTED 563	1.5
	6		**6**		**6**		**4.5**

Second Year

Fall	Credits	Winter	Credits
EDUC 562	1.5	EDUC 522	3.0
EDUC 540	3.0	EDLT 525	3.0
	4.5		**6**

Total Credits 33

Middle Level (grades 4-8) Certification: English Language Arts Concentration

Certificate Level: Graduate
Admission Requirements: Bachelor's degree
Certificate Type: Post-Baccalaureate
Number of Credits to Completion: 33.0
Instructional Delivery: Online, Campus
Calendar Type: Quarter
Expected Time to Completion: 2 years
Financial Aid Eligibility: Not aid eligible
Classification of Instructional Program (CIP) Code: 13.1399
Standard Occupational Classification (SOC) Code: 11-9039

About the Program

This certification option enables to teachers to work with students in grades 4-8.

This program addresses the complexities of adolescent development through discussion of theories. It explores the middle school environment, developmentally appropriate middle school programs, strategies for supporting students through the transition to middle school, and the impact of peer pressure on the middle school child.

In addition, this certification area provides: (1) training in how to effectively deliver standards-based academic English Language Arts content, based on age-appropriate understanding, individual, and group needs; (2) courses devoted to teaching; age-appropriate; reading skills, and how to teach and assess writing effectively.

Admission Requirements

The candidate will complete the following application procedures:

The candidate submits the Drexel application materials consisting of:

- Completed application
- Well-written essay to assess writing level/ability
- Current resume

- Two recommendation letters
- Official transcripts from all institutions of higher education attended

Candidates are also required to follow Drexel's procedure for obtaining the required State and Federal clearances to engage in learning activities in schools.

Program Requirements

Middle Years (grades 4-8) Certification

EDEX 542	Fundamentals of Special Education	3.0
EDEX 544	Inclusive Practices	3.0
EDEX 568	Literacy and Content Skill Development PK-12	3.0
EDLT 525	Design for Learning with Digital Media	3.0
EDUC 507	Teaching the Middle School Child	3.0
EDUC 520	Professional Studies in Instruction (Middle)	3.0
EDUC 522	Evaluation of Instruction	3.0
EDUC 540	Field Experience	3.0
EDUC 562	Middle Years Social Studies Methods	1.5
EDUC 564	English/Language Arts Teaching Methods for the Middle Years	1.5
EDUC 565	Foundations in Instructing English Language Learners	3.0
EDUC 567	Middle Years Science Methods	1.5
MTED 563	Middle Years Mathematical Methods (4-8)	1.5
Total Credits		**33.0**

* Candidates seeking Middle Level certification with a concentration in English Language Arts will be required to complete their student teaching placement in an approved 7th or 8th grade ELA classroom.

Sample Plan of Study

First Year				
Fall	**Credits**	**Winter**	**Credits**	**Spring**
EDUC 520	3.0	EDEX 544	3.0	EDUC 565
EDEX 542	3.0	EDUC 507	3.0	EDEX 568
	6		**6**	

Summer	**Credits**
EDUC 564	1.5
EDUC 567	1.5
MTED 563	1.5
6	**4.5**

Second Year			
Fall	**Credits**	**Winter**	**Credits**
EDUC 562	1.5	EDUC 522	3.0
EDUC 540	3.0	EDLT 525	3.0
	4.5		**6**

Total Credits 33

Middle Level (grades 4-8) Certification: General Science Concentration

Certificate Level: Graduate
Admission Requirements: Bachelor's degree
Certificate Type: Post-Baccalaureate
Number of Credits to Completion: 33.0
Instructional Delivery: Online, Campus
Calendar Type: Quarter
Expected Time to Completion: 2 years
Financial Aid Eligibility: Not aid eligible
Classification of Instructional Program (CIP) Code: 13.1399
Standard Occupational Classification (SOC) Code: 11-9039

About the Program

This certification option enables to teachers to work with students in grades 4-8.

This program addresses the complexities of adolescent development, through discussion of theories. It explores the middle school environment, developmentally appropriate middle school programs, strategies for supporting students through the transition to middle school, and the impact of peer pressure on the middle school child.

In addition, this certification area provides: (1) training in how to effectively deliver standards-based academic science, math, social studies, and English Language Arts content based on age-appropriate understanding, individual, and group needs; (2) courses devoted to teaching; age-appropriate; reading skills, and how to teach and assess writing effectively.

Admission Requirements

The candidate will complete the following application procedures:

The candidate submits the Drexel application materials consisting of:

- Completed application
- Well-written essay to assess writing level/ability
- Current resume
- Two recommendation letters
- Official transcripts from all institutions of higher education attended

Candidates are also required to follow Drexel's procedure for obtaining the required State and Federal clearances to engage in learning activities in schools.

Program Requirements

Middle Years (grades 4-8) Certification

EDEX 542	Fundamentals of Special Education	3.0
EDEX 544	Inclusive Practices	3.0
EDEX 568	Literacy and Content Skill Development PK-12	3.0
EDLT 525	Design for Learning with Digital Media	3.0
EDUC 507	Teaching the Middle School Child	3.0
EDUC 520	Professional Studies in Instruction (Middle)	3.0
EDUC 522	Evaluation of Instruction	3.0
EDUC 540	Field Experience	3.0
EDUC 562	Middle Years Social Studies Methods	1.5
EDUC 564	English/Language Arts Teaching Methods for the Middle Years	1.5
EDUC 565	Foundations in Instructing English Language Learners	3.0
EDUC 567	Middle Years Science Methods	1.5
MTED 563	Middle Years Mathematical Methods (4-8)	1.5
Total Credits		**33.0**

* Candidates seeking Middle Level certification with a concentration in Science will be required to complete their student teaching placement in an approved Science classroom.

Sample Plan of Study

First Year				
Fall	**Credits Winter**	**Credits Spring**	**Credits Summer**	**Credits**
EDUC 520	3.0 EDEX 544	3.0 EDUC 565	3.0 EDUC 564	1.5
EDEX 542	3.0 EDUC 507	3.0 EDEX 568	3.0 EDUC 567	1.5
			MTED 563	1.5
	6	**6**	**6**	**4.5**
Second Year				
Fall	**Credits Winter**	**Credits**		
EDUC 562	1.5 EDUC 522	3.0		
EDUC 540	3.0 EDLT 525	3.0		
	4.5	**6**		

Total Credits 33

Middle Level (grades 4-8) Certification: Social Studies Concentration

Certificate Level: Graduate
Admission Requirements: Bachelor's degree
Certificate Type: Post-Baccalaureate
Number of Credits to Completion: 33.0
Instructional Delivery: Online, Campus
Calendar Type: Quarter

Expected Time to Completion: 2 years
Financial Aid Eligibility: Not aid eligible
Classification of Instructional Program (CIP) Code: 13.1399
Standard Occupational Classification (SOC) Code: 11-9039

About the Program

This certification option enables to teachers to work with students in grades 4-8.

This program addresses the complexities of adolescent development, through discussion of theories. It explores the middle school environment, developmentally appropriate middle school programs, strategies for supporting students through the transition to middle school, and the impact of peer pressure on the middle school child.

In addition, this certification area provides: (1) training in how to effectively deliver standards-based academic science, math, social studies, and English Language Arts content based on age-appropriate understanding, individual, and group needs; (2) courses devoted to teaching; age-appropriate; reading skills, and how to teach and assess writing effectively.

Admission Requirements

The candidate submits the Drexel application materials consisting of:

- Completed application
- Well-written essay to assess writing level/ability
- Current resume
- Two recommendation letters
- Official transcripts from all institutions of higher education attended

Candidates are also required to follow Drexel's procedure for obtaining the required State and Federal clearances to engage in learning activities in schools.

Program Requirements

Middle Years (grades 4-8) Certification

EDEX 542	Fundamentals of Special Education	3.0
EDEX 544	Inclusive Practices	3.0
EDEX 568	Literacy and Content Skill Development PK-12	3.0
EDLT 525	Design for Learning with Digital Media	3.0
EDUC 507	Teaching the Middle School Child	3.0
EDUC 520	Professional Studies in Instruction (Middle)	3.0
EDUC 522	Evaluation of Instruction	3.0
EDUC 540	Field Experience	3.0
EDUC 562	Middle Years Social Studies Methods	1.5
EDUC 564	English/Language Arts Teaching Methods for the Middle Years	1.5
EDUC 565	Foundations in Instructing English Language Learners	3.0
EDUC 567	Middle Years Science Methods	1.5
MTED 563	Middle Years Mathematical Methods (4-8)	1.5
Total Credits		**33.0**

* Candidates seeking Middle Level certification with a concentration in Social Studies will be required to complete their student teaching placement in an approved Social Studies classroom.

Sample Plan of Study

First Year							
Fall	**Credits**	**Winter**	**Credits**	**Spring**	**Credits**	**Summer**	**Credits**
EDUC 520	3.0	EDEX 544	3.0	EDUC 565	3.0	EDUC 564	1.5
EDEX 542	3.0	EDUC 507	3.0	EDEX 568	3.0	EDUC 567	1.5
						MTED 563	1.5
	6		**6**		**6**		**4.5**
Second Year							
Fall	**Credits**	**Winter**	**Credits**				
EDUC 562	1.5	EDUC 522	3.0				

EDUC 540	3.0 EDLT 525	3.0	
	4.5	**6**	

Total Credits 33

Post-Baccalaureate Certificate in Mind, Brain & Learning

Certificate Level: Graduate
Admissions Requirements: Bachelor's degree
Certificate Type: Post-Baccalaureate
Number of Credits to Completion: 9.0
Instructional Delivery: Online
Calendar Type: Quarter
Expected Time to Completion: Less than 1 year
*Financial Aid Eligibility: Aid eligible**
Classification of Instructional Program (CIP) Code: 13.9999
Standard Occupational Classification (SOC) Code: 25-1081; 25-3099

***The current plan of study for this program would not allow for federal financial aid (including Federal Direct Student Loans) since Department of Education requires a minimum of 4.5 credits per term for graduate courses and 6.0 credits per term for undergraduate courses.**

About the Program

The Post-Baccalaureate Certificate in Mind, Brain, and Learning provides educators and professional development trainers with an the opportunity to study mind, brain, and education science within real-world contexts.

Post-baccalaureate professionals in this certificate will be able to apply knowledge, skills, and experience to course design and instruction across educational formats, including online, blended/hybrid, and onsite to optimize learning within educational and workforce environments.

Program Requirements

Program Requirements		
Choose 3 of the following.		9.0
EDHE 620	Mind, Brain and Learning	
EDHE 621	Neuropedagogy and Assessment	
EDHE 622	Neurodiversity in Education and Workforce	
CRTV 615	Neuroscience, Creativity and Innovation	
Total Credits		**9.0**

Sample Plan of Study

First Year

Fall	**Credits**	**Winter**	**Credits**	**Spring**	**Credits**
Course 1	3.0	Course 2	3.0	Course 3	3.0
	3		**3**		**3**

Total Credits 9

Additional Information

For more information, visit Drexel University's Certificate in Mind, Brain, and Learning (https://drexel.edu/soe/academics/certificates/Mind-Brain-Learning/) webpage.

Post-Baccalaureate Certificate in Online Teaching and Learning

Certificate Level: Graduate
Admission Requirements: Bachelor's degree
Certificate Type: Post-Baccalaureate
Number of Credits to Completion: 9.0
Instructional Delivery: Online, Campus
Calendar Type: Quarter
Expected Time to Completion: 1 year
Financial Aid Eligibility: Not aid eligible
Classification of Instructional Program (CIP) Code: 13.0501
Standard Occupational Classification (SOC) Code: 13-1151

About the Program

The Online Teaching and Learning Certificate is designed to address the unique instructional knowledge and skills required to effectively design and deliver instruction online. Courses in this program focus specifically on developing practices using technology and emerging methods for quality teaching and online learning in PK-20 settings, for adult learners, and in corporate settings.

Program Requirements

Choose 3 of 4 courses		9.0
EDLT 503	The Learning Sciences	
EDLT 512	Using and Integrating Learning Technologies	
EDLT 551	Instructional Design Methods	
ELL 504	Learning Technologies & Disabilities	
Total Credits		**9.0**

Sample Plan of Study

First Year

Fall	Credits Winter	Credits Summer	Credits
EDLT 512 or 551	3.0 EDLT 503	3.0 ELL 504	3.0
	3	**3**	**3**

Total Credits 9

Pathway to MS Completion

As the graphic below indicates, this certificate can be taken as a stand alone certificate program or "stacked" as part of the MS in Education Improvement and Transformation.

*Once admitted to the MS-EIT program, students may elect to select and compile a stack of PBC's or a stack of Concentrations, or a blended stack comprised of both to be used toward meeting the degree requirements.

Post-Baccalaureate Certificate in Organization and Talent Development

Certificate Level: Graduate
Admission Requirements: Bachelor's degree
Certificate Type: Post-Baccalaureate
Number of Credits to Completion: 9.0
Instructional Delivery: Online, Campus
Calendar Type: Quarter
Expected Time to Completion: 1 year
Financial Aid Eligibility: Not aid eligible
Classification of Instructional Program (CIP) Code: 52.1005
Standard Occupational Classification (SOC) Code: 13-1151

About the Program

The Certificate in Organization and Talent Development is a post-baccalaureate professional development and micro-credential designed to equip emerging leaders with the competencies and capabilities to design and implement talent development and management, coaching and mentoring, and organization development and change initiatives in any organizational setting regardless of sector and industry.

Program Requirements

Program Requirements		
EHRD 500	Foundations of Human Resources Development	3.0
EHRD 602	Coaching and Mentoring for Sustainable Learning	3.0
EHRD 611	Organization Development and Change	3.0
Total Credits		**9.0**

Sample Plan of Study

First Year (Part-Time)			
Fall	**Credits Winter**	**Credits Spring**	**Credits**
EHRD 500	3.0 EHRD 602	3.0 EHRD 611	3.0
	3	**3**	**3**

Total Credits 9

Post-Bachelor's Teaching Certificate: Elementary Education

Certificate Level: Graduate
Admission Requirements: Bachelor's degree
Certificate Type: Post-Baccalaureate
Number of Credits to Completion: 42.0
Instructional Delivery: Online, Campus
Calendar Type: Quarter
Expected Time to Completion: 2 years
*Financial Aid Eligibility: Aid eligible**
Classification of Instructional Program (CIP) Code: 13.1202
Standard Occupational Classification (SOC) Code: 25-2021

The current plan of study for this program would only allow for federal financial aid (including Federal Direct Student Loans) for terms that are at least a minimum of 4.5 credits for graduate courses and 6.0 credits for undergraduate courses. This is based on current regulations from the U.S. Department of Education.

About the Program

This certificate program is designed for individuals who hold a bachelor's degree and who seek to qualify for Pennsylvania teacher certification at the elementary level (PreK to 4th grade). The curriculum is designed for those changing careers as well as those who already serve as temporary, emergency, or substitute teachers and wish to earn a formal teaching credential. Students completing the certification program have the option to continue coursework to earn their MS in Teaching, Learning & Curriculum degree. All graduate credits earned in this certificate program may be applied toward the MS in Teaching, Learning & Curriculum. (p. 73) The coursework in this program will prepare students for a Pennsylvania Instructional I Certificate.

For students intending to teach outside of Pennsylvania, through operation of interstate reciprocity agreements, a Pennsylvania teaching certificate may be converted to the analogous teaching certificate in another state. The School of Education recommends prospective students contact their state's Department of Education to find out these transfer procedures before proceeding.

Program Goals

- Professionalism: Upon completion of the program, the teacher candidate is able to:
  - Make ethical, sound decisions based on Pennsylvania Professional Code of Conduct
  - Demonstrate leadership in the classroom, school community, and profession that is focused on positive and innovative change
  - Seek ongoing professional growth and development in the field to improve practice
  - Demonstrate a growth mindset and take responsibility for student learning and academic growth
  - Partner with parents in the education of their children
- Diversity: Upon completion of the program, the teacher candidate is able to:
  - Use culturally responsive pedagogy to create equitable learning experiences for all students
  - Use critical self-reflection to understand one's own identity in the context of a classroom of diverse learners
  - Create an inclusive classroom environment with high expectations for all learners
- Reflective Practice: Upon completion of the program, the teacher candidate is able to:
  - Demonstrate the ability to self-reflect on their professional practice
  - Use data and classroom-based evidence to inform and improve professional practice
- Pedagogical Content Knowledge: Upon completion of the program, the teacher candidate is able to:
  - Demonstrate strong content knowledge in all subject areas that are developmentally appropriate and aligned with NAEYC standards and program outcomes
  - Deliver effective developmentally informed instruction that is culturally and linguistically sensitive to the children in the class
  - Use appropriate means of ongoing assessment that is developmentally appropriate and sensitive to the unique capabilities of young children, and utilize assessment information to make appropriate modifications to the curriculum that will demonstrate children's progress and ensure optimal learning opportunities for all children
  - Integrate tools of technology in teaching and learning that are appropriate for the developmental levels of children and that expand, enrich, implement, individualize, differentiate, and extend the overall curriculum.
  - Construct well-written, research-based, developmentally appropriate lesson plans that reflect active teaching and learning
- Classroom Climate: Upon completion of the program, the teacher candidate is able to:
  - Create a safe, positive, and productive learning environment that supports and facilitates learning for all students
  - Build a sense of community in a collaborative climate based on developmentally appropriate prosocial skills where students work collaboratively and have a shared sense of ownership
- Developmentally Appropriate Practice: Upon completion of the program, the teacher candidate is able to:
  - Demonstrate a thorough understanding of child and/or adolescent development and the learning sciences.
  - Use differentiated instruction to meet the diverse learning needs of one's students
  - Use developmentally informed teaching practices

Pennsylvania Certification

Successful completion of Drexel University's Pennsylvania Department of Education approved programs will allow candidates to pursue Pennsylvania Instructional I certification in the area of Elementary Education (PreK-4).

Additional content area coursework (or equivalent) may be required and is determined by departmental review at the time of application.

Program Requirements

Early Childhood/Elementary (PreK-4) Certification		
EDEX 542	Fundamentals of Special Education	3.0
EDEX 544	Inclusive Practices (Field Experience required)	3.0
EDEX 568	Literacy and Content Skill Development PK-12	3.0
EDLT 525	Design for Learning with Digital Media	3.0
EDUC 513	Elementary Science Teaching Methods	3.0
EDUC 520	Professional Studies in Instruction	3.0
EDUC 521	Typical and Atypical Development in Early Childhood Education (Field Experience required)	3.0
EDUC 522	Evaluation of Instruction	3.0

EDUC 529	Early Literacy (Field Experience required)	3.0
EDUC 539	Expressive Arts	3.0
EDUC 540	Field Experience (12 week Full time Student Teaching)	3.0
EDUC 555	Social Studies Teaching Methods	3.0
EDUC 565	Foundations in Instructing English Language Learners (Field Experience required)	3.0
MTED 517	Mathematics Methods and Content (PreK-4) (Field Experience required)	3.0
Total Credits		**42.0**

Sample Plan of Study

First Year

Fall	Credits	Winter	Credits	Spring	Credits	Summer	Credits
EDEX 542	3.0	EDEX 544*	3.0	EDEX 568	3.0	EDUC 513	3.0
EDUC 520	3.0	EDLT 525	3.0	EDUC 521*	3.0	EDUC 522	3.0
	6		**6**		**6**		**6**

Second Year

Fall	Credits	Winter	Credits	Spring	Credits	Summer	Credits
EDUC 529*	3.0	EDUC 540**	3.0	EDUC 555	3.0	EDUC 539	3.0
MTED 517*	3.0			EDUC 565*	3.0		
	6		**3**		**6**		**3**

Total Credits 42

* Field Experience required

** Mandatory Full-time Student Teaching

Post-Bachelor's Teaching Certificate: Secondary Education

Certificate Level: Graduate
Admission Requirements: Bachelor's degree
Certificate Type: Post-Baccalaureate
Number of Credits to Completion: 30.0
Instructional Delivery: Online, Campus
Calendar Type: Quarter
Expected Time to Completion: 2 years
*Financial Aid Eligibility: Aid eligible**
Classification of Instructional Program (CIP) Code: 13.1205
Standard Occupational Classification (SOC) Code: 25-2031

The current plan of study for this program would only allow for federal financial aid (including Federal Direct Student Loans) for terms that are at least a minimum of 4.5 credits for graduate courses and 6.0 credits for undergraduate courses. This is based on current regulations from the U.S. Department of Education.

About the Program

These certificate programs are designed for individuals who hold a bachelor's degree and who seek to qualify for Pennsylvania teacher certification at the secondary level. The curriculum is designed for many populations, including those who are changing careers, who already serve as temporary, emergency, or substitute teachers, and who wish to earn a formal teaching credential. Students completing the certification program have the option to continue coursework to earn the MS in Teaching, Learning & Curriculum degree. All graduate credits earned in this certificate program may be applied toward the MS in Teaching, Learning & Curriculum (p. 73).

The program will prepare students for a Pennsylvania Instructional I Certificate.

For students intending to teach outside of Pennsylvania, through operation of interstate reciprocity agreements, a Pennsylvania teaching certificate may be converted to the analogous teaching certificate in another state. The School recommends prospective students contact the state's Department of Education to find out these transfer procedures before proceeding.

Program Learning Objectives

- Professionalism: Upon completion of the program, the teacher candidate is able to:
  - Make ethical, sound decisions based on Pennsylvania Professional Code of Conduct
  - Demonstrate leadership in the classroom, school community, and profession that is focused on positive and innovative change
  - Seek ongoing professional growth and development in the field to improve practice
  - Demonstrate a growth mindset and take responsibility for student learning and academic growth

    - Partner with parents in the education of their children

- Diversity: Upon completion of the program, the teacher candidate is able to:
    - Use culturally responsive pedagogy to create equitable learning experiences for all students
    - Use critical self-reflection to understand one’s own identity in the context of a classroom of diverse learners
    - Create an inclusive classroom environment with high expectations for all learners
- Reflective Practice: Upon completion of the program, the teacher candidate is able to:
    - Demonstrate the ability to self-reflect on their professional practice
    - Use data and classroom-based evidence to inform and improve professional practice

- Pedagogical Content Knowledge: Upon completion of the program, the teacher candidate is able to:
    - Demonstrate strong content knowledge in all subject areas that are developmentally appropriate and aligned with NAEYC standards and program outcomes
    - Deliver effective, developmentally informed instruction that is culturally and linguistically sensitive to the children in the class
    - Use appropriate means of ongoing assessment that is developmentally appropriate and sensitive to the unique capabilities of young children, and utilize assessment information to make appropriate modifications to the curriculum that will demonstrate children’s progress and ensure optimal learning opportunities for all children
    - Integrate tools of technology in teaching and learning that are appropriate for the developmental levels of children and that expand, enrich, implement, individualize, differentiate, and extend the overall curriculum
    - Construct well-written, research-based, developmentally appropriate lesson plans that reflect active teaching and learning
- Classroom Climate: Upon completion of the program, the teacher candidate is able to:
    - Create a safe, positive, and productive learning environment that supports and facilitates learning for all students
    - Build a sense of community in a collaborative climate based on developmentally appropriate prosocial skills where students work collaboratively and have a shared sense of ownership
- Developmentally Appropriate Practice: Upon completion of the program, the teacher candidate is able to:
    - Demonstrate a thorough understanding of child and/or adolescent development and the learning sciences
    - Use differentiated instruction to meet the diverse learning needs of one’s students
    - Use developmentally informed teaching practices

Pennsylvania Certification Areas

Drexel University's Pennsylvania Department of Education approved programs certify students who already hold bachelor's degrees to be teachers in Secondary Education (7-12):

- Biology
- Chemistry
- Earth and space science
- English
- General science
- Mathematics
- Physics
- Social studies

Additional content area coursework (or equivalent) may be required and is determined by departmental review at the time of application.

Program Requirements

Secondary Biology Core Certification requirements		
EDEX 542	Fundamentals of Special Education	3.0
EDEX 544	Inclusive Practices (Field Experience required)	3.0
EDEX 568	Literacy and Content Skill Development PK-12	3.0
EDLT 525	Design for Learning with Digital Media	3.0
EDUC 514	Science Teaching Methods (Field Experience required)	3.0
EDUC 515	Adolescent Learners in Secondary Schools (Field Experience required)	3.0
EDUC 520	Professional Studies in Instruction	3.0
EDUC 522	Evaluation of Instruction	3.0
EDUC 540	Field Experience (12 week Full time student teaching)	3.0

EDUC 565	Foundations in Instructing English Language Learners (Field Experience required)	3.0
Total Credits		**30.0**

Sample Plan of Study

First Year (Part-Time)

Fall	Credits	Winter	Credits	Spring	Credits	Summer	Credits
EDEX 542	3.0	EDEX 544*	3.0	EDEX 568	3.0	EDLT 525	3.0
EDUC 520	3.0	EDUC 515*	3.0			EDUC 522	3.0
	6		**6**		**3**		**6**

Second Year (Part-Time)

Fall	Credits	Winter	Credits
EDUC 514*	3.0	EDUC 540**	3.0
EDUC 565*	3.0		
	6		**3**

Total Credits 30

* Field Experience required

** 12-week full-time student teaching experience

Program Requirements

Secondary Chemistry Core Certification Requirements		
EDEX 542	Fundamentals of Special Education	3.0
EDEX 544	Inclusive Practices (Field Experience required)	3.0
EDEX 568	Literacy and Content Skill Development PK-12	3.0
EDUC 514	Science Teaching Methods (Field Experience required)	3.0
EDUC 515	Adolescent Learners in Secondary Schools (Field Experience required)	3.0
EDUC 520	Professional Studies in Instruction	3.0
EDUC 522	Evaluation of Instruction	3.0
EDUC 540	Field Experience (12 week Full time Student Teaching required)	3.0
EDUC 565	Foundations in Instructing English Language Learners (Field Experience required)	3.0
EDLT 525	Design for Learning with Digital Media	3.0
Total Credits		**30.0**

Sample Plan of Study

First Year

Fall	Credits	Winter	Credits	Spring	Credits	Summer	Credits
EDEX 542	3.0	EDEX 544*	3.0	EDEX 568	3.0	EDLT 525	3.0
EDUC 520	3.0	EDUC 515*	3.0			EDUC 522	3.0
	6		**6**		**3**		**6**

Second Year

Fall	Credits	Winter	Credits
EDUC 514*	3.0	EDUC 540**	3.0
EDUC 565*	3.0		
	6		**3**

Total Credits 30

* Field Experience required

** 12-week full-time student teaching experience

Program Requirements

Secondary Earth and Space Science Core Certification requirements		
EDEX 542	Fundamentals of Special Education	3.0
EDEX 544	Inclusive Practices (Field Experience required)	3.0
EDUC 514	Science Teaching Methods (Field Experience required)	3.0
EDEX 568	Literacy and Content Skill Development PK-12	3.0
EDUC 515	Adolescent Learners in Secondary Schools (Field Experience required)	3.0
EDUC 520	Professional Studies in Instruction	3.0
EDUC 522	Evaluation of Instruction	3.0
EDUC 540	Field Experience (12 week Full Time Student Teaching required)	3.0

EDLT 525	Design for Learning with Digital Media	3.0
EDUC 565	Foundations in Instructing English Language Learners (Field Experience required)	3.0
Total Credits		**30.0**

Sample Plan of Study

First Year

Fall	Credits	Winter	Credits	Spring	Credits	Summer	Credits
EDEX 542	3.0	EDEX 544*	3.0	EDEX 568	3.0	EDLT 525	3.0
EDUC 520	3.0	EDUC 515*	3.0			EDUC 522	3.0
	6		**6**		**3**		**6**

Second Year

Fall	Credits	Winter	Credits
EDUC 514*	3.0	EDUC 540**	3.0
EDUC 565*	3.0		
	6		**3**

Total Credits 30

* Field Experience required

** 12-week full-time student teaching experience

Program Requirements

Secondary English Core Certification Requirements		
EDEX 542	Fundamentals of Special Education	3.0
EDEX 544	Inclusive Practices (Field Experience required)	3.0
EDUC 515	Adolescent Learners in Secondary Schools (Field Experience required)	3.0
EDEX 568	Literacy and Content Skill Development PK-12	3.0
EDUC 520	Professional Studies in Instruction	3.0
EDUC 522	Evaluation of Instruction	3.0
EDUC 538	English Teaching Methods (Field Experience required)	3.0
EDLT 525	Design for Learning with Digital Media	3.0
EDUC 540	Field Experience (12 week Full Time Student Teaching)	3.0
EDUC 565	Foundations in Instructing English Language Learners (Field Experience required)	3.0
Total Credits		**30.0**

Sample Plan of Study

First Year

Fall	Credits	Winter	Credits	Spring	Credits	Summer	Credits
EDEX 542	3.0	EDUC 515*	3.0	EDEX 568	3.0	EDLT 525	3.0
EDUC 520	3.0	EDEX 544*	3.0			EDUC 522	3.0
	6		**6**		**3**		**6**

Second Year

Fall	Credits	Winter	Credits
EDUC 538*	3.0	EDUC 540**	3.0
EDUC 565*	3.0		
	6		**3**

Total Credits 30

* Field Experience required

** 12-week full-time student teaching experience

Program Requirements

Secondary General Science Core Certification Requirements		
EDEX 542	Fundamentals of Special Education	3.0
EDEX 544	Inclusive Practices (Field Experience required)	3.0
EDUC 514	Science Teaching Methods (Field Experience required)	3.0
EDEX 568	Literacy and Content Skill Development PK-12	3.0
EDUC 515	Adolescent Learners in Secondary Schools (Field Experience required)	3.0
EDUC 520	Professional Studies in Instruction	3.0
EDUC 522	Evaluation of Instruction	3.0

EDUC 540	Field Experience (12 week Full Time Student Teaching required)	3.0
EDLT 525	Design for Learning with Digital Media	3.0
EDUC 565	Foundations in Instructing English Language Learners (Field Experience required)	3.0
Total Credits		**30.0**

Sample Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDEX 542	3.0 EDEX 544*	3.0 EDEX 568	3.0 EDLT 525	3.0
EDUC 520	3.0 EDUC 515*	3.0	EDUC 522	3.0
	6	**6**	**3**	**6**

Second Year

Fall	Credits Winter	Credits
EDUC 514*	3.0 EDUC 540**	3.0
EDUC 565*	3.0	
	6	**3**

Total Credits 30

* Field Experience required

** 12-week full-time student teaching experience

Program Requirements

Secondary Mathematics Core Certification Requirements		
EDEX 542	Fundamentals of Special Education	3.0
EDEX 544	Inclusive Practices (Field Experience required)	3.0
EDUC 515	Adolescent Learners in Secondary Schools (Field Experience required)	3.0
EDEX 568	Literacy and Content Skill Development PK-12	3.0
EDUC 520	Professional Studies in Instruction	3.0
EDUC 522	Evaluation of Instruction	3.0
EDUC 540	Field Experience (12 week Full Time Student Teaching required)	3.0
EDLT 525	Design for Learning with Digital Media	3.0
EDUC 565	Foundations in Instructing English Language Learners (Field Experience required)	3.0
MTED 519	Teaching Secondary Mathematics (Field Experience required)	3.0
Total Credits		**30.0**

Sample Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDEX 542	3.0 EDEX 544*	3.0 EDEX 568	3.0 EDLT 525	3.0
EDUC 520	3.0 EDUC 515*	3.0	EDUC 522	3.0
	6	**6**	**3**	**6**

Second Year

Fall	Credits Winter	Credits
EDUC 565*	3.0 EDUC 540**	3.0
MTED 519*	3.0	
	6	**3**

Total Credits 30

* Field Experience required

** 12-week full-time student teaching experience

Program Requirements

Secondary Physics Core Certification Requirements		
EDEX 542	Fundamentals of Special Education	3.0
EDEX 544	Inclusive Practices (Field Experience required)	3.0
EDUC 514	Science Teaching Methods (Field Experience required)	3.0
EDEX 568	Literacy and Content Skill Development PK-12	3.0
EDUC 515	Adolescent Learners in Secondary Schools (Field Experience required)	3.0
EDUC 520	Professional Studies in Instruction	3.0

EDUC 522	Evaluation of Instruction	3.0
EDUC 540	Field Experience (12 week Full Time Student teaching required)	3.0
EDLT 525	Design for Learning with Digital Media	3.0
EDUC 565	Foundations in Instructing English Language Learners (Field Experience required)	3.0
Total Credits		**30.0**

Sample Plan of Study

First Year

Fall	Credits	Winter	Credits	Spring	Credits	Summer	Credits
EDEX 542	3.0	EDEX 544*	3.0	EDEX 568	3.0	EDLT 525	3.0
EDUC 520	3.0	EDUC 515*	3.0			EDUC 522	3.0
	6		**6**		**3**		**6**

Second Year

Fall	Credits	Winter	Credits
EDUC 514*	3.0	EDUC 540**	3.0
EDUC 565*	3.0		
	6		**3**

Total Credits 30

* Field Experience required

** 12-week full-time student teaching experience

Program Requirements

Secondary Social Studies Core Certification Requirements		
EDEX 542	Fundamentals of Special Education	3.0
EDEX 544	Inclusive Practices (Field Experience required)	3.0
EDUC 515	Adolescent Learners in Secondary Schools (Field Experience required)	3.0
EDEX 568	Literacy and Content Skill Development PK-12	3.0
EDUC 520	Professional Studies in Instruction	3.0
EDUC 522	Evaluation of Instruction	3.0
EDUC 540	Field Experience (12 week Full Time Student Teaching required)	3.0
EDLT 525	Design for Learning with Digital Media	3.0
EDUC 556	Secondary Social Studies Methods (7-12) (Field Experience required)	3.0
EDUC 565	Foundations in Instructing English Language Learners (Field Experience required)	3.0
Total Credits		**30.0**

Sample Plan of Study

First Year

Fall	Credits	Winter	Credits	Spring	Credits	Summer	Credits
EDEX 542	3.0	EDEX 544*	3.0	EDEX 568	3.0	EDLT 525	3.0
EDUC 520	3.0	EDUC 515*	3.0			EDUC 522	3.0
	6		**6**		**3**		**6**

Second Year

Fall	Credits	Winter	Credits
EDUC 565*	3.0	EDUC 540**	3.0
MTED 519*	3.0		
	6		**3**

Total Credits 30

* Field Experience required

** 12-week full-time student teaching experience

Reading Specialist Certificate

Certificate Level: Graduate
Admissions Requirements: Bachelor's degree
Certificate Type: Post-Baccalaureate
Number of Credits to Completion: 31.0
Instructional Delivery: Online, Campus
Calendar Type: Quarter

Expected Time to Completion: 2 years
*Financial Aid Eligibility: Aid eligible**
Classification of Instructional Program (CIP) Code: 13.1315
Standard Occupational Classification (SOC) Code: 25-2022; 25-2031

The current plan of study for this program would only allow for federal financial aid (including Federal Direct Student Loans) for terms that are at least a minimum of 4.5 credits for graduate courses and 6.0 credits for undergraduate courses. This is based on current regulations from the U.S. Department of Education.

About the Program

The Reading Specialist Certificate Program is designed for teachers who already possess an Instructional I certificate in PA or another State who has a desire to become literacy coach, a literacy program/curriculum consultant (for a school, literacy center, etc.), a reading intervention specialist, or to supplement existing knowledge/skills in developing expertise as a reading instructor. The program is designed for teachers who want to obtain another certification as a Reading Specialist. Students completing Drexel's Reading Specialist program would also become eligible to obtain the Wilson Language Instruction Level 1 by the Wilson Language Corporation. Through reciprocity agreements among the states, graduates can transfer their certification in almost any state across the United States. Only students who hold a PA Instructional I or II certificate are eligible to apply for PA Reading Specialist certification. If you hold a certification from another state, you must check with your state's Department of Education to find out how to obtain certification in your state.

Program Requirements

Reading Specialist Certificate Requirements:		
EDLS 550	Theories of Reading and Writing	3.0
EDLS 555	Understanding Literacy through Sociocultural Perspectives	3.0
EDLS 560	Reading and Writing in the Content Areas (7-12)	3.0
EDLS 565	Constructing Meaning through Reading and Writing	3.0
EDLS 570	Literacy and Evaluation	3.0
EDLS 575	Responding to Children's and Young Adult Literature	3.0
EDLS 620	Applied Methods in Multisensory Reading Instruction	1.0
EDLS 622	Basic Word Study I	3.0
EDLS 623	Basic Word Study II	3.0
EDLS 624	Multisensory Practicum I	1.0
EDLS 625	Multisensory Practicum II	1.0
EDLS 626	Multisensory Practicum III	1.0
EDLS 650	Designing a Literacy Program	3.0
Total Credits		**31.0**

Sample Plan of Study

First Year

Fall	**Credits**	**Winter**	**Credits**	**Spring**	**Credits**	**Summer**	**Credits**
EDLS 620	1.0	EDLS 550	3.0	EDLS 555 (10 hr Observation)	3.0	EDLS 560 (15 hr Practicum in-class activities)*	3.0
		EDLS 622	3.0	EDLS 623	3.0	EDLS 570 (5 hr Practicum in-class assessment)*	3.0
		EDLS 624 (20 hr. Practicum working 1 on 1 with student)*	1.0	EDLS 625 (20 hr. Practicum working 1 on 1 with student)*	1.0	EDLS 626 (20 hr Practicum working 1 on 1 with student)*	1.0
	1		**7**		**7**		**7**

Second Year

Fall	**Credits**
EDLS 565	3.0
EDLS 575 (Practicum - 3 student interviews)*	3.0
EDLS 650 (20-30 hrs Practicum - clinical component designing literacy program)*	3.0
	9

Total Credits 31

* Courses require all students (regardless of being an in-service teacher) to update and submit all required clearances (FBI and all other clearances required of your State/District) to the Field Placement Office via StuTeach@drexel.edu and electronically complete the AY Field Placement Application Form (http://drexel.edu/soe/academics/undergraduate/Certification-Information/teacher-certification-forms/academic-year-field-placement-form/) for courses by term for entire academic year. For all clearance information go to the School of Education's Field Placement Office Website (http://www.drexel.edu/soe/academics/field-placement-office/).

School Principal Certificate

Certificate Level: Graduate
Admissions Requirements: Bachelor's degree
Certificate Type: Post-Baccalaureate
Number of Credits to Completion: 24.0
Instructional Delivery: Online
Calendar Type: Quarter
Expected Time to Completion: 1 year
*Financial Aid Eligibility: Aid eligible**
Classification of Instructional Program (CIP) Code: 13.0408 / 13.0409
Standard Occupational Classification (SOC) Code: 11-9032

The current plan of study for this program would only allow for federal financial aid (including Federal Direct Student Loans) for terms that are at least a minimum of 4.5 credits for graduate courses and 6.0 credits for undergraduate courses. This is based on current regulations from the U.S. Department of Education.

About the Program

The School Principal Certificate program 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.

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 or counselors who already possess initial teaching or educational specialist certificates. 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, the initial teaching or educational specialist certificate has been received, submitted passing Praxis Exam scores, and three years of satisfactory professional school experience have been completed. Minimum coursework requirements for the School Principal Certificate include 24.0 credits of specific pedagogy as outlined below. Students must achieve the grade of B or better in each graduate-level course needed for certification.

Certification Courses		
EDAM 705	School Law and Politics	3.0
EDAM 708	Integration of Technology with School Instruction and Management	3.0
EDAM 710	School Finance and Facilities	3.0
EDAM 712	School and Community Partnerships and Relations	3.0
EDAM 714	Instructional and Curriculum Leadership	3.0
EDAM 715	School Principal Internship: Technology	1.5
EDAM 716	School Principal Internship: Finance	1.5
EDAM 717	School Principal Internship: Leadership	1.5
EDAM 718	School Principal Internship: Relations	1.5
EDCR 510	Leadership in Educational Contexts and Systems	3.0
Total Credits		**24.0**

Students working toward School Principal Certification engage in a corresponding 1.5-credit school-based internship when enrolled in EDAM 715, EDAM 716, EDAM 717, EDAM 718 related to each course's content.

Sample Plan of Study

First Year				
Fall	**Credits Winter**	**Credits Spring**	**Credits Summer**	**Credits**
EDCR 510	3.0 EDAM 712	3.0 EDAM 714	3.0 EDAM 705	3.0
	EDAM 718	1.5 EDAM 717	1.5 EDAM 708	3.0

			EDAM 715	1.5
	3	**4.5**	**4.5**	**7.5**

Second Year

Fall	**Credits**
EDAM 710	3.0
EDAM 716	1.5
	4.5

Total Credits 24

Students who possess a valid state-issued teacher or educational specialist certification and have completed a minimum of three years of satisfactory professional school experience upon successful completion of these certification courses, and who also meet the current state minimum score on the appropriate Praxis Exam may apply for School Principal Certification.

Additional Information

Students can receive a Master of Science in Educational Administration while pursuing the School Principal Certification. For more information, visit the Educational Administration (p. 22) catalog page.

Certificate in Social Emotional & Behavioral Wellness

Certificate Level: Graduate
Admission Requirements: Bachelor's degree
Certificate Type: Post-Baccalaureate
Number of Credits to Completion: 12.0
Instructional Delivery: Online
Calendar Type: Quarter
Expected Time to Completion: 6 to 12 months
*Financial Aid Eligibility: Aid eligible**
Classification of Instructional Program (CIP) Code: 13.1005
Standard Occupational Classification (SOC) Code: 25-2059

The current plan of study for this program would not allow for federal financial aid (including Federal Direct Student Loans) since Department of Education requires a minimum of 4.5 credits per term for graduate courses and 6.0 credits per term for undergraduate courses.

About the Program

The purpose of this endorsement is to further prepare professional educators to build resiliency in students by facilitating social, emotional, and behavioral wellness in order to address non-academic barriers to learning. All courses are grounded in theories of cognitive, social, emotional, and behavioral development and demonstrate research-based practices that enable candidates to gain knowledge and experience needed to work successfully with family members and the broader community in supporting social, emotional, and behavioral wellness of PK-12 students.

Admission Requirements

A bachelor's degree is required. Students seeking the PDE endorsement must hold their Instructional I certification or be actively pursuing the certification at point of admission.

Program Requirements

EDEX 580	Social Emotional Wellness and Evidence-Based Preventative School Practices	3.0
EDEX 581	Understanding Social Emotional Disorders	3.0
EDEX 582	Evidence-Based School Interventions and Trauma Informed Education/Care	3.0
EDEX 583	Collaboration and Community Based Practices to Promote Social Emotion Wellness	3.0
Total Credits		**12.0**

Sample Plan of Study

First Year

Term 1	**Credits**	**Term 2**	**Credits**	**Term 3**	**Credits**	**Term 4**	**Credits**
EDEX 580	3.0	EDEX 581	3.0	EDEX 582	3.0	EDEX 583	3.0
	3		**3**		**3**		**3**

Total Credits 12

Additional Information

For more information about this program, please contact:

Jaclyn Aldworth
Director of Recruitment
jla359 (http://catalog.drexel.edu/graduate/schoolofeducation/socialemotionalbehavioralwellnesspbc/jla359@drexel.edu)@drexel.edu (jla359@drexel.edu)

Special Education PK-12 Certification

Certificate Level: Graduate
Admission Requirements: Bachelor's degree
Certificate Type: Post-Baccalaureate
Number of Credits to Completion: 27.0
Instructional Delivery: Online
Calendar Type: Quarter
Expected Time to Completion: 2 years
*Financial Aid Eligibility: Aid eligible**
Classification of Instructional Program (CIP) Code: 13.1017
Standard Occupational Classification (SOC) Code: 25-2052

The current plan of study for this program would only allow for federal financial aid (including Federal Direct Student Loans) for terms that are at least a minimum of 4.5 credits for graduate courses and 6.0 credits for undergraduate courses. This is based on current regulations from the U.S. Department of Education.

About the Program

The Special Education PK-12 Certification program seeks to produce professionals who are equipped with the fundamental skills, knowledge, and competencies necessary to meet the needs of students at risk for school failure and students with disabilities in multiple settings.

This certificate program focuses on students at the prekindergarten through secondary level. The Special Education PK-12 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 PK-12 special education.

This program is a part-time graduate program consisting of 27.0 credits in core special education certification courses. For students who have not completed the prerequisite courses, the program will require 36.0 credits; 27.0 credits in core special education PK-12 certification courses and 9.0 credits in prerequisite courses.

The courses cover all required state and federal regulations as well as the PA General Standards for Special Education and the standards outlined by the Council of Exceptional Children (CEC).

Admission Requirements

Bachelor’s degree from a regionally accredited institution.

- Undergraduate GPA of 3.0 or higher (graduate GPAs will be considered along with the undergraduate GPA)
- Completed graduate school application
- Official transcripts from all universities or colleges and other post-secondary educational institutions (including trade schools) attended
- Two letters of recommendation—professional or academic
- An essay describing why the applicant is interested in pursuing graduate study in this field

Program Requirements

Pre-requisites for Certification in Special Education (PreK-12)
Students must have completed the following courses in order to apply for a Pennsylvania Special Education PreK-12 certification. 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:

EDEX 542	Fundamentals of Special Education	3.0
EDEX 544	Inclusive Practices	3.0
EDEX 568	Literacy and Content Skill Development PK-12	3.0
Core Certification Courses		
EDEX 536	Special Education Law and Process	3.0

EDEX 543	Emotional and Behavioral Support of Individuals with Disabilities	3.0
EDEX 549	Teaching Individuals with High Incident Disabilities	3.0
EDEX 550	Teaching Individuals with Low Incident Disabilities	3.0
EDEX 552	Integrating Technology for Learning & Achievement	3.0
EDEX 555	Teaching Students with Autism Spectrum Disorder	3.0
EDEX 575	Teaching STEAM in an Inclusive Environment PK-12	3.0
EDEX 578	Special Education Practicum PK-12	3.0
EDEX 588	Implementing Academic Interventions in Inclusive Educational Environments	3.0
Total Credits		**27.0**

Sample Plan of Study

First Year

Fall	**Credits**	**Winter**	**Credits**	**Spring**	**Credits**	**Summer**	**Credits**
EDEX 536	3.0	EDEX 543	3.0	EDEX 552	3.0	EDEX 550	3.0
EDEX 549	3.0	EDEX 555	3.0	EDEX 578	3.0		
	6		**6**		**6**		**3**

Second Year

Fall	**Credits**
EDEX 575	3.0
EDEX 588	3.0
	6

Total Credits 27

Additional Information

For more information about this program, please contact:

Jaclyn Aldworth
Director of Recruitment
jla359@drexel.edu

Post-Bachelor's Certificate in Special Education Leadership

Certificate Level: Graduate
Admission Requirements: Bachelor's degree
Certificate Type: Post-Baccalaureate
Number of Credits to Completion: 25.0
Instructional Delivery: Online, Campus
Calendar Type: Quarter
Expected Time to Completion: 2 years
*Financial Aid Eligibility: Aid eligible**
Classification of Instructional Program (CIP) Code: 13.0402
Standard Occupational Classification (SOC) Code: 11-9039

The current plan of study for this program would only allow for federal financial aid (including Federal Direct Student Loans) for terms that are at least a minimum of 4.5 credits for graduate courses and 6.0 credits for undergraduate courses. This is based on current regulations from the U.S. Department of Education.

About the Program

The Post-Bachelor's Certificate in Special Education Leadership program is designed to produce educators who are equipped with the advanced skills, knowledge, and competencies necessary 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 9.0 credits of leadership core courses for a total of 25.0 credits. The courses in the leadership core focus on areas of change, finance, evaluation and assessment, and technology. Students must complete all courses and meet the prerequisite standards established by the PA Dept of Education for recommendation for the PA Supervisor of Special Education certification.

Admission Requirements

Students applying to this program should have the following:

- Bachelor’s degree from a regionally accredited institution
- Undergraduate GPA of 3.0 or higher (graduate GPAs will be considered along with the undergraduate GPA)

- Completed graduate school application
- Official transcripts from all universities or colleges and other post-secondary educational institutions (including trade schools) attended
- Two letters of recommendation—professional or academic
- An essay describing why the applicant is interested in pursuing graduate study in this field

Program Requirements

Leadership Core Courses		
EDAM 708	Integration of Technology with School Instruction and Management	3.0
EDAM 710	School Finance and Facilities	3.0
EDAM 722	Evaluation & Assessment Competencies	3.0
Special Education Leadership Concentration Courses		
EDEX 710	School Law & Policy in Special Education	3.0
EDEX 712	Instructional & Curriculum Leadership in Special Education	3.0
EDEX 714	Development, Supervision, & Support: Special Education Leadership	3.0
EDEX 716	Organization & Administration of Special Education	3.0
EDEX 721	Supervisor of Special Education Internship: Special Education Leadership	1.0
EDEX 722	Supervisor of Special Education Internship: Instructional Leadership	1.0
EDEX 723	Supervisor of Special Education Internship: Collaboration & Personnel	1.0
EDEX 724	Supervisor of Special Education Internship: Finance & Management	1.0
Total Credits		**25.0**

Sample Plan of Study

First Year

Term 1	Credits	Term 2	Credits	Term 3	Credits	Term 4	Credits
EDAM 710	3.0	EDAM 722	3.0	EDEX 710	3.0	EDAM 708	3.0
EDEX 712	3.0	EDEX 714	3.0	EDEX 721	1.0	EDEX 716	3.0
EDEX 722	1.0	EDEX 723	1.0			EDEX 724	1.0
	7		**7**		**4**		**7**

Total Credits 25

Additional Information

For more information about this program, please contact:

Jaclyn Aldworth
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jla359@drexel.edu

Post-Baccalaureate Certificate in Sport Leadership

Certificate Level: Graduate
Admission Requirements: Bachelor's degree
Certificate Type: Post-Baccalaureate
Number of Credits to Completion: 12.0
Instructional Delivery: Online
Calendar Type: Quarter
Expected Time to Completion: 1 year
Financial Aid Eligibility: Not aid eligible
Classification of Instructional Program (CIP) Code: 13.1314
Standard Occupational Classification (SOC) Code: 25-1081

About the Program

The Sport Leadership (SL) certificate at Drexel University aims to help students grow their abilities to be a leader and communicate effectively with athletes and program stakeholders. The purpose of this program is to help coaches become more of a valued asset to the athletic communities. Students range from former athletes looking for the next career move in sports, educators interested in moving into the field of coaching, and current coaches looking to take their coaching practices to the next level.

Admission Requirements

Acceptance for graduate study at Drexel University requires a four-year bachelor's degree from a regionally accredited institution in the United States or an equivalent international institution. Applicants who have not received a degree in the United States are required to take the Test of English as a Foreign Language (TOEFL).

Program Requirements

SCL 501	Coaching Theory and Principles	3.0
SCL 503	Learning Strategies in Coaching	3.0
SCL 504	Coaching Psychology	3.0
SMT 629	Managing Coaches & Teams	3.0
Total Credits		**12.0**

Sample Plan of Study

First Year (Part-Time)

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
SCL 501	3.0 SCL 503	3.0 SCL 504	3.0 SMT 629	3.0
	3	**3**	**3**	**3**

Total Credits 12

STEM Education Certificate

Certificate Level: Graduate
Admission Requirements: Bachelor's degree
Certificate Type: Post-Baccalaureate
Number of Credits to Completion: 12.0
Instructional Delivery: Online, Campus
Calendar Type: Quarter
Expected Time to Completion: 1 year
*Financial Aid Eligibility: Aid eligible**
Classification of Instructional Program (CIP) Code: 13.1316
Standard Occupational Classification (SOC) Code: 25-2022; 25-2031

The current plan of study for this program would only allow for federal financial aid (including Federal Direct Student Loans) for terms that are at least a minimum of 4.5 credits for graduate courses and 6.0 credits for undergraduate courses. This is based on current regulations from the U.S. Department of Education.

About the Program

The Certificate in STEM embraces the School of Education’s and Universities focus on STEM education. The program creates an opportunity for those individuals who want to gain further understanding of STEM and provides the comprehensive education needed to effectively teach STEM concepts, as well as integrates strategies within the curriculum to effectively enhance student performance in STEM areas. The primary goal for the certificate in STEM Education is to broaden and deepen students' understanding of STEM education.

Admission Requirements

- Bachelor's degree from a regionally accredited institution
- Two letters of recommendation
- Official transcripts from all universities or colleges and other post-secondary educational institutions (including trade schools) attended
- Completed Application Form
- Undergraduate GPA of 3.0 or higher (graduate GPAs will be considered along with the undergraduate GPA)
- An essay describing why you are interested in pursuing graduate study in this field
- International Students must submit a TOEFL score indicating a minimum of 600 (paper exam) or 250 (CBT exam).

Program Requirements

Required Courses		
EDUC 840	Theories of Individual Cognition in STEM Education	3.0
EDUC 842	Social Foundation and Group Cognition in STEM Education	3.0
EDUC 844	Creativity and Innovation in STEM Education	3.0
Capstone Course (select one)		**3.0**
EDUC 514	Science Teaching Methods	

MTED 519	Teaching Secondary Mathematics	
Total Credits		**12.0**

Post-Baccalaureate Certificate in STEM Undergraduate Education

Certificate Level: Graduate
Admission Requirements: Bachelor's degree
Certificate Type: Post-Baccalaureate
Number of Credits to Completion: 12.0
Instructional Delivery: Campus
Calendar Type: Quarter
Expected Time to Completion: 1 year
Financial Aid Eligibility: Not aid eligible
Classification of Instructional Program (CIP) Code: 13.0601
Standard Occupational Classification (SOC) Code: 25-1081

About the Program

The post bachelor's certificate in Undergraduate STEM Education supports the professional development of graduate students from STEM disciplines. This program prepares STEM graduate students to implement evidence-based pedagogies that have been demonstrated to be effective for teaching undergraduate STEM courses. This interdisciplinary program provides a mechanism to allow doctoral students from a STEM discipline to learn about pedagogical approaches appropriate for teaching STEM undergraduates, and research, assessment and evaluation of STEM programs. Such skills, experiences and competencies will both diversify the career prospects of these graduate students as well as position them to participate more fully in programs with STEM Education and/or outreach as their “broader impact.”

Admission Requirements

Undergraduate or graduate degree in a STEM discipline. Potential students without a degree in a STEM content area will be considered with supporting letters of recommendation from STEM faculty members at institutions of higher learning.

Program Requirements

ISTM 511	Foundations in Evidence-Based STEM Pedagogy	3.0
ISTM 512	Advanced Undergraduate STEM Pedagogical Techniques	3.0
ISTM 513	Improving STEM Education Through Research	3.0
ISTM 514	STEM Program Evaluation and Assessment	3.0
Total Credits		**12.0**

Sample Plan of Study

First Year

Fall	**Credits**	**Winter**	**Credits**	**Spring**	**Credits**	**Summer**	**Credits**
ISTM 511	3.0	ISTM 512	3.0	ISTM 513	3.0	ISTM 514	3.0
	3		**3**		**3**		**3**

Total Credits 12

Certificate in Student Development and Affairs

Certificate Level: Graduate
Admission Requirements: Bachelor's degree
Certificate Type: Post-Baccalaureate
Number of Credits of Completion: 18.0
Instructional Delivery: Online
Calendar Type: Quarter
Expected Time to Completion: Less than 2 years
Financial Aid Eligibility: Not aid eligible
Classification of Instructional Program (CIP) Code: 13.0406
Standard Occupational Classification (SOC) Code: 11-9033

About the Program

The Post-Baccalaureate Certificate in Student Development and Affairs is an option for students and professionals who have already completed a bachelor's degree and would like to enhance their professional credentials without pursing a master's degree. This certificate supports careers in higher education at the university and community college level as well as within higher education organizations. Graduates with this certificate will have a

strong understanding of the issues and needs specific to student affairs and student success. Graduates will be well prepared to work in a variety of departments serving students, including academic advising, career services, financial aid, health services, residence halls, student athlete services, and multicultural centers.

Program Requirements

Required Courses		
EDHE 501	Foundations of Higher Education and Governance	3.0
EDHE 521	Student Development Theory and Application	3.0
EDHE 531	Legal Issues & Ethics in Higher Education	3.0
EDHE 653	Marketing, Recruitment & Financial Aid	3.0
EDHE 661	Critical Issues & Risk Management in Student Affairs	3.0
EDHE 665	Student Success: Learning and Innovative Support Services	3.0
Total Credits		**18.0**

Sample Plan of Study

First Year							
Fall	**Credits**	**Winter**	**Credits**	**Spring**	**Credits**	**Summer**	**Credits**
EDHE 501	3.0	EDHE 531	3.0	EDHE 521	3.0	EDHE 653	3.0
		EDHE 665	3.0			EDHE 661	3.0
	3		**6**		**3**		**6**

Total Credits 18

Additional Information

For more information, visit Drexel University's Certificate in Student Development and Affairs (https://drexel.edu/soe/academics/certificates/student-development-and-affairs/) webpage.

Teaching English as a Second Language

Certificate Level: Graduate
Admission Requirements: Bachelor's degree
Certificate Type: Post-Baccalaureate
Number of Credits to Completion: 13.5
Instructional Delivery: Online
Calendar Type: Quarter
Expected Time to Completion: 1 year
Financial Aid Eligibility: Not aid eligible
Classification of Instructional Program (CIP) Code: 13.1401
Standard Occupational Classification (SOC) Code: 25-2031

About the Program

Teaching English as a Second Language certification is an add-on certificate available to candidates that currently possess a Pennsylvania Instructional I or Instructional II teaching certificate. The 13.5 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. Completion of the program also includes field-based experiences and a capstone action research project, under the guidance of an ESL Program Specialist. It does not require that the instructor speak another language. Credits earned through this program may be applied toward the MS in Teaching, Learning and Curriculum (p. 73) initial certification or advanced track programs. All candidates are also required to complete field experiences ranging from 10 hours to 30 hours per course.

This program satisfies PA State of Education requirements for Program Specialist: ESL endorsement. Interstate agreements generally allow applicability across the US; however, prospective candidates outside of Pennsylvania are advised to check with their state authorities to determine whether this program is appropriate for their case.

Program Requirements

Courses		
EDUC 602	Language Learning & 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	4.5
Total Credits		**13.5**

Sample Plan of Study

First Year			
Term 1		**Credits Term 2**	**Credits**
EDUC 602	3.0	EDUC 606	3.0
EDUC 604	3.0	EDUC 608	4.5
	6		**7.5**

Total Credits 13.5

Post-Baccalaureate Certificate in U.S. Education Policy

Certificate Level: Graduate
Admission Requirements: Bachelor's degree
Certificate Type: Post-Baccalaureate
Number of Credits to Completion: 9.0
Instructional Delivery: Online; Campus
Calendar Type: Quarter
Expected Time to Completion: Less than 1 year
Financial Aid Eligibility: Not aid eligible
Classification of Instructional Program (CIP) Code: 13.0406
Standard Occupational Classification (SOC) Code: 11.9033

About the Program

The Post-Baccalaureate Certificate (PBC) in U.S. Education Policy explores the substance and process of U.S. education policy, along with the institutions that comprise the education system and their governance and practices. This nine-credit certificate is designed for students who are seeking to develop a more sophisticated understanding of the U.S. education system in order to perform more effectively as an education professional. This program is primarily geared towards K-12 educators, though it has relevance for those working in post-secondary education as well.

Program Requirements

EDPO 620	Education Policy: Concepts, Issues, and Applications	3.0
EDPO 628	American Educational Policy and U.S. Competitiveness	3.0
EDPO 636	Access & Equity in Educational Policy Making	3.0
Total Credits		**9.0**

Sample Plan of Study

First Year			
Fall	**Credits Winter**	**Credits Spring**	**Credits**
EDPO 620	3.0 EDPO 628	3.0 EDPO 636	3.0
	3	**3**	**3**

Total Credits 9

Pathway to MS Completion

Note: This PBC may be used to earn 9.0 credits that applies towards attainment of the MS in Education Improvement and Transformation (p. 29) (45.0 credits total) offered through the School of Education.

As the graphic below indicates, this certificate can be taken as a stand alone certificate program or "stacked" as part of the MS in Education Improvement and Transformation.

*Once admitted to the MS-EIT program, students may elect to select and compile a stack of PBC's or a stack of Concentrations, or a blended stack comprised of both to be used toward meeting the degree requirements.

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