



DREXEL UNIVERSITY

School of
Education

CATALOG

2024-2025

GRADUATE

A photograph of the Drexel Institute building facade. The building is made of light-colored stone and features a large archway. Above the archway, the words "DREXEL INSTITUTE" are carved in large, capital letters. A winged statue of a woman stands on the archway. Green foliage is visible in the foreground on the left side.

DREXEL INSTITUTE

catalog.drexel.edu

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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, Higher Education and Learning Technologies.

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.

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- Teaching English as a Second Language (p. 130)
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Resources for Students

The 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)** 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 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 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 MS

Major: Applied Behavior Analysis

Degree Awarded: Master of Science (MS)

Calendar Type: Quarter

Minimum Required Credits: 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 empirically validated approach to the investigation and improvement of behaviors with environmental determinants. Extensive research has established proven methods which have developed the technology called applied behavior analysis. Together with client-focused clinical approaches, these methods have enabled behavior analysts to make significant contributions and advancements in the education and behavioral health fields.

The Master of Science program in applied behavior analysis will prepare its graduates to become knowledgeable and compassionate clinical and educational leaders who use individualized and evidence-based behavioral techniques to support and improve outcomes for people across a variety of settings and needs. Graduates from this program will be highly successful candidates for employers searching for skilled clinicians and leaders in behavioral health and educational settings. Additionally, interested graduates will be prepared to transition to doctoral 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 content hour requirements and faculty standards. For eligibility to take the Board Certified Behavior Analyst Examination®, applicants will have to meet additional fieldwork and supervision requirements set forth by the Behavior Analysis Certification Board.

Additional Information

For more information about this program, please visit the School of Education's (<https://drexel.edu/soe/academics/graduate/applied-behavior-analysis/>) 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).

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 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
ABA 640	An Analysis of Verbal Behavior	3.0
ABA 641	Therapeutic Approaches Using Principles of Behavior Analysis	3.0
ABA 642	Seminar in Applied Behavior Analysis	3.0
ABA 731	Research Methods and Practice	4.5
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 Full-Time 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 640	3.0
ABA 632	4.5 ABA 636	4.5 ABA 635	4.5 ABA 731	4.5
	9	9	9	7.5
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 Part-Time Plan of Study

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
ABA 630	4.5 ABA 636	4.5 ABA 632	4.5 ABA 633	4.5
	4.5	4.5	4.5	4.5
Second Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
ABA 635	4.5 ABA 642*	3.0 ABA 634	4.5 ABA 731	4.5
	4.5	3	4.5	4.5
Third Year				
Fall	Credits Winter	Credits		
ABA 641	3.0 ABA 640	3.0		
ABA 780	3.0 ABA 781	3.0		
	6	6		
Total Credits 46.5				

*

Note: This term is 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.

Program Level Outcomes

Upon completion of the program, graduates will be prepared to:

- Design appropriate measurement systems, schedules of observation, and data displays.
- Conduct thorough behavioral assessments that consider all potential environmental variables and rule out other medical or biological variables.
- Analyze and interpret assessments and other outcome data and provide data-based recommendations.
- Construct behavioral interventions based on assessment results and the best available scientific evidence that also addresses the diverse and unique preferences and needs of the learners and their support systems.
- Practice within one's limits of professional competence in applied behavior analysis, and seek consultation, supervision, and training, or make referrals as necessary.
- Demonstrate awareness and a willingness to adhere to the BACB Ethics Code for Behavior Analysts.

- Identify and reflect on gaps in the behavioral literature and be able to conceptualize, develop, and conduct a capstone project that is experimentally sound, socially, and addresses all of the dimensions of ABA.

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 (RtI); 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 MS

Major: Applied Behavior Analysis and Special Education

Degree Awarded: Master of Science (MS)

Calendar Type: Quarter

Minimum Required Credits: 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 master's program combines two valuable fields of study into a program focused on improving educational outcomes for individuals with disabilities. This innovative program will prepare candidates to work in PreK-12 institutions where educators and leaders knowledgeable about special education and skilled in behavior analysis are a growing area of need.

The Association for Behavior Analysis International (<https://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.

Special Education courses in the program meet all required state and federal regulations including the Pennsylvania General Standards for Special Education as well as the competencies and standards outlined by the Council for Exceptional Children (CEC). Graduates seeking Pennsylvania special education teaching certification must either have an active Pennsylvania Instructional I or II teaching certificate or select the initial certification concentration to gain eligibility while in the program.

This program confers a Master of Science in Applied Behavior Analysis and Special Education, which provides candidates with increased flexibility and a much sought after skillset. Many courses include 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, please visit the School of Education's (<https://drexel.edu/soe/academics/graduate/Special-Education-Applied-Behavior-Analysis-Dual-MS/>) 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).

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 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
ABA 731	Research Methods and Practice	4.5
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 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 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
EDUC 521	Typical and Atypical Development in Early Childhood Education
EDUC 565	Foundations in Instructing English Language Learners

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

Students must also complete the following:

EDEX 575	Teaching STEAM in an Inclusive Environment PK-12
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Collaborative Special Education Law and Process

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
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Students selecting Autism Spectrum Disorders or Collaborative Law and Process Concentration must also complete capstone sequence

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 568	3.0 ABA 630	4.5 ABA 633	4.5
EDEX 544	3.0 EDUC 521	3.0 ABA 632	4.5 EDEX 555	3.0
	6	6	9	7.5

Second Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
ABA 634	4.5 EDEX 543	3.0 EDEX 550	3.0 ABA 636	4.5
ABA 635	4.5 EDUC 515	3.0 EDEX 588	3.0 ABA 731	4.5
	9	6	6	9

Third Year

Fall	Credits Winter	Credits Spring	Credits
EDEX 536	3.0 EDEX 514	6.0 EDEX 552	3.0
EDEX 549	3.0	EDUC 565	3.0
EDEX 578	3.0		
	9	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
ABA 630	4.5 ABA 633	4.5 ABA 634	4.5
ABA 632	4.5 ABA 636	4.5 ABA 635	4.5
	9	9	9

Second Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDEX 536	3.0 EDEX 543	3.0 EDEX 550	3.0 ABA 731	4.5
EDEX 549	3.0 EDEX 555	3.0 EDEX 588	3.0 Concentration Course	3.0
EDEX 575	3.0			
	9	6	6	7.5

Third Year

Fall	Credits Winter	Credits Spring	Credits
ABA 780	3.0 ABA 781	3.0 EDEX 552	3.0
EDEX 578	3.0 Concentration Course	3.0 Concentration Course	3.0
Concentration Course	3.0		
	9	6	6

Total Credits 76.5

Program Level Outcomes

- Use multiple reliable and valid methods to assess student strengths and needs and make instructional recommendations based on assessment data.
- Demonstrate collaborative partnerships with stakeholders (including educational team members, family members and students) in the development, implementation and assessment of individualized educational plans and goals.
- Create and support inclusive learning environments where all learners are welcomed, challenged and held to high expectations.
- Demonstrate scholarship and leadership with the legal requirements with the legal requirements as well as ethical and professional standards that undergird the practice of special education.
- Exhibit competence in selecting and executing evidence-based behavioral, instructional, and technology strategies to address the diverse needs of students with disabilities.
- Design appropriate measurement systems, schedules of observation, and data displays.
- Conduct thorough behavioral assessments that consider all potential environmental variables and rule out other medical or biological variables.
- Analyze and interpret assessments and other outcome data and provide data-based recommendations.
- Construct behavioral interventions based on assessment results and the best available scientific evidence that also addresses the diverse and unique preferences and needs of the learners and their support systems.
- Practice within one's limits of professional competence in applied behavior analysis, and seek consultation, supervision, and training, or make referrals as necessary.
- Demonstrate awareness and a willingness to adhere to the BACB Ethics Code for Behavior Analysts.
- Identify and reflect on gaps in the behavioral literature and be able to conceptualize, develop, and conduct a capstone project that is experimentally sound, socially, and addresses all of the dimensions of ABA.

Applied Learning, Leadership, and Innovation EdS

Major: Applied Learning, Leadership, and Innovation

Degree Awarded: Education Specialist (EdS)

Calendar Type: Quarter

Minimum Required Credits: 48.0

Co-op Option: None

Classification of Instructional Programs (CIP) code: 13.0401

Standard Occupational Classification (SOC) code: 11-9032

About the Program

The Education Specialist (EdS) in Applied Learning, Leadership, and Innovation (ALLI) is a comprehensive and advanced program that goes beyond the master's level to prepare educators and practitioners for leadership roles in various educational settings. This program is designed to prepare emerging leaders with the advanced knowledge, skills, and innovative strategies to excel in their field.

Designed for working professionals, the EdS program can be completed in just two-years of part-time, flexible online study. Students enrolled in the EdS program will complete a series of core courses focused on key subjects including educational leadership, innovation, research, and evaluation. The program experience culminates with an applied Capstone project where students draw on the concepts and skills developed through the program.

The EdS program also has select graduate-level certificates embedded within the requirements. During the course of the program, students will complete either one (1) 18-credit certificate or two (2) 9-credit certificates to be selected from a pre-approved list of options. Certificates are included to allow students to delve deeper into select areas of specialization and to apply the concepts learned in the core courses of the program in different contexts.

ABD to EdS Pathway

This program also supports a pathway for students who have completed all coursework toward an education-focused doctoral degree program (at Drexel or another institution) but did not complete the dissertation (commonly referred to as "ABD") who want to return and earn a valuable credential. ABD students may apply some of their previously completed coursework to the EdS ALLI program and pursue a shortened path to completion of the EdS. Potential transfer credits must be approved by the academic program and must have been completed within 5 years of applying to the EdS program at Drexel. ABD students who enroll at Drexel will complete a minimum of two (2) required core courses, one (1) 9-credit certificate selected from the available options, and the two-part Capstone project.

Additional Information

For more information about this program, please visit the School of Education website (<https://drexel.edu/soe/academics/graduate/>).

Admission Requirements

Applicants must hold a master's degree in a related field with a minimum 3.5 GPA.

Applicants should also demonstrate 3+ years of professional work experience.

Specific documents required for application (e.g. transcripts, essays, letters of recommendation) will be listed on the Graduate Admissions website (<https://drexel.edu/academics/grad-professional-programs/education/?q&sortBy=relevance&page=1>).

Degree Requirements

Core Courses

EDGI 604	Quantitative Literacy: Interpreting and reporting data for educational policy and research	3.0
EDUC 800	Educational Leadership & Change	3.0
EDUC 803	Educational Research Design I	3.0
EDUC 804	Program Evaluation in Organizations	3.0
or EEDD 888	Educational Leadership for Equity and Social Justice	
EDUC 815	Writing for Research, Publication and Funding in Education	3.0
EDUC 845	Transformative Leadership: Finding One's Source	3.0

Program Electives

21.0

Students are required to complete either two 9-credit post-baccalaureate certificates (PBC) or one 18-credit PBC and 1 additional elective. See listing of available certificates and credits below.

Capstone Project

EDUC 870	Applied Leadership Portfolio Capstone	4.5
EDUC 871	Applied Leadership Project Capstone	4.5

Total Credits

48.0

Certificate Options**

Collaborative Special Education Law and Process ***

12.0

EDEX 600	Family, School and Community Engagement in Special Education (Collaborative Special Education Law and Process)	
EDEX 601	Special Education Advocacy	

EDEX 602	Special Education Dispute Resolution and Skills Training	
EDEX 710	School Law & Policy in Special Education	
Creativity and Innovation		18.0
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	
EDCR 510	Leadership in Educational Contexts and Systems	
EDCR 514	Diversity, Equity, and Social Justice in Education	
Creativity Tools and Techniques for the Classroom and Workplace		9.0
CRTV 502	Tools and Techniques in Creativity	
CRTV 503	Creativity in the Workplace	
CRTV 615	Neuroscience, Creativity and Innovation	
or CRTV 650	Current Trends in Creativity & Innovation	
Education Policy		18.0
EDGI 604	Quantitative Literacy: Interpreting and reporting data for educational policy and research	
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	
Higher Education Leadership		9.0
Choose 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	
EDHE 541	Institutional Assessment, Accreditation and Effectiveness	
Instructional Design for e-Learning		9.0
EDLT 551	Instructional Design Methods	
EDLT 552	Instructional Design: Project Management	
ELL 503	Teaching and Learning Issues in E-Learning	
International Higher Education		9.0
Required:		
EDGI 506	Comparative Higher Education Systems	
Choose 1 of the following:		
EDGI 510	Culture, Society & Education in Comparative Perspective	
EDGI 522	Education for Global Citizenship, Sustainability, and Social Justice	
Choose 1 of the following:		
EDHE 501	Foundations of Higher Education and Governance	
EDHE 521	Student Development Theory and Application	
EDHE 661	Critical Issues & Risk Management in Student Affairs	
Learning Analytics		9.0
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		9.0
EDLT 541	Foundations of Game-Based Learning	
EDLT 543	Play & Learning in a Participatory Culture	
EDLT 544	Integrating Games & Pedagogical Content Knowledge	
Mind, Brain & Learning		9.0
Choose 3 of the following:		
CRTV 600	Mind, Brain and Learning	
CRTV 604	Neurodiversity in Education and Workforce	
CRTV 608	Neuropedagogy and Assessment	
CRTV 615	Neuroscience, Creativity and Innovation	
Online Teaching and Learning		9.0
Choose 3 of the following:		
EDLT 503	The Learning Sciences	
EDLT 512	Using and Integrating Learning Technologies	
EDLT 551	Instructional Design Methods	
ELL 504	Learning Technologies & Disabilities	
Organization and Talent Development		9.0

EHRD 500	Foundations of Human Resources Development	
EHRD 602	Coaching and Mentoring for Sustainable Learning	
EHRD 611	Organization Development and Change	
Student Development and Affairs		18.0
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	
EDHE 661	Critical Issues & Risk Management in Student Affairs	
EDHE 665	Student Success: Learning and Innovative Support Services	
U.S. Education Policy		9.0
EDPO 620	Education Policy: Concepts, Issues, and Applications	
EDPO 628	American Educational Policy and U.S. Competitiveness	
EDPO 636	Access & Equity in Educational Policy Making	

*

Students must choose a 500+ level course in one of the following areas: CRTV, ELL, EDGI, EDCR, EHRD, EDLT, EDAM, EDPO, EDHE, EDEX, NURS, SCL, EDUC. Academic advisors will provide students with a list of available elective courses in the required term.

Select courses in EDAM, EDEX, NURS may require background checks, clearances, field placement components, or other licenses prior to enrollment. Please consult an academic advisor for details or to determine eligibility.

**

Students pursuing the ABD to EdS pathway will only choose one 9-credit PBC to complete. Students may not "double-dip" or apply a course toward more than one certificate.

Students can use their Elective course to complete the fourth course toward this certificate.

Sample Plan of Study

EdS in Applied Learning, Leadership, and Innovation

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDUC 800	3.0 EDUC 803	3.0 EDUC 845	3.0 EDGI 604	3.0
EDUC 815	3.0 Elective / Certificate Course	3.0 Elective / Certificate Course	3.0 Elective / Certificate Course	3.0
	6	6	6	6
Second Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDUC 804	3.0 Elective / Certificate Courses	6.0 EDUC 870	4.5 EDUC 871	4.5
Elective / Certificate Course	3.0	Elective / Certificate Course	3.0	
	6	6	7.5	4.5
Total Credits 48				

ABD to EdS Completion Pathway *

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EEDD 888	3.0 EDUC 845	3.0 EDUC 870	4.5 EDUC 871	4.5
Elective / Certificate Course	3.0 Elective / Certificate Course	3.0 Elective / Certificate Course	3.0	
	6	6	7.5	4.5
Total Credits 24				

*

This pathway is available to students who have completed all coursework in a doctoral program at another institution but did not complete the dissertation ("ABD"). This pathway plan of study assumes 24.0 credit hours have been transferred in from the prior doctoral program.

Program Level Outcomes

Upon completion of the program, graduates will be prepared to:

- Exhibit self-awareness through reflection, responsiveness, and presence in the face of complexity.
- Employ perspective-taking, critical sense-making, and evidence-based decision-making.
- Embrace humility with the capacity to relate to others in a common quest for more equitable and just societies.
- Communicate and co-create with stakeholders through an inclusive mindset and intercultural competence.
- Display courage, optimism, creativity, and perseverance in ambiguous and uncertain times.

Creative Education and Entrepreneurship MS

Major: Creative Education and Entrepreneurship

Degree Awarded: Master of Science (MS)

Calendar Type: Quarter

Minimum Required Credits: 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

In today's rapidly changing world, organizations need to be equipped with the skills to innovate and adapt quickly. That's why this joint degree program offered by the School of Education and the Close of Entrepreneurship is more important than ever. This program will allow students to develop the creativity and entrepreneurial mindsets necessary to lead organizations that foster a culture of innovation. Through a combination of foundational and applied coursework, as well as project-based learning experiences, students will gain the tools and practical skills needed to drive innovation and make a real impact in their organization.

The degree is designed for anyone seeking to infuse creativity, innovation, and entrepreneurship into their work, including business leaders, non-profit professionals, mid-level managers, educational leaders, and educators.

Additional Information

For more information about this program, please visit the School of Education (<https://drexel.edu/soe/academics/graduate/creative-education-entrepreneurship/>) website.

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 -- Maximum of 6 ENTP credits may be selected from this Elective category		
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				

Program Level Outcomes

- Apply knowledge and skills gained from the program of study to the achievement of goals in worksite environments including educational, corporate, military.
- Understand the importance of ethical perspective-taking associated with the processes and practices of applying creativity and creativity related skills and entrepreneurship (ethical decision making) in a variety of settings and assess the consequences of alternative actions.
- Understand the process of creating and implementing a strategic plan associated with the processes and practices of applying creativity and creativity related skills and entrepreneurship (devising strategy).
- Understand the process of ideation and evaluation and applies different methodologies to leveraging a viable idea (opportunity recognition for both creativity and entrepreneurship).
- Delineate and accept diversity in global research, values, cultures, and other relevant issues.
- Delineate and demonstrate the principles of visionary, creative and entrepreneurial leadership.
- Make appropriate use of technologies to communicate, collaborate, solve problems, make decisions, conduct research, and foster creativity, entrepreneurship and life-long learning.
- Use quantitative and qualitative analysis, and scientific reasoning to analyze, and synthesize; to identify and solve real world problems and discover innovative ideas.

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*) *Department Head, Global Studies and Modern Languages*. Professor. Comparative and international education, education of ethnic and linguistic minorities, refugees, China studies.
- 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.
- Arotis 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.
- 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 Sloan, 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 (RtI); 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

Creativity and Innovation MS

Major: Creativity and Innovation

Degree Awarded: Master of Science (MS)

Calendar Type: Quarter

Minimum Required Credits: 45.0

Co-op Option: None

Classification of Instructional Programs (CIP) code: 13.9999

Standard Occupational Classification (SOC) code: 11-9199

About the Program

Creativity and Innovation are indispensable skills for achieving success in any field in today's dynamic and competitive world. The ability to engage in creative problem solving and generate new and novel ideas is crucial for overcoming the ever-evolving challenges that arise across work settings, including those of a school principal, CEO, teacher, manager or employee. By embracing the spirit of creativity and the principles of creative problem solving, students in the MS in Creativity & Innovation program can be transformed into change leaders capable of breaking the status quo by suggesting innovative ideas to key decision makers within their schools or organizations and facilitating their implementation leading to great success.

Creativity is multidisciplinary and an essential component of all professional fields. The MS in Creativity & Innovation program is crafted to equip students with the necessary skills to address problematic situations within various settings -- from chemistry to engineering, from education to computer science, and from sociology to business. Upon successful completion of the program, students will have developed a lifelong toolkit to identify "the real problem" and create actionable solutions that drive meaningful change within an organization, as well as their personal life. Additionally, students will enable their organizations to foster a culture of creativity and innovation empowering them to develop other creative problem solvers within their workplace.

The MS in Creativity & Innovation offers a unique and comprehensive interdisciplinary approach to learning that will help students unleash their creative potential, motivate themselves and others, and develop practical skills that can be applied in any field. With a range of career opportunities and flexible learning options, this program is an excellent choice for anyone looking to advance their career and make a meaningful impact in their field.

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

Students will complete a minimum of 45.0 credit hours consisting of eight core courses, three professional elective courses, and four concentration courses in an approved or customized area.

Note: Any course listed under a possible concentration may serve as a Professional Elective.

Core 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
CRTV 615	Neuroscience, Creativity and Innovation	3.0
CRTV 630	Global Perspectives on Creativity	3.0
CRTV 650	Current Trends in Creativity & Innovation	3.0
CRTV 660	Diagnostic Creative Intervention	3.0

Professional Electives or Graduate Minor in Mind, Brain & Learning (MBGM)*

Choose 3 courses:

CRTV 600	Mind, Brain and Learning	
CRTV 604	Neurodiversity in Education and Workforce	
CRTV 608	Neuropedagogy and Assessment	
EDCR 510	Leadership in Educational Contexts and Systems	
EDCR 514	Diversity, Equity, and Social Justice in Education	

*Successfully completing CRTV 600, CRTV 604, and CRTV 608 in addition to the required CRTV 615 Core Course fulfills requirements for Graduate Minor in MB&L

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 or EHRD 660	Strategic Human Resource Development 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 or EDLT 512	The Learning Sciences Using and Integrating Learning Technologies
EDLT 504	Learning Engineering
EDLT 551	Instructional Design Methods
EDLT 543 or EDLT 591	Play & Learning in a Participatory Culture Learning Analytics: Lenses on students, teaching, and curriculum enactment
Learning in Game-Based Environments	
EDLT 541	Foundations of Game-Based Learning
EDLT 543	Play & Learning in a Participatory Culture
EDLT 544	Integrating Games & Pedagogical Content Knowledge
EDLT 551	Instructional Design Methods
Custom-Designed Concentration	
A custom-designed concentration will consist of 12.0 credits of 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

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 650	3.0
CRTV 610	3.0 Concentration Course or Professional Elective	3.0 Concentration Course or Professional Elective	3.0 Concentration Course or Professional Elective	3.0
	6	6	6	6

Second Year

Fall	Credits Winter	Credits Spring	Credits
CRTV 615	3.0 Concentration Course or Professional Elective	3.0 CRTV 660	3.0
CRTV 630	3.0 Concentration Course or Professional Elective	3.0 Concentration Course or Professional Elective	3.0
		Concentration Course or Professional Elective	3.0
	6	6	9

Total Credits 45

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.

Program Level Outcomes

Upon completion of the program, graduates will be prepared to:

- Apply knowledge and skills gained from the program of study to the achievement of goals in a worksite environment, especially including, educational, corporate, military.
- Assess personal ethical values, recognize ethical issues in a variety of settings, and consider and assess the consequences of alternative actions.
- Delineate and accept diversity in global research, values, cultures, and other relevant issues.

- Delineate and demonstrate the principles of visionary and creative leadership.
- Demonstrate the skills and knowledge to access, evaluate and use information effectively, competently, and creatively.
- Establish goals and monitor progress toward them by demonstrating an awareness of the personal, environmental and task-specific factors that affect attainment of the goals.
- Make appropriate use of technologies to communicate, collaborate, solve problems, make decisions, and conduct research, as well as foster creativity and life-long learning.
- Use quantitative and qualitative analysis, and scientific reasoning to analyze, and synthesize; to identify and solve real world problems and discover new ideas.

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*) *Department Head, Global Studies and Modern Languages*. Professor. Comparative and international education, education of ethnic and linguistic minorities, refugees, China studies.

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.

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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.

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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

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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 (RtI); 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

Education PhD

Major: Education

Degree Awarded: Doctor of Philosophy (PhD)

Calendar Type: Quarter

Minimum Required Credits: 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 cultivate 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 a variety of educational topics (e.g. educational leadership and policy; STEM education; teacher education 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 a full-time fellowship model. Both options are delivered on-campus and 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 8-10 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 the School of Education that individuals that are appointed to the Ph.D. Fellowship within the Ph.D. program must abide by the guidelines stated 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, *attend 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 graduate 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 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 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 projects 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 followed through with the Ph.D. program director.

Compensation

With the assistantship, all students are expected to fulfill 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 of \$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 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 the School of Education 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 (select candidates will be invited to interview 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	1.0-9.0
EDUC 857	3.0 EDUC 998*	2.0	
Elective	3.0		
	9	5	1-9
Fourth Year			
Fall	Credits Winter	Credits Spring	Credits
EDUC 998	1.0-9.0 EDUC 998	1.0-9.0 EDUC 998	1.0-9.0
	1-9	1-9	1-9
Total Credits 74-106			

*

Students must successfully defend their dissertation proposal before enrolling in EDUC 998: *PhD Dissertation*. Full-time students who do not successfully defend their proposal by fall term of year 3 enter into EDUC I899 to allow additional time to work on their proposal. Part-time students who do not defend their dissertation proposal by fall term of year 4 will enroll in EDUC I899 to allow additional time to work on their proposal.

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	1.0-9.0
EDUC 857	3.0 EDUC 998*	2.0 Elective	3.0
	6	5	4-12
Fifth Year			
Fall	Credits Winter	Credits Spring	Credits
EDUC 998	1.0-9.0 EDUC 998	1.0-9.0 EDUC 998	1.0-9.0
	1-9	1-9	1-9
Total Credits 74-106			

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Students must successfully defend their dissertation proposal before enrolling in EDUC 998: *PhD Dissertation*. Full-time students who do not successfully defend their proposal by fall term of year 3 enter into EDUC I899 to allow additional time to work on their proposal. Part-time students who do not defend their dissertation proposal by fall term of year 4 will enroll in EDUC I899 to allow additional time to work on their proposal.

Program Level Outcomes

- Demonstrate mastery of subject material, including prior, current, and emerging research and theories in the student's area of specialization as well as significant issues and topics in the field of education, broadly-constructed. This mastery includes: interpreting relevant literature and relating to critical questions in education, both local and global; synthesizing existing research and constructing literature-based arguments; identifying, describing, and justifying relevant "gaps" in the literature.
- Demonstrate the ability to conduct scholarly inquiry in a responsible and ethical manner.
- Produce and defend original research that contributes to the body of knowledge in the student's area of specialization.
- Disseminate this research, either through peer-reviewed conferences or publications.

- Become an academic leader in the student's area of specialization through the development of new ideas, theories and best practices grounded in global and local contexts.
- Develop pedagogical skills appropriate for the higher education classroom through applied experiences.
- Contribute to the greater good of an organization through professional service.

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*) *Department Head, Global Studies and Modern Languages*. Professor. Comparative and international education, education of ethnic and linguistic minorities, refugees, China studies.

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.

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.

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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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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.

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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

Educational Administration MS

Major: Educational Administration

Degree Awarded: Master of Science (MS)

Calendar Type: Quarter

Minimum Required Credits: 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 online program (EDAM) is a dynamic and forward-thinking educational journey designed to empower current and emerging leaders in the field. This program equips aspiring school administrators with the adaptive and transformational leadership skills needed to navigate the complex landscape of education.

Key Program Features:

1. Leadership for the Modern Era: EDAM embraces the challenges of our rapidly changing educational landscape. From artificial intelligence to cultural diversity, students explore how to lead with agility and resilience.
2. Standards-Driven Preparation: The EDAM curriculum aligns with international, national, and state leadership standards. Students gain practical skills, theoretical knowledge, and real-world internship experiences.
3. Community of Collaborators: EDAM fosters a collaborative community of school leaders. Together, we engage in a “research of practice,” seeking innovative solutions that enhance learning outcomes for all students.
4. Urban, Suburban, and Rural Contexts: Whether students envision leading an urban magnet school, a suburban district, or a rural community, EDAM prepares students for the unique challenges of each setting.

Experiential Learning:

The heart of EDAM lies in experiential learning. Here's how we bring theory to life:

- Online, Hybrid, and Traditional Environments: EDAM students explore teaching and learning across diverse contexts. Whether in a virtual classroom, a blended learning environment, or a brick-and-mortar school, students will apply their knowledge directly to real-life challenges.
- Collaboration with Stakeholders: Engage with families, communities, and experts in related fields. Learn how to build partnerships that drive positive change in education.
- Principal Certification Pathway: If you hold a teaching or counseling certificate, EDAM provides a clear pathway to school administration. Become a transformative leader in your school community.

The program is designed as a part-time cohort model, and can be completed in two years. View the degree requirements (p. 30) 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. 121) program.

**Requires a state-issued special education teacher certificate

Program Objectives

Graduates of the MS in Educational Administration program emerge as visionary leaders, equipped with the knowledge and skills to transform educational institutions. Here's how our program prepares you for success:

1. **Certification Excellence:** Our graduates meet Pennsylvania certification standards, ensuring they are well-prepared to lead schools and districts effectively.
2. **Crafting a Shared Vision:** As educational stewards, our alumni facilitate the development, articulation, and implementation of a compelling vision of learning. This vision resonates with the entire school community, fostering a sense of purpose and unity.
3. **Cultivating School Culture:** Graduates advocate for a positive and inclusive school culture that nurtures both student learning and professional growth among staff. They create environments where everyone thrives.
4. **Resourceful Management:** Effective educational leaders ensure the smooth management of organizational operations and resources. From safety protocols to efficient processes, our graduates maintain an environment conducive to learning.
5. **Community Engagement:** Collaboration with families and community members is paramount. Our alumni respond to diverse community interests, mobilize resources, and build strong partnerships that benefit students and schools.
6. **Ethical Leadership:** Acting with integrity and fairness is non-negotiable. Our graduates uphold ethical standards, modeling principled behavior for their educational communities.
7. **Navigating the Context:** Understanding the broader context is essential. Our alumni respond to political, social, economic, legal, and cultural factors, influencing positive change within their schools.
8. **Accountability and Assessment:** Graduates adeptly monitor and evaluate student achievements and programs against rigorous standards. They strive for excellence in both external and internal assessments.
9. **Teacher Leadership Development:** Our program emphasizes building teacher leadership capacity. Graduates mentor principal interns and empower fellow educators to take on leadership roles.
10. **Action Research for Impact:** Our alumni engage in action research, documenting sustainable practices that meet school accountability goals. Their findings have immediate and practical applications for educators across the field.

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.

For application details and program information, visit the EDAM program website (<https://drexel.edu/soe/academics/graduate/educational-administration/>).

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 application (<http://online.drexel.edu/online-degrees/education-degrees/ms-ed-admin/#apply>) (<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 (use our email address, enroll@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 enroll@drexel.edu.
- Two letters of recommendation, either professional or academic.
 - 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.)
 - Drexel University 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.
- 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 instructional certification
 - Email a copy to enroll@drexel.edu for inclusion in your application file
- 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	

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 Summer	Credits
EDAM 700	3.0 EDAM 712	3.0 EDAM 714	3.0 EDAM 708	3.0
EDCR 510	3.0 EDAM 718	1.5 EDAM 717	1.5 EDAM 715	1.5
	6	4.5	4.5	4.5

Second Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDAM 710	3.0 EDAM 701	3.0 EDAM 724	3.0 EDAM 705	3.0
EDAM 716	1.5 EDAM 722	3.0 EDU 780	3.0 EDUP 780 or EDUT 780	3.0
	4.5	6	6	6

Third Year

Fall	Credits
EDUP 781 or EDUT 781	3.0-4.5
	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
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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
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
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Capstone Courses

EDU 780	Capstone Research	9.0-10.5
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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

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 or EDUT 780	3.0
	5.5	6	4	7

Third Year

Fall	Credits
EDUP 781 or EDUT 781	3.0-4.5
	3-4.5

Total Credits 52-53.5

*

Students have the option to select from the Practitioner or Thesis 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.

Program Level Outcomes

Upon completion of the program, graduates will be prepared to:

- Lead schools collaboratively to solve complex problems in a framework of national and state leadership standards
- Mentor and coach teachers in effective instructional and assessment decision-making
- Model shared leadership and decision-making strategies
- Promote restorative and social justice practices
- Understand, respond to, and influence the larger political, financial, technological, and legal context
- Reflect on practice to new action and change

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*) *Department Head, Global Studies and Modern Languages*. Professor. Comparative and international education, education of ethnic and linguistic minorities, refugees, China studies.

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.

Arotis 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.

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 (RtI); 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

Education Improvement and Transformation MS

Major: Education Improvement and Transformation

Degree Awarded: Master of Science (MS)

Calendar Type: Quarter

Minimum Required Credits: 45.0

Co-op Option: None

Classification of Instructional Programs (CIP) code: 13.9999

Standard Occupational Classification (SOC) code: 11-9032

About the Program

This program is intended for adult learners with an interest in advancing their career in the field of education and who want to self-design a program that is tailored to their individualized needs. Appropriate for those students pursuing traditional education pathways—becoming a PK-12 teacher or moving into school administration, for example—it is an equally good choice for those wanting to make a positive 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 12 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.

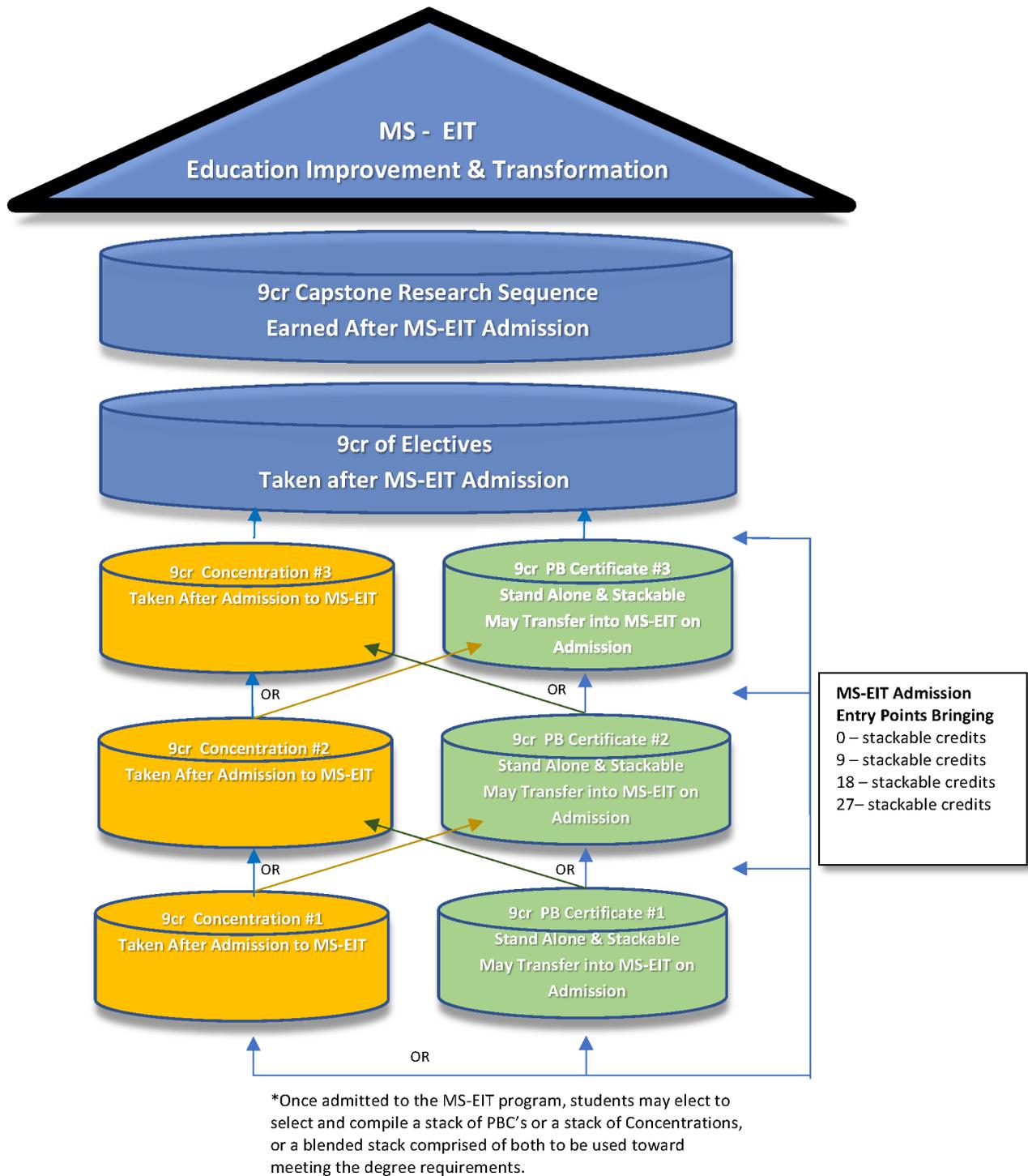
Currently available PDCs include:

- **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.
- **Education 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 Leadership:** 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 for e-Learning:** 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 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.
- **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 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. 112)
- U.S. Education Policy (p. 131)
- Creativity Tools and Techniques for the Classroom and Workplace (p. 92)
- Instructional Design for e-Learning (p. 95)
- Learning Analytics (p. 98)

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 a combination of three professional development concentrations and/or stackable post-baccalaureate certificates in strategic education improvement areas and topics.

These concentrations cover 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)

Required:

EDEX 601	Special Education Advocacy
EDEX 710	School Law & Policy in Special Education

Choose one of the following:

EDEX 600	Family, School and Community Engagement in Special Education
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 622	Foundations of Education Policy
EDPO 628 or EDGI 604	American Educational Policy and U.S. Competitiveness Quantitative Literacy: Interpreting and reporting data for educational policy and research
EDPO 632	Ethics in Educational Policy Making

Entrepreneurship (PDET)

Choose 3 of 4:

ENTP 501	Entrepreneurship Practice & Mindset
ENTP 535	Social Entrepreneurship
ENTP 575	Entrepreneurship in Education
ENTP 611	Learning from Failure

Evaluation & Assessment (PDEA)

EDAM 722 or EDHE 541	Evaluation & Assessment Competencies Institutional Assessment, Accreditation and Effectiveness
EDCR 518	Evidence-Based Evaluation
EDGI 604	Quantitative Literacy: Interpreting and reporting data for educational policy and research

Higher Education Leadership (PDHE)

EDHE 501	Foundations of Higher Education and Governance
EDHE 531	Legal Issues & Ethics in Higher Education
EDHE 541 or CRTV 604	Institutional Assessment, Accreditation and Effectiveness Neurodiversity in Education and Workforce

Instructional Design for eLearning (CIDL)

EDLT 551	Instructional Design Methods
EDLT 552	Instructional Design: Project Management
ELL 503	Teaching and Learning Issues in E-Learning
Leadership in Educational Settings (PDLA)	
CRTV 610	Creativity and Change Leadership
EDAM 712	School and Community Partnerships and Relations
EDCR 510 or EDAM 724	Leadership in Educational Contexts and Systems 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
Mind, Brain, and Learning (PDMB)	
CRTV 600	Mind, Brain and Learning
CRTV 604	Neurodiversity in Education and Workforce
CRTV 608	Neuropedagogy and Assessment
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 or EDCR 514	Diversity and Today's Teacher Diversity, Equity, and Social Justice in Education
EDAM 700	Leading in Urban, Rural and Suburban Settings
EDAM 701 or EDGI 550	Resource Management, Allocation and Entrepreneurship 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
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 with course numbers 500-799.

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 or EDUT 781	3.0-4.5
Concentration Course 10	3.0 EDU 780	3.0 EDUP 780 or EDUT 780	3.0	
	6	6	6	3-4.5

Total Credits 45-46.5

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

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.

Program Level Outcomes

- Serve effectively as change agents and leaders at different levels of the US education system and/or the education systems of other nations
- Apply targeted learning in a variety of educational topics to enhance their development as educational professionals

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*) *Department Head, Global Studies and Modern Languages*. Professor. Comparative and international education, education of ethnic and linguistic minorities, refugees, China studies.

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.

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 (RtI); 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 Leadership and Management EdD

Major: Educational Leadership and Management

Degree Awarded: Doctor of Education (EdD)

Calendar Type: Quarter

Minimum Required Credits: 59.0

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 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. University policy (<https://drexel.edu/graduatecollege/forms-policies/policies-procedures-guidelines/time-to-completion/>) requires that students complete the EdD program within seven years of the initial date of matriculation.

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 (including Mind, Brain & Learning), Educational Administration (with Pennsylvania Superintendent Letter of Eligibility or Pennsylvania Principal Certification), Education Policy, Global and International Education, Higher Education Leadership (Administration or Student Success track), Human Resource Development, Learning Technologies, Nursing Education, and Special Education Leadership.

Drexel EdD students have access to all School of Education faculty and benefit from their expertise and experience. All School of Education faculty teach in the program and/or supervise EdD students' dissertations.

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 professional 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 core and research courses must be passed with a grade of B or better. All concentration courses must be passed with a grade of C or better.
- The dissertation proposal must be approved by the committee. (At this point students have completed at least 54.5 of the 59+ credits required in the program.)

As doctoral candidates, students register for doctoral dissertation credits (EDUC 997). Students must earn a minimum of 4.5 doctoral dissertation credits overall and be registered in the quarter in which they graduate.

Note: Doctoral candidates receive a special billing benefit when registering for EDUC 997. Students will only be charged tuition for 1 credit hour per quarter even when actual registration exceeds 1 credit.

Program Requirements

Core Courses

EDUC 750	Introduction to Doctoral Study in Education	3.0
EDUC 800	Educational Leadership & Change	3.0
EDUC 801	Creative Strategies For Educational Leaders	3.0
EDUC 845	Transformative Leadership: Finding One's Source	3.0
EEDD 888	Educational Leadership for Equity and Social Justice	3.0

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	1.5

Program Elective *

3.0

Concentration Courses (see listing of available concentrations and credits below)

12.0-21.0

Doctoral Dissertation Courses **

Proposal Writing Seminar (optional, if needed) ***		0.0-13.5
EDUC 899	Proposal Writing Seminar	
Doctoral Dissertation †		4.5-85.5
EDUC 997	Doctoral Dissertation	

Total Credits

59.0-162.5

*

Students must choose a 500+ level course in one of the following areas: CRTV, ELL, EDGI, EDCR, EHRD, EDLT, EDAM, EDPO, EDHE, EDEX, MBL, NURS, SCL, EDUC. Academic advisors will provide students with a list of available elective courses in the required term.

Select courses in EDAM, EDEX, or NURS require background checks, clearances, field placement components, or other licenses prior to enrollment. Please consult an academic advisor for details or to determine eligibility.

**

Students enrolled in Dissertation Courses (EDUC 899 and EDUC 997) will be billed for only one credit hour per term despite registering for 4.5 credit hours in each course. (Please see: <https://drexel.edu/drexelcentral/cost/tuition/graduate/>)

Students may only repeat EDUC 899 a maximum of three (3) times for a maximum total of 13.5 credit hours. Students who do not successfully defend their dissertation proposal by the end of their third term in EDUC 899 will be subject to dismissal from the program.

†

After defense of the dissertation proposal, students will enroll in EDUC 997 each term until they successfully defend the final dissertation. Students may repeat EDUC 997 as many times as needed until they either: (1) successfully defend the dissertation and graduate; or (2) reach the maximum program time to completion (seven years). Students who do not successfully defend their dissertation and graduate within seven years are subject to dismissal from the program. (Please see: <https://drexel.edu/graduatecollege/forms-policies/policies-procedures-guidelines/time-to-completion/>).

Creativity and Innovation Concentration A: Creativity and Innovation

12.0

Students will take 4 courses from the list below based on their plan of study:

CRTV 501	Foundations in Creativity	
CRTV 502	Tools and Techniques in Creativity	
CRTV 503	Creativity in the Workplace	
CRTV 615	Neuroscience, Creativity and Innovation	
CRTV 630	Global Perspectives on Creativity	

Total Credits

12.0

Creativity and Innovation Concentration B: Mind, Brain, Learning & Innovation *

CRTV 600	Mind, Brain and Learning	3.0
CRTV 604	Neurodiversity in Education and Workforce	3.0

CRTV 608	Neuropedagogy and Assessment	3.0
CRTV 615	Neuroscience, Creativity and Innovation	3.0
Total Credits		12.0

*

Students do not need a background in neuroscience to complete the Mind, Brain, Learning concentration.

Educational Administration Concentration: Pennsylvania Superintendent Certification *

EDAM 817	Curriculum Models	3.0
EDAM 820	School Superintendency	3.0
EDAM 824	Parents and Schools	3.0
EDAM 827	School Superintendent's Internship: Curriculum Models	1.0
EDAM 828	School Superintendent's Internship: Parents and Schools	1.0
EDAM 829	School Superintendent's Internship: Budget and Finance	1.0
EDAM 830	School Superintendent's Internship: Human Resource Development	1.0
EDEX 712	Instructional & Curriculum Leadership in Special Education	3.0
Total Credits		16.0

*

For students with the background and interest in seeking Pennsylvania School Superintendent Certification.

If a student's home state has a school superintendent certification, the 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: Principal Certification *

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
Total Credits		21.0

*

For students with the background and interest in seeking Pennsylvania School Principal Certification.

If a student's home state has a school principal certification, the 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.

Education Policy Concentration

12.0

Students will take 4 courses from the list below based on their plan of study:

EDPO 622	Foundations of Education Policy	
EDPO 624	The Shaping of American Education Policy: Global Forces, Interest Groups, and Politics	
EDPO 628	American Educational Policy and U.S. Competitiveness	
or EDGI 604	Quantitative Literacy: Interpreting and reporting data for educational policy and research	
EDPO 632	Ethics in Educational Policy Making	
EDPO 636	Access & Equity in Educational Policy Making	
Total Credits		12.0

Global and International Education Concentration

12.0

Students will take 4 courses from the list below based on their plan of study:

EDGI 503	Global, International & Comparative Education	
or EDGI 506	Comparative Higher Education Systems	
EDGI 510	Culture, Society & Education in Comparative Perspective	
or EDGI 552	Gender, Education, and International Organizations	
EDGI 522	Education for Global Citizenship, Sustainability, and Social Justice	

EDGI 550	Educating for Peace, Social Justice, and Human Rights	
Total Credits		12.0

Higher Education Leadership Concentration A: Administration, Leadership & Assessment ^{*} **12.0**

Students will take 4 courses from the list below based on their plan of study:

CRTV 608	Neuropedagogy and Assessment	
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	
Total Credits		12.0

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

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

CRTV 615	Neuroscience, Creativity and Innovation	3.0
EDHE 521	Student Development Theory and Application	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		12.0

*
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.

Human Resource Development Concentration ^{*} **12.0**

Students will take 4 courses from the list below based on their plan of study:

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		12.0

*
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 **12.0**

Students will take 4 courses from the list below based on their plan of study:

EDLT 503	The Learning Sciences	
EDLT 504	Learning Engineering	
EDLT 543	Play & Learning in a Participatory Culture	
or EDLT 591	Learning Analytics: Lenses on students, teaching, and curriculum enactment	
EDLT 551	Instructional Design Methods	
Total Credits		12.0

Nursing Education Concentration **12.0**

Students will take 4 courses from the list below based on their plan of study:

NURS 591	Foundations of Healthcare Education	
NURS 606	Curriculum Design for Higher Level Cognition	
NURS 613	The Role and Responsibility of the Nurse Educator	
or NURS 616	Teaching Methods in Nursing Education	
NURS 615	Assessment, Measurement and Evaluation	
Total Credits		12.0

Special Education Leadership Concentration (Pennsylvania Supervisor of Special Education Certification) ^{*}

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		16.0

*

For students with the background and interest in seeking Pennsylvania Supervisor of Special Education Certification.

If a student's home state has a special education supervisor certification, the 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)

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
Total Credits		12.0

Sample Plan of Study

3 Year Option (All concentrations except EDAM - Principal Certification, EDAM - Superintendent Certification, Supervisor of Special Education)

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDUC 800	3.0 EDUC 803	3.0 EDUC 835	4.0 EDUC 836	4.0
EDUC 815	3.0 EEDD 888	3.0 Concentration Course	3.0 Concentration Course	3.0
	6	6	7	7

Second Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDUC 837	3.0 EDUC 750	3.0 EDUC 810	3.0 EDUC 801	3.0
EDUC 845	3.0 Concentration Course	3.0 Elective	3.0 EDUC 818	3.0
	6	6	6	6

Third Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDUC 880	1.5 EDUC 997	4.5 EDUC 997	4.5 EDUC 997	4.5
Concentration Course	3.0			
	4.5	4.5	4.5	4.5

Total Credits 68

3 Year Option (Educational Administration with Principal Certification Concentration)

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDUC 800	3.0 EDUC 803	3.0 EDAM 714	3.0 EDAM 708	3.0
EDUC 815	3.0 EEDD 888	3.0 EDAM 717 EDUC 835	1.5 EDAM 715 4.0 EDUC 836	1.5 4.0
	6	6	8.5	8.5

Second Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDUC 837	3.0 EDUC 750	3.0 EDUC 810	3.0 EDUC 801	3.0
EDUC 845	3.0 EDAM 712	3.0 Elective	3.0 EDUC 818	3.0
	EDAM 718	1.5	EDAM 705	3.0
	6	7.5	6	9

Third Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDAM 710	3.0 EDUC 997	4.5 EDUC 997	4.5 EDUC 997	4.5
EDAM 716	1.5			
EDUC 880	1.5			
	6	4.5	4.5	4.5

Total Credits 77

3 Year Option (Educational Administration with Superintendent Certification Concentration)

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDUC 800	3.0 EDUC 803	3.0 EDAM 820	3.0 EDAM 817	3.0
EDUC 815	3.0 EEDD 888	3.0 EDAM 830	1.0 EDAM 827	1.0
		EDUC 835	4.0 EDUC 836	4.0
	6	6	8	8
Second Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDUC 837	3.0 EDAM 824	3.0 EDUC 810	3.0 EDUC 801	3.0
EDUC 845	3.0 EDAM 829	1.0 Elective	3.0 EDUC 818	3.0
	EDUC 750	3.0		
	6	7	6	6
Third Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDAM 828	1.0 EDUC 997	4.5 EDUC 997	4.5 EDUC 997	4.5
EDEX 712	3.0			
EDUC 880	1.5			
	5.5	4.5	4.5	4.5
Total Credits 72				

3 Year Option (Supervisor of Special Education Concentration)

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDUC 800	3.0 EDUC 803	3.0 EDEX 710	3.0 EDEX 716	3.0
EDUC 815	3.0 EEDD 888	3.0 EDEX 721	1.0 EDEX 724	1.0
		EDUC 835	4.0 EDUC 836	4.0
	6	6	8	8
Second Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDUC 837	3.0 EDEX 714	3.0 EDUC 810	3.0 EDUC 801	3.0
EDUC 845	3.0 EDEX 723	1.0 Elective	3.0 EDUC 818	3.0
	EDUC 750	3.0		
	6	7	6	6
Third Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDEX 712	3.0 EDUC 997	4.5 EDUC 997	4.5 EDUC 997	4.5
EDEX 722	1.0			
EDUC 880	1.5			
	5.5	4.5	4.5	4.5
Total Credits 72				

5 Year Option (All concentrations except EDAM - Principal Certification, EDAM - Superintendent Certification, Supervisor of Special Education)

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDUC 800	3.0 EEDD 888	3.0 Concentration Course	3.0 Concentration Course	3.0
	3	3	3	3
Second Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDUC 815	3.0 Concentration Course	3.0 EDUC 845	3.0 EDUC 803	3.0
	3	3	3	3
Third Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDUC 835	4.0 EDUC 836	4.0 EDUC 837	3.0 EDUC 750	3.0
	4	4	3	3

Fourth Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
Elective	3.0 EDUC 801	3.0 EDUC 810	3.0 EDUC 818	3.0
	3	3	3	3

Fifth Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDUC 880	1.5 EDUC 997	4.5 EDUC 997	4.5 EDUC 997	4.5
Concentration Course	3.0			
	4.5	4.5	4.5	4.5

Total Credits 68

Note: Multiple 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.

5 Year Option (Educational Administration with Principal Certification Concentration)

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDUC 800	3.0 EEDD 888	3.0 EDAM 714 EDAM 717	3.0 EDAM 708 1.5 EDAM 715	3.0 1.5
	3	3	4.5	4.5

Second Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDUC 815	3.0 EDAM 712 EDAM 718	3.0 EDUC 845 1.5	3.0 EDUC 803	3.0
	3	4.5	3	3

Third Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDUC 835	4.0 EDUC 836	4.0 EDUC 837	3.0 EDAM 705 EDUC 750	3.0 3.0
	4	4	3	6

Fourth Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDAM 710	3.0 EDUC 801	3.0 EDUC 810	3.0 EDUC 818	3.0
Elective	3.0			
	6	3	3	3

Fifth Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDUC 880	1.5 EDUC 997	4.5 EDUC 997	4.5 EDUC 997	4.5
EDAM 716	1.5			
	3	4.5	4.5	4.5

Total Credits 77

Note: Multiple 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.

5 Year Option (Educational Administration with Superintendent Certification Concentration)

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDUC 800	3.0 EEDD 888	3.0 EDAM 820 EDAM 830	3.0 EDAM 817 1.0 EDAM 827	3.0 1.0
	3	3	4	4

Second Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDUC 815	3.0 EDAM 824 EDAM 829	3.0 EDUC 845 1.0	3.0 EDUC 803	3.0
	3	4	3	3

Third Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDUC 835	4.0 EDUC 836	4.0 EDUC 837	3.0 EDUC 750	3.0
	4	4	3	3

Fourth Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
Elective	3.0 EDUC 801	3.0 EDUC 810	3.0 EDUC 818	3.0
EDEX 712	3.0			
	6	3	3	3
Fifth Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDAM 828	1.0 EDUC 997	4.5 EDUC 997	4.5 EDUC 997	4.5
EDUC 880	1.5			
	2.5	4.5	4.5	4.5
Total Credits 72				

Note: Multiple 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.

5 Year Option (Supervisor of Special Education Concentration)

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDUC 800	3.0 EEDD 888	3.0 EDEX 710	3.0 EDEX 716	3.0
		EDEX 721	1.0 EDEX 724	1.0
	3	3	4	4
Second Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDUC 815	3.0 EDEX 714	3.0 EDUC 845	3.0 EDUC 803	3.0
	EDEX 723	1.0		
	3	4	3	3
Third Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDUC 835	4.0 EDUC 836	4.0 EDUC 837	3.0 EDUC 750	3.0
	4	4	3	3
Fourth Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDEX 712	3.0 EDUC 801	3.0 EDUC 810	3.0 EDUC 818	3.0
Elective	3.0			
	6	3	3	3
Fifth Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDEX 722	1.0 EDUC 997	4.5 EDUC 997	4.5 EDUC 997	4.5
EDUC 880	1.5			
	2.5	4.5	4.5	4.5
Total Credits 72				

Note: Multiple 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.

Program Level Outcomes

- Create and support communities that are bases for sustainable change
- Develop the habits of mind and competencies to lead complex organizations, shaped by global forces
- Develop the abilities to sustain their own leadership growth
- Utilize the full range of emerging technologies to reach across generations and communicate effectively as well as engage others in meaningful change
- Exemplify the curiosity, inquiry skills, and scholarly competencies need to investigate an idea and transform it into meaningful action

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*) *Department Head, Global Studies and Modern Languages*. Professor. Comparative and international education, education of ethnic and linguistic minorities, refugees, China studies.

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.

Arotis 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.

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 (RtI); 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 MS

Major: Higher Education Leadership

Degree Awarded: Master of Science (MS)

Calendar Type: Quarter

Minimum Required Credits: 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. Applicants may supply official electronic transcripts issued by a post-secondary institution directly to Drexel University (send to: enroll@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 enroll@drexel.edu.
- Two letters of recommendation—professional or academic
 - Drexel University 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 nine core courses, three concentration or elective courses, and a three course capstone sequence.

Higher Education Leadership 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
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 or Thesis capstone track.		
EDUP 780	Practitioner Capstone Course I	3.0
or EDUT 780	Thesis Capstone Course I	
EDUP 781	Practitioner Capstone Course II	3.0-4.5
or EDUT 781	Thesis Capstone Course II	

Electives or Concentration (See Below)

9.0

Students select either any three elective courses (from offerings within the School of Education) or three courses within the concentrations offered.

Total Credits

45.0-46.5

Electives or Concentration

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

Concentration in Educational Policy

Required:

EDPO 622	Foundations of Education Policy	3.0
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Select two of the following:

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
or EDGI 604	Quantitative Literacy: Interpreting and reporting data for educational policy and research	
EDPO 632	Ethics in Educational Policy Making	3.0
EDPO 636	Access & Equity in Educational Policy Making	3.0
Elective		3.0

Concentration in Learning Technologies and Instructional Design

Select three of the following:

EDLT 503	The Learning Sciences	3.0
EDLT 504	Learning Engineering	3.0
EDLT 543	Play & Learning in a Participatory Culture	3.0
or EDLT 591	Learning Analytics: Lenses on students, teaching, and curriculum enactment	
EDLT 551	Instructional Design Methods	3.0
ELL 503	Teaching and Learning Issues in E-Learning	3.0

Concentration in Student Development and Affairs

EDHE 661	Critical Issues & Risk Management in Student Affairs	3.0
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EDHE 665	Student Success: Learning and Innovative Support Services	3.0
Elective		3.0
Concentration in Mind, Brain, Learning & Administration		
Required:		
CRTV 600	Mind, Brain and Learning	3.0
Select one of the following:		
CRTV 604	Neurodiversity in Education and Workforce	3.0
CRTV 608	Neuropedagogy and Assessment	3.0
Select one of the following:		
EDHE 661	Critical Issues & Risk Management in Student Affairs	3.0
EDHE 665	Student Success: Learning and Innovative Support Services	3.0
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
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 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 or EDUT 780	3.0 EDUP 781 or EDUT 781	3.0-4.5
EDHE 607	3.0 Concentration course	3.0 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.

Program Level Outcomes

- Breadth and Depth of Higher Education Knowledge: Identify, evaluate, and address critical and immerging issues in higher education by utilizing knowledge, research and skills within the field of higher education.;
- Social Justice, Equity, and Global Inclusiveness: Recognize and explain the value of the diversity, multiculturalism, and the global context for critical issues in higher education.
- Ethical and Collaborative Leadership: Apply ethical and collaborative leadership skills to higher education issues as a reflective and self-directed learner, team member, and active citizen .
- Experiential Learning and Professional Practice: Understand the value of integrating work and learning with reflection, using the Co-op experience, e-portfolio and capstone activities. Develop an understanding of higher education career paths and how to develop oneself and others in these careers. Experiential Learning and Civic Engagement: Demonstrate an understanding of higher education career paths and development, and create and sustain a healthy, engaged, public life in higher education and our communities
- Experiential Learning and Civic Engagement: Demonstrate an understanding of higher education career paths and development, and create and sustain a healthy, engaged, public life in higher education and our communities.

Human Resource Development MS

Major: Human Resource Development
 Degree Awarded: Master of Science (MS)
 Calendar Type: Quarter
 Minimum Required Credits: 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 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 (professional or academic)
- 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.

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 or Thesis capstone track.		
EDUP 780	Practitioner Capstone Course I	3.0
or EDUT 780	Thesis Capstone Course I	
EDUP 781	Practitioner Capstone Course II	3.0-4.5
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 EDUP 780 or EDUT 780	3.0 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.

Program Level Outcomes

- Formulate adult learning, training, and development and HRD strategies that develop and retain the best people in organizations
- Design and implement workplace learning, change, and performance interventions to achieve employee and organizational goals
- Develop effective consulting, coaching, and mentoring skills to sustain learning, performance, and change in the workplace
- Lead strategic change initiatives and manage learning and development initiatives in any organizational setting
- Evaluate training, learning, and other HRD programs and interventions to determine their quality, value, and effectiveness
- Demonstrate leadership that promotes diversity, inclusion, equity, and ethical decision-making in the workplace, community, and global contexts

Learning Technologies MS

Major: Learning Technologies

Degree Awarded: Master of Science (MS)

Calendar Type: Quarter

Minimum Required Credits: 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 of study to prepare future knowledge workers and leaders to meet the challenges facing schools, higher education, corporate, non-profit, military and government organizations using advanced technologies for learning. This program can articulate to a Drexel doctoral program with a focus on content and research in Learning Technologies.

Learn to lead the strategy, creation, and implementation of learning design and development systems using emerging educational technologies and based on research and practice in the learning sciences, learning engineering and learning experience design. This program prepares students to create learning solutions for a dynamic and interconnected world. The curriculum is built on a framework of national education standards, digital literacy, design thinking, instructional design approaches, learning sciences and assessment all tempered by social justice perspectives. In a world that depends on instant information, the learning technologies graduate program is the ideal preparation for a broad range of careers in education, government, community and business settings guided by outstanding research and practitioner faculty.

The Learning Technologies leadership preparation program also embeds several online Graduate Certificates including Instructional Design for e-Learning, Learning Analytics, and Creativity Tools & Techniques for the Classroom or Workplace. These certificates enable students to develop a specialized foundation in each field. If you choose to complete one or two of these certificates prior to enrolling in the MS degree in Learning Technologies, up to 15 credit hours may be transferred to the Learning Technologies Master's degree upon admission.

Courses are offered in a convenient leading-edge online format, although blended learning opportunities are integrated into the program. Coursework is enriched and supplemented by hands-on learning activities leading to the creation of a product portfolio, built upon regular and substantive interactions between faculty, students and practitioners through direct interaction and social media channels. We promote connections with prospective employers and opportunities for collaborative research and writing. The program features student research papers and projects and invited keynote speakers, workshops and webinars.

Additional Information

For more information about this program, please 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

Education Core Courses

EDCR 512	Using and Integrating Learning Technologies	3.0
EDCR 514	Diversity, Equity, and Social Justice in Education	3.0

Learning Engineering

EDLT 502	Learning Experience Design	3.0
EDLT 503	The Learning Sciences	3.0
EDLT 504	Learning Engineering	3.0

Instructional Design for e-Learning

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

Learning Analytics

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

Creativity Tools & Techniques for the Classroom and Workplace

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	
Professional Elective		3.0
Total Credits		45.0

Sample Plan of Study

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDCR 512	3.0 EDCR 514	3.0 EDLT 502	3.0 EDLT 551	3.0
EDLT 503	3.0 EDLT 504	3.0 EDLT 591	3.0 EDLT 592	3.0
	6	6	6	6
Second Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDLT 552	3.0 CRTV 502	3.0 CRTV 503	3.0 Professional Elective*	3.0
EDLT 593	3.0 ELL 503	3.0 CRTV 615	3.0	
	6	6	6	3
Total Credits 45				

*

Note: This term is 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.

Program Level Outcomes

- Apply instructional design principles, methods, and digital media for high quality learning formats that align with 21st Century and NET Standards for a variety of learning environments throughout the lifespan.
- Design, implement, market, and assess online learning and e-learning strategies for effective and transformative distance, hybrid, and face to face learning at all educational and training levels.
- Develop digital performance support tools and formats for just-in-time learning and support throughout the workflow.
- Develop knowledge and skills in educational technology research activities, methods, and action research projects.
- Assess and evaluate emerging digital technologies, e.g., assistive technologies, mobile applications, simulations, and online assessment tools
- Design and integrate appropriate strategies for learners with disabilities creating accessible and equitable environments for learning.
- Design, develop, adopt, and integrate innovative learning environments, including game-based learning strategies, techniques, and approaches in designing effective and innovative learning environments.
- Use technologies to communicate, collaborate, solve problems, make decisions, and conduct research, as well as foster creativity and life-long learning, making particular use of learning analytics methods and processes to inform action.
- Lead educational, development, and other organizations through the application of learning technology in current educational trends, educational interventions, and global contexts.
- Integrate technology-based tools for effective and transformative teaching and learning, creating safe, positive and productive online and e-learning environments that support and facilitates learning for all learners.
- Demonstrate an understanding of social justice, equality, diversity and inclusion and civic engagement.
- Demonstrate a thorough understanding of developmentally appropriate lifespan learning based on the learning sciences.
- Expand the understanding of formative and summative assessments and their collective use for designing learning experiences.
- Use appropriate means of ongoing technology-based and traditional assessment and utilize data to demonstrate learner growth and make appropriate modifications to the curriculum.
- Become an academic leader in technology leadership through the development of new ideas, theories and best practices grounded in global and local contexts.
- Demonstrate competency with the legal requirements as well as ethical and professional standards that govern the use and implementation of Learning Technologies.

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*) *Department Head, Global Studies and Modern Languages*. Professor. Comparative and international education, education of ethnic and linguistic minorities, refugees, China studies.

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.

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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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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.

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 Sloan, 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 (RtI); 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

School Psychology EdS

Major: School Psychology

Degree Awarded: Education Specialist (EdS)

Calendar Type: Quarter

Minimum Required Credits: 90.0

Classification of Instructional Programs (CIP) code: 42.2805

Standard Occupational Classification (SOC) code: 19-3031

About the Program

The Drexel University School Psychology Educational Specialist (EdS) Program embraces a scientist/practitioner model of training. The program will develop school psychologists to use scientific inquiry, problem-solving, and a parsimonious approach to data analysis and outcome interpretation in their research and practice. This is a full-time, hybrid cohort model - therefore all students are expected to be in the Philadelphia area. With the cohort model, all students begin practicum in the first year, through our partnerships with the local schools. This full-time hybrid format means all school psychology (EDSP) courses are in-person, and the remaining coursework is online, utilizing both synchronous and asynchronous learning activities. In the third year of the program, students apply skills learned through coursework by completing a 1200-hour internship under the supervision of a certified school psychologist.

The program adopts and supports the ecological/behavioral orientation in psychology, focusing heavily on behavioral and ecological variables that facilitate and impede individual academic success and behavioral health functioning. The program also has a strong emphasis on behavioral health across pediatric, community, and school 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 evidenced-based assessment practices, consultation knowledge and skills, behavior analytic technology, and intervention/treatment skills are central to the program's mission and are informed from a behavioral and developmental framework. There is a strong focus on "hands on" work in schools, clinics, hospitals, and institutions.

The training program has been approved by the Pennsylvania Department of Education (PDE) for School Psychology certification in Pennsylvania. It also includes 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.

Additional Information

For more information about this program, visit the School of Education's (<https://drexel.edu/soe/academics/graduate/school-psychology/>) website.

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	4.5
EDSP 512	Cognitive Assessment in School Psychology	4.5
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
EDSP 536	Special Education Law and Process for School Psychologist	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 I *	3.0
EDSP 601	Practicum in School Psychology II **	3.0
Internship		
EDSP 700	School Psychology Internship ***	4.5
Applied Behavior Analysis Sequence		
ABA 630	Fundamental Elements of Behavior Change	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
ABA 731	Research Methods and Practice	4.5
Special Education		
EDEX 550	Teaching Individuals with Low Incident Disabilities	3.0
EDEX 582	Evidence-Based School Interventions and Trauma Informed Education/Care	3.0
English Language Learners		
EDUC 565	Foundations in Instructing English Language Learners	3.0
Professional Electives †		9.0
Total Credits		90.0

*

Students will take EDSP 600 Fall, Winter & Spring terms during Year 1

**

Students will take EDSP 601 Fall, Winter & Spring terms during Year 2

Students will take EDSP 700 Fall, Winter & Spring terms during Year 3

†

Professional electives will consist of 9.0 credits that will be selected in consultation with the Program Director and/or Advisor.

Sample Plan of Study

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.

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
ABA 630	4.5 ABA 633	4.5 ABA 634	4.5 ABA 636	4.5
ABA 632	4.5 EDSP 510	4.5 EDSP 512	4.5 ABA 731	4.5
EDSP 500	3.0 EDSP 600	1.0 EDSP 600	1.0	
EDSP 600	1.0			
	13	10	10	9

Second Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
ABA 635	4.5 EDSP 514	3.0 EDEX 550	3.0 EDSP 536	3.0
EDSP 521	3.0 EDSP 523	3.0 EDSP 530	3.0 EDSP 540	3.0
EDSP 601	1.0 EDSP 601	1.0 EDSP 601	1.0 Professional Elective	3.0
		EDUC 565	3.0	
	8.5	7	10	9

Third Year

Fall	Credits Winter	Credits Spring	Credits
EDSP 700	1.5 EDSP 700	1.5 EDSP 700	1.5
Professional Elective	3.0 Professional Elective	3.0 EDEX 582	3.0
	4.5	4.5	4.5

Total Credits 90

Program Level Outcomes

Upon completion of the program graduates will be prepared to:

- Demonstrate the ability to administer, score, and interpret various assessment tools and utilize data-based decision making when planning interventions.
- Effectively utilize various consultation strategies to engage teachers, parents, and administrations in a collaborative problem-solving process.
- Possess an understanding of the diverse biological, environmental, social, and culture factors that influence academic skills, behavior, and mental health.
- Demonstrate the ability to identify and analyze effective interventions and supports for academic skill deficits and behavioral and mental health challenges.
- Understand the systemic organization and operation of schools, including school-wide practices that enhance learning for all students.
- Apply the multi-tiered prevention and intervention model to support students mental and behavioral health preventatively and following crisis.
- Possess the ability to strengthen reciprocal relationships between the school and community by collaborating with parents and community agencies.
- Show awareness and sensitivity to the diverse population served in schools, including knowledge of the impact of race, ethnicity, gender identity, socioeconomic status, cultural and linguistic background on student development; advocate for equitable practices to support all students.
- Understand relevant research principles to evaluate programs and practices; apply knowledge of statistics and measurement to conduct scientific analyses.
- Behave in a manner consistent with the legal and ethical principles that govern the practice of professional school psychology.

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.

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Rebecca Clothey, PhD (*University of Pittsburgh*) *Department Head, Global Studies and Modern Languages*. Professor. Comparative and international education, education of ethnic and linguistic minorities, refugees, China studies.

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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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.

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 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.

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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 (RTI); 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

Special Education MS

Major: Special Education

Degree Awarded: Master of Science (MS)

Calendar Type: Quarter

Minimum Required Credits: 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 special education and/or acquiring a teaching certificate in the area of special education.

The courses address all required state and federal regulations as well as the Pennsylvania General Standards for Special Education and the competencies and standards outlined by the Council for Exceptional Children (CEC). Graduates seeking Pennsylvania special education certification must either have an active Pennsylvania Instructional I or II teaching certificate or select the initial certification concentration to gain eligibility while in the program.

The Master of Science in Special Education prepares professionals who are equipped with the fundamental skills, knowledge, and competencies they need to meet the needs of students with 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, 12.0 credits in concentration courses*, and 9.0 credits in capstone research*. Most courses have a fieldwork component that has the student apply what they are learning to classroom experiences. Clearances and field placement applications must be submitted before participating in coursework with classroom-based field components.

Available Concentrations

Autism Spectrum Disorders

Within the past decade, the number of children diagnosed with Autism Spectrum Disorder (ASD) has increased dramatically. 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 ASD 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 Autism Spectrum Disorders endorsement offered through the Pennsylvania Department of Education 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. The goal 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. The Collaborative Special Education Law and Process concentration 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.

Initial Certification

The Initial Certification concentration seeks to produce professionals who are equipped with the fundamental skills, knowledge, and competencies necessary to meet the needs of students at risk for academic failure and students with disabilities in multiple settings. Most courses include a fieldwork component that helps the student apply the skills and content learned in the classroom to real world educational environments. Successful completion of the core pedagogy courses with a grade of B or better and 3.0 cumulative GPA, satisfactory participation in all required field-based experiences, and state licensure exams allows for recommendation for PA Instructional I certification.

*Students enrolled in the Initial Certification concentration will alternate courses required for Pennsylvania certification in lieu of the concentration and capstone courses.

Additional Information

For more information about this program, please visit the School of Education's (<https://drexel.edu/soe/academics/graduate/special-education/>) 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).

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.

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

Requirements for Students obtaining Initial Certification

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 578	Special Education Practicum PK-12	3.0
EDEX 588	Implementing Academic Interventions in Inclusive Educational Environments	3.0

Initial Certification Concentration

Students obtaining the initial certification will complete the following courses:

EDEX 514	Special Education Student Teaching Seminar	6.0
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
EDUC 515	Adolescent Learners	3.0
EDUC 521	Typical and Atypical Development in Early Childhood Education	3.0
EDUC 565	Foundations in Instructing English Language Learners	3.0

Total Credits**48.0****Requirements for Students not obtaining Initial Certification****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
EDU 780	Capstone Research	3.0

Students have the option to select from one of the Capstone tracks:

6.0-7.5

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	

Students not obtaining an initial certification must also complete one of the following concentrations:

Concentration Options **12.0****Autism Spectrum Disorders**

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

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	

Custom-Designed Concentration

A custom-designed concentration will consist of 4 professional elective courses that will be selected in consultation with the Program Director and/or Advisor.

Total Credits**48.0-49.5****Sample Plan of Study****MS Special Education Plan of Study (students obtaining an initial certification)****First Year**

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDEX 542	3.0 EDEX 568	3.0 EDEX 588	3.0 EDEX 555 ⁺	3.0
EDEX 544	3.0 EDUC 515	3.0 EDUC 565	3.0	
	EDUC 521	3.0		
	6	9	6	3

Second Year

Fall	Credits Winter	Credits Spring	Credits
EDEX 536	3.0 EDEX 514	6.0 EDEX 550	3.0
EDEX 549	3.0 EDEX 543	3.0 EDEX 552	3.0

EDEX 578	3.0		
	9	9	6

Total Credits 48

*

Note: This term is 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.

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

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDEX 549	3.0 EDEX 543	3.0 EDEX 550	3.0 EDU 780	3.0
EDEX 575	3.0 EDEX 555	3.0 EDEX 552	3.0 Concentration Course	3.0
		EDEX 588	3.0	
	6	6	9	6

Second Year

Fall	Credits Winter	Credits Spring	Credits
EDEX 536	3.0 EDUP 780	3.0 EDUP 781	3.0-4.5
EDEX 578	3.0 Concentration Course	3.0 Concentration Course	3.0
Concentration Course	3.0		
	9	6	6-7.5

Total Credits 48-49.5

Program Level Outcomes

- Use multiple reliable and valid methods to assess student strengths and needs and make instructional recommendations based on assessment data.
- Demonstrate collaborative partnerships with stakeholders (including educational team members, family members and students) in the development, implementation and assessment of individualized educational plans and goals.
- Create and support inclusive learning environments where all learners are welcomed, challenged and held to high expectations.
- Demonstrate competency with the legal requirements as well as ethical and professional standards that undergird the practice of Special Education.
- Exhibit competence in selecting and executing evidence-based behavioral, instructional, and technology strategies to address the diverse needs of students with disabilities.

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*) *Department Head, Global Studies and Modern Languages*. Professor. Comparative and international education, education of ethnic and linguistic minorities, refugees, China studies.

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.

Arotis 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.

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

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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.

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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

Teaching, Learning and Curriculum MS

Major: Teaching, Learning and Curriculum

Degree Awarded: Master of Science (MS)

Calendar Type: Quarter

Minimum Required Credits: 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 throughout the program, including a full-time student teaching experience.

Successful completion of the core pedagogy courses, with a grade of B or better and 3.0 cum GPA, satisfactory participation in all required field-based experiences, subject area content knowledge requirements completed with a grade of C or higher and cum 3.0 GPA, and state licensure exams allows for recommendation for PA Instructional I certification. Clearances and field placement applications must be submitted before participating in coursework with classroom-based field components.

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 various 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 Autism Spectrum Disorders, Creativity and Innovation, Education Policy, Global and International Education, Higher Education, Human Resource Development, Learning Technologies, Wilson Multisensory Reading Instruction Level I*, or Reading Specialist* certification. If candidates possess a PA Instructional I certification, they can choose an add-on state certification concentration such as Teaching English as a Second Language, or Social Emotional Behavioral Wellness endorsement. *Concentrations with an asterisk will require field experiences and submission of updated clearances and field placement applications.

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. Clearances and field placement applications must be submitted before participating 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.

Additional Information

For more information about this program, please visit the School of Education's website (<https://drexel.edu/soe/academics/graduate/teaching-learning-curriculum-cert/>).

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 or 33.0 (middle level certification) credits of core pedagogy courses allows for recommendation for PA Instructional I certification. View the requirements on the Post-Baccalaureate Teaching Certificate: Middle Level (<http://catalog.drexel.edu/graduate/schoolofeducation/middlelevelcertificationpbc/>) and Secondary Concentrations (p. 113) 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:

- Autism Spectrum Disorders
- Creativity and Innovation
- Education Policy
- Global and International Education
- Higher Education
- Human Resource Development
- Learning Technologies
- Dyslexia Specialist (Wilson Multisensory Reading Instruction Level I)
- Reading Specialist (46.5 credits required to complete MS)
- Teaching English as a Second Language (TESL)
- Social Emotional Behavioral Wellness
- 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)

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: Secondary Concentrations (p. 113) 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) *

Total Credits		45.0
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*

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 515	Adolescent Learners	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, Computer Science, Earth and Space Science, English, General Science, Mathematics, Physics, or Social Studies (12.0 credits)

EDUC 515	Adolescent Learners (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 ESTM 535	Teaching Secondary Computer Science	
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 504	Learning Engineering	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	
EDCR 518	Evidence-Based Evaluation	
EDLS 570	Literacy and Evaluation	
EDLS 650	Designing a Literacy Program	
EDPO 620	Education Policy: Concepts, Issues, and Applications	
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: Practitioner or Thesis		
EDUP 780	Practitioner Capstone Course I	3.0
or EDUT 780	Thesis Capstone Course I	
EDUP 781	Practitioner Capstone Course II	3.0-4.5
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 503	The Learning Sciences	
EDLT 504	Learning Engineering	
EDLT 543	Play & Learning in a Participatory Culture	
or EDLT 591	Learning Analytics: Lenses on students, teaching, and curriculum enactment	
EDLT 551	Instructional Design Methods	
ELL 503	Teaching and Learning Issues in E-Learning	
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 515	Adolescent Learners	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) Computer Science, 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	
or ESTM 535	Teaching Secondary Computer Science	
EDUC 515	Adolescent Learners (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

*

Note: Second Year Winter is 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.

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				

*

Note: Second Year Winter is 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.

Track II: Advanced Studies in Teaching, Learning and Curriculum

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDUC 524	3.0 EDLT 504	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 or EDUT 780	3.0 EDUP 781 or EDUT 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				

*

Students engaged in the course for 4.5 credits complete an additional conference proposal that can be used to submit to identified conference of their choice that is approved by Capstone Instructor. Note: Second Year Spring is 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.

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			
EDUP 780 or EDUT 780 [†]	3.0 EDLT 504	3.0			

EDUP 781 or EDUT 781**	3.0-4.5
3	6-7.5

Total Credits 46-47.5

*

Note: Third Year Fall is 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.

**

Students engaged in the course for 4.5 credits complete an additional conference proposal that can be used to submit to identified conference of their choice that is approved by Capstone Instructor.

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, EDEX 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

*

Note: Second Year Fall and Summer 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.

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 515	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
EDEX 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: Second Year Fall and Summer and Third Year Winter 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.

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.

Program Level Outcomes

Professionalism

- Make sound decisions based on the 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.

Diversity

- Demonstrate an understanding of the changing role of educators in an increasingly diverse society.
- 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

- Demonstrate the ability to self-reflect on his or her professional practice.
- Use data and classroom-based evidence to inform and improve professional practice.

Pedagogical Content Knowledge

- Demonstrate strong content knowledge in all subject areas that meet PIE content requirements.
- Deliver effective instruction using high leverage teaching practices.
- Use appropriate means of ongoing assessment and utilize data to demonstrate student growth and make appropriate modifications to the curriculum.
- Integrate tools of technology in teaching and learning.
- Construct a well-written, research-based, engaging lesson plan.

Classroom Climate

- Create a safe, positive, and productive classroom climate environment that supports and facilitates learning for all students.
- Build a sense of community in one's classroom based on developmentally appropriate pro-social skills and shared sense of ownership.
- Create a collaborative classroom climate where students work cooperatively to generate knowledge.

Developmentally Appropriate Practice

- Demonstrate a thorough understanding of child and/or adolescent development and the learning sciences.
- Uses differentiated instruction to meet the diverse learning needs of one's students.
- Use developmentally informed teaching practices.

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*) *Department Head, Global Studies and Modern Languages*. Professor. Comparative and international education, education of ethnic and linguistic minorities, refugees, China studies.

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.

Arotis 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.

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 (RTI); 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 MS

Major: Undergraduate STEM Education

Degree Awarded: Master of Science (MS)

Calendar Type: Quarter

Minimum Required Credits: 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. Elevate your vision, ignite your passion, and chart a course toward a future defined by innovation and ingenuity by equipping yourself with a powerful toolkit of tools and techniques to amplify your creative strengths toward unleashing your full potential. From ideation to implementation, you'll harness the power of creativity to tackle complex challenges and seize exciting opportunities, both in your personal life and in leadership roles within your 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 leaders, managers and employees with the awareness and creativity skills that will distinguish 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 a Graduate Minor Form with the School of Education's C&I Program Manager

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
Select one of the following courses:		3.0
CRTV 600	Mind, Brain and Learning	
CRTV 610	Creativity and Change Leadership	
CRTV 615	Neuroscience, Creativity and Innovation	
CRTV 630	Global Perspectives on Creativity	
CRTV 650	Current Trends in Creativity & Innovation	
CRTV 660	Diagnostic Creative Intervention	

Total Credits

12.0

Additional Information

For more information, please visit the School of Education website (<https://drexel.edu/soe/academics/graduate/creativity-and-innovation/>).

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 661	Critical Issues & Risk Management in Student Affairs	
EDHE 665	Student Success: Learning and Innovative Support Services	
CRTV 600	Mind, Brain and Learning	
CRTV 604	Neurodiversity in Education and Workforce	

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

Embark on a transformative journey at the forefront of education and neuroscience with our dynamic Graduate Minor in Mind, Brain & Learning. Designed for educators and professional development trainers seeking revolutionizing teaching and learning practices, this innovative interdisciplinary program offers a deep dive into the fascinating intersection of Mind, Brain and Education Science within real-world contexts. This interdisciplinary four-course minor will expand your horizons and elevate your understanding of:

- **Mind, Brain, and Learning:** Explore of how the human mind and brain's cognitive processes shape learning outcomes and educational practices.
- **Neuropedagogy and assessment:** Discover effective teaching and assessment strategies informed by cutting-edge neuroscience research empowering you to better optimize learning experiences for diverse learners.
- **Neurodiversity in education and workforce:** Embrace the diverse spectrum of human cognition and learning styles, learning how to create inclusive environments that recognize neurodiversity and promote equity in education and the workforce.
- **Neuroscience, creativity, and innovation:** Examine the nexus of neuroscience, creativity, problem-solving, and innovation in educational and professional settings.

Through this transformative journey, graduate students will cultivate a holistic understanding of Mind, Brain, and Learning equipping themselves with the knowledge, skills and experiences to lead change and innovation in educational and workforce environments. Whether it's designing engaging online courses, facilitating blended/hybrid learning experiences, or optimizing onsite instruction, you will be empowered to share the future of education and drive positive outcomes for learners of all ages.

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 Minor Form

Program Requirements

Program Requirements

CRTV 600	Mind, Brain and Learning	3.0
CRTV 604	Neurodiversity in Education and Workforce	3.0
CRTV 608	Neuropedagogy and Assessment	3.0
CRTV 615	Neuroscience, Creativity and Innovation	3.0

Total Credits

12.0

Sample Plan of Study

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.

Graduate Minor in Undergraduate STEM Education

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

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 empirically-validated approach to the investigation and improvement of behaviors with environmental determinants. Extensive research has established proven methods and best practices for the field of applied behavior analysis. Together with client-focused clinical approaches, these methods and practices have enabled behavior analysts to make significant contributions to the education and behavioral health fields.

The post-master's certificate in Applied Behavior Analysis will prepare students to gain the knowledge and skills to become clinical and educational leaders in behavior analysis. Successful completers of this program will be highly successful candidates for employers seeking knowledgeable and skilled clinicians and leaders in behavioral health and educational settings.

The Association for Behavior Analysis International (<https://www.bacb.com/>) has verified the core applied behavior analysis course sequence as meeting the 5th edition task list course content hour requirements and faculty standards. For eligibility to take the Board Certified Behavior Analyst Examination[®], applicants will have to meet additional fieldwork 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

Program Requirements

Core Applied Behavior Analysis Courses

ABA 630	Fundamental Elements of Behavior Change	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

ABA 731	Research Methods and Practice	4.5
Total Credits		31.5

Sample Plan of Study

Full-Time 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 731	4.5
ABA 632	4.5 ABA 636	4.5 ABA 635	4.5	
	9	9	9	4.5
Total Credits 31.5				

Part-Time Plan of Study

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
ABA 630	4.5 ABA 632	4.5 ABA 633	4.5 ABA 636	4.5
	4.5	4.5	4.5	4.5
Second Year				
Fall	Credits Winter	Credits Spring	Credits	
ABA 634	4.5 ABA 731	4.5 ABA 635	4.5	
	4.5	4.5	4.5	
Total Credits 31.5				

Additional Information

For more information about this program, please visit the School of Education's (<https://drexel.edu/soe/academics/certificates/Applied-Behavior-Analysis/>) website.

Post-Baccalaureate 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: Not aid eligible

Classification of Instructional Program (CIP) Code: 13.1013

Standard Occupational Classification (SOC) Code: 25-2059

About the Program

Within the past decade, the number of children diagnosed with an Autism Spectrum Disorder (ASD) has increased dramatically. Consequently, the need for professionals trained in this specialized area has increased significantly. This certificate program 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 need profiles.

The program consists of 5 courses (15.0 credits). Students seeking the Pennsylvania Department of Education Autism Spectrum Disorders endorsement must hold their Instructional I certification or be actively pursuing the certification at point of admission.

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
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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
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A field component is required in each course. Clearances and field placement applications must be submitted before participating in coursework with field component coursework.

Additional Information:

For more information about this program, please visit the School of Education's (<https://drexel.edu/soe/academics/certificates/Autism-Spectrum-Disorders/>) website.

Post-Baccalaureate 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: 1 year

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.

This program focuses on the special education legislation, litigation and policies that shape today's educational landscape; and offers insight into best practices to support families of children with disabilities. Through an in-depth look at special education laws, court cases and collaborative advocacy practices, students gain a fundamental understanding of special education law and advocacy applicable to professional practice in the realms of education, advocacy, family support services and community-based work.

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

Sample Plan of Study

First Year				
Term 1	Credits Term 2	Credits Term 3	Credits Term 4	Credits
EDEX 600	3.0 EDEX 601	3.0 EDEX 710	3.0 EDEX 602	3.0
	3	3	3	3
Total Credits 12				

Additional Information

For more information about this program, please visit the School of Education's (<https://drexel.edu/soe/academics/certificates/Collaborative-Special-Education-Law-and-Process/>) website.

Post-Baccalaureate 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 600	Mind, Brain and Learning	3.0
or EDCR 514	Diversity, Equity, and Social Justice in Education	
CRTV 620	Research Methods and Assessment of Creative and Innovative Thinking	3.0
CRTV 630	Global Perspectives on Creativity	3.0
or EDCR 510	Leadership in Educational Contexts and Systems	
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
CRTV 630 or EDCR 510		3.0 CRTV 600 or 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 to equip teachers, trainers, leaders, managers and staff in schools, businesses and organizations with a powerful toolkit of tools and techniques to amplify their creative strengths toward unleashing their full potential to tackle complex challenges and seize exciting opportunities. The hands-on coursework immediately has you apply these skills and tools to understand how quickly they can energize others with "what can be," while stimulating and developing a working environment that fosters creative actions in their students, co-workers, or employees and developing their 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 and continuously applying the course content to issues relevant to 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. 91), the Master of Science in Creativity & Innovation (p. 17) or MS in Creative Education and Entrepreneurship (p. 13) 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
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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			

Additional Information

For more information visit the School of Education (<https://drexel.edu/soe/academics/certificates/Creativity-Tools-Techniques/>) website.

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 are eligible to become 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	3

Total Credits 12

Additional Information

For more information about this program, please visit the School of Education's (<https://drexel.edu/soe/academics/certificates/Multisensory-Reading-Instruction/>) website.

Post-Baccalaureate 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: Not aid eligible

Classification of Instructional Program (CIP) Code: 13.0406

Standard Occupational Classification (SOC) Code: 11-9039

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 professionals 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 will also have value for those who may have an interest in pursuing a career in education policy.

Program Requirements

Requirements

EDGI 604	Quantitative Literacy: Interpreting and reporting data for educational policy and research	3.0
EDPO 622	Foundations of Education Policy	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

Total Credits

18.0

Sample Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDPO 622	3.0 EDGI 604	3.0 EDPO 636*	3.0 EDPO 632*	3.0
EDPO 624	3.0 EDPO 628	3.0		
		6	3	3

Total Credits 18

*

Note: This term is 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.

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
EDHE 501, 521, 531, or 541	3.0	EDHE 501, 521, 531, or 541	3.0
	3		3

Total Credits **9**

Additional Information

For more information please visit the School of Education website (<https://drexel.edu/soe/academics/certificates/>).

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 graduate 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.

The Instructional Design for e-Learning graduate certificate program is appropriate for current or future leaders, managers, and practitioners in organizations, non-profits, schools, higher education, or any individual seeking to improve learning by creating effective environments and experiences for learners of any age-group from young children to adults. Entrepreneurs interested in this practice are especially welcome. Students are encouraged to integrate their professional experiences and engage co-learners from other environments in their explorations.

The focused Instructional Design for e-Learning graduate certificate may be taken as a stand-alone credential to supplement previous credentials. This affordable 9.0 credit stackable graduate certificate can be completed in three quarters of part-time study.

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

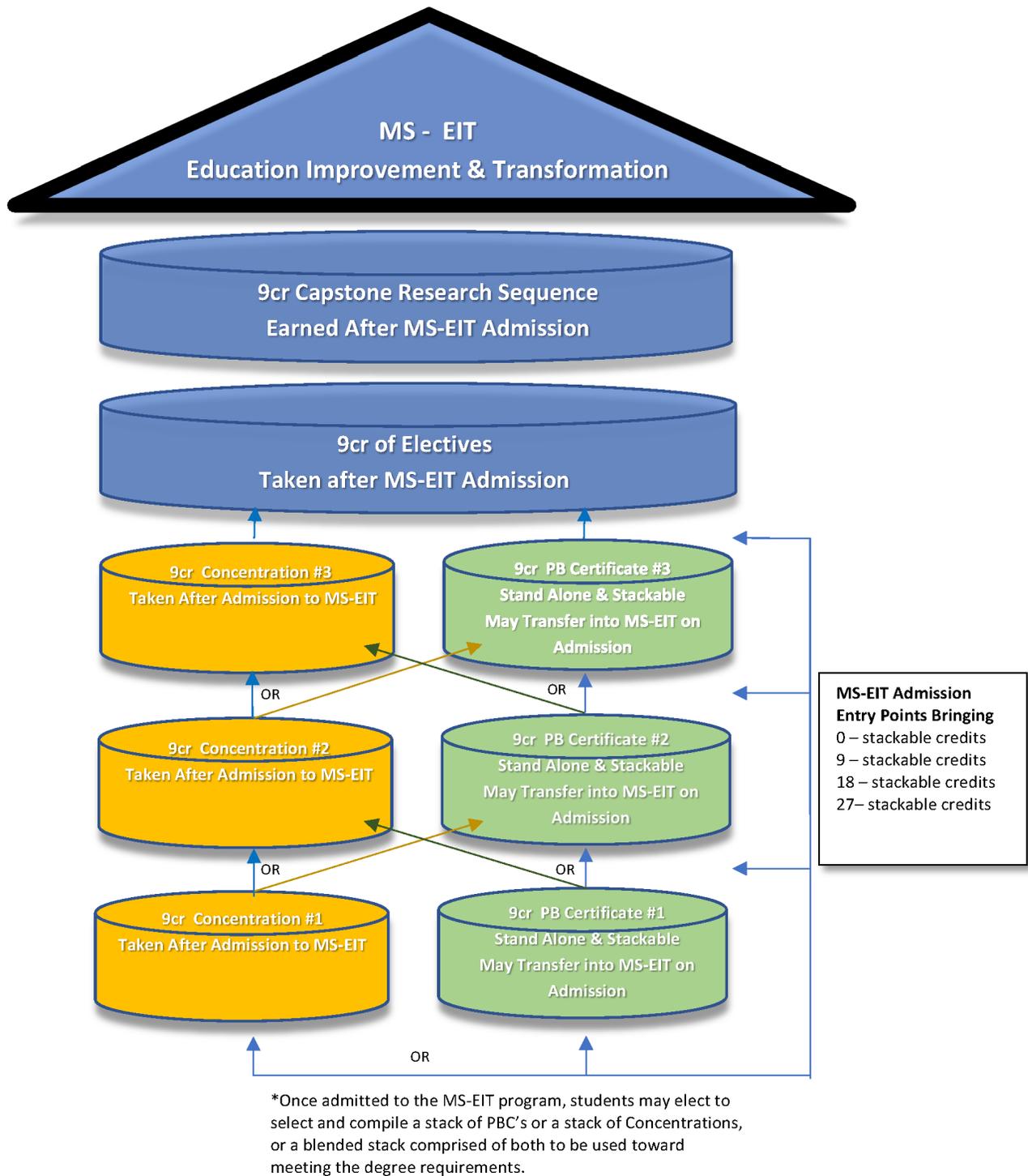
Sample Plan of Study

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			

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. 36) or MS in Learning Technologies (p. 57) (45.0 credits total) offered through the School of Education (<https://drexel.edu/soe/>).

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 (p. 36) or MS in Learning Technologies (p. 57).



Post-Baccalaureate Certificate in International Higher Education

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: 1 year

Financial Aid Eligibility: Not Aid eligible

Classification of Instructional Program (CIP) Code: 13.0406

Standard Occupational Classification (SOC) Code: 11-9039

About the Program

The Post-Baccalaureate Certificate in International Higher Education provides a comprehensive understanding of global higher education to prepare students for administrative and leadership positions in colleges and universities as well as national and international organizations. Students develop the global and intercultural competencies, knowledge and skills needed to navigate complex changes related to diversity and globalization, equity and access, policies and practices, legal and ethical issues, technological advancements, and risk management through transformative leadership across global contexts.

Admission Requirements

Bachelor's degree minimum.

Program Requirements

Program Requirements		9.0
Global and International Education Courses		
EDGI 506	Comparative Higher Education Systems	
Choose one of the following:		
EDGI 510	Culture, Society & Education in Comparative Perspective	
EDGI 522	Education for Global Citizenship, Sustainability, and Social Justice	
Higher Education Leadership Courses		
Choose one of the following:		
EDHE 501	Foundations of Higher Education and Governance	
EDHE 521	Student Development Theory and Application	
EDHE 661	Critical Issues & Risk Management in Student Affairs	
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
Total Credits 9		3	3

For more information please visit the School of Education website (<https://drexel.edu/soe/academics/certificates/>).

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. This program provides educators, instructional designers, researchers, and administrators with new tools for studying teaching and learning capable of providing actionable understandings. This affordable 9.0 credit stackable graduate certificate can be completed in three quarters of part-time study.

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. 36) or MS in Learning Technologies (p. 57) (45.0 credits total) offered through the School of Education (<https://drexel.edu/soe/>).

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 (p. 36) or the MS in Learning Technologies (p. 57).



*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 Learning in Game-Based Environments

Certificate Level: Graduate

Admission Requirements: Bachelor's degree or higher

Certificate Type: Post-Baccalaureate

Number of Credits to Completion: 9.0

Instructional Delivery: Online

Calendar Type: Quarter

Expected Time to Completion: 1 years

Financial Aid Eligibility: Not aid eligible

Classification of Instructional Program (CIP) Code: 13.0501

Standard Occupational Classification (SOC) Code:

About the Program

The Learning in Game-Based Environments certificate is a credential for those who want to be equipped with a working knowledge of game-based learning strategies. Students who complete this certificate will have opportunities to examine games, game genres as they relate to pedagogy, and how the design of games supports transformative experiences in any learning setting.

Students explore the rationale of game studies, the history of games and learning, the role of digital media, and the social nature of games as an affinity space for social learning and demonstrate their understanding of why games are powerful environments for learning, identity formation, and motivation. Students also examine games, emerging media, and learning in the context of participatory culture. Study also focuses on play, its role in learning in social spaces, and the current research around these practices by focusing on the issues relating to how schools, organizations, and society are responding to the challenges of emerging technologies. Finally, students use the technological, pedagogical and content knowledge (TPACK) educational technology framework to explore game design systematically by framing game genres as forms of pedagogy as they consider educational content and demonstrate their understanding of the interplay of technology, pedagogy, and content in the game environment.

The Learning in Game-Based Environments certificate program is appropriate for current or future leaders, managers, and practitioners in organizations, non-profits, schools, and those in institutions of higher education, or any individual seeking to improve learning by creating effective environments and experiences for learners of any age-group from young children to adults. Entrepreneurs interested in this practice area are especially welcome.

The focused Learning in Game-Based Environments certificate may be taken as a stand-alone credential to supplement previous credentials. This affordable 9.0 credit stackable certificate can be completed in three quarters of part-time study.

Admission Requirements

Bachelor's degree or equivalent from a regionally accredited institution.

Program Requirements

EDLT 541	Foundations of Game-Based Learning	3.0
EDLT 543	Play & Learning in a Participatory Culture	3.0
EDLT 544	Integrating Games & Pedagogical Content Knowledge	3.0
Total Credits		9.0

Sample Plan of Study

First Year			
Fall	Credits Winter	Credits Spring	Credits
EDLT 541	3.0 EDLT 543	3.0 EDLT 544	3.0
	3	3	3
Total Credits 9			

Additional Information

For more information about this program, please visit the School of Education's (<https://drexel.edu/soe/>) website.

Post-Baccalaureate Certificate in Lifelong Learning

Certificate Level: Graduate

Admission Requirements: Bachelor's degree or higher

Certificate Type: Post-Baccalaureate

Number of Credits to Completion: 9.0

Instructional Delivery: Online

Calendar Type: Quarter

Expected Time to Completion: 1 years

Financial Aid Eligibility: Not aid eligible

Classification of Instructional Program (CIP) Code: 13.1299

Standard Occupational Classification (SOC) Code:

About the Program

The Lifelong Learning certificate is a credential for leaders, managers, and staff of organizations focused on learning in developmentally adaptive and industry specific environments. The program is appropriate for those that want to be equipped with a working knowledge of learning strategies for individuals of all ages and in all contexts, with a special emphasis on non-traditional and adult learners. Students who complete this certificate will be prepared to apply knowledge skills and tools addressing learning in and out of traditional formal education settings.

The Lifelong Learning certificate program is appropriate for current or future professionals in organizations, non-profits, schools, middle managers, and those in institutions of higher education. or any individual seeking to improve learning by creating effective environments and experiences for learners of any age-group from young children to adults to seniors. Entrepreneurs interested in this practice area are especially welcome.

The focused Lifelong Learning certificate may be taken as a stand-alone credential to supplement previous education credentials. This affordable 9.0 credit stackable certificate can be completed in three quarters of part-time study.

Admission Requirements

Bachelor's degree or equivalent from a regionally accredited institution.

Program Requirements

EDLT 595	Learning through the Lifespan	3.0
EDLT 596	Lifelong Learning Models & Best Practices	3.0
EHRD 660	Principles of Adult Learning	3.0
Total Credits		9.0

Sample Plan of Study

First Year					
Fall		Credits Winter		Credits Spring	Credits
EHRD 660		3.0 EDLT 595		3.0 EDLT 596	3.0
		3		3	3
Total Credits 9					

Post-Baccalaureate 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.**

Note: Applications are no longer being accepted for this program.

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.

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

Post-Baccalaureate Certificate in 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 and 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. 71) 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 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.

The program requires that candidates have a B average (3.0 GPA) in content courses needed for teacher certification in addition to the grade of B or better in each EDEX, EDLT, EDUC, and MTED courses throughout their time in the program. These requirements must be satisfied for Drexel to recommend the candidates for teacher certification upon graduation and/or be considered to have completed the program. Clearances and field placement applications must be submitted before participating in coursework with classroom-based field components.

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 515	Adolescent Learners	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 515	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

Additional Information

More information is available at the School of Education's (<https://drexel.edu/soe/academics/certifications/teacher-certification/>) website.

Post-Baccalaureate Certificate in 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 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.

The program requires that candidates have a B average (3.0 GPA) in content courses needed for teacher certification in addition to the grade of B or better in each EDEX, EDLT, EDUC, and MTED courses throughout their time in the program. These requirements must be satisfied for Drexel to recommend the candidates for teacher certification upon graduation and/or be considered to have completed the program. Clearances and field placement applications must be submitted before participating in coursework with classroom-based field components.

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 515	Adolescent Learners	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 515	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

Additional Information

More information is available at the School of Education's (<http://www.drexel.edu/soe/>) website.

Post-Baccalaureate 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 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.

The program requires that candidates have a B average (3.0 GPA) in content courses needed for teacher certification in addition to the grade of B or better in each EDEX, EDLT, EDUC, and MTED courses throughout their time in the program. These requirements must be satisfied for Drexel to recommend the candidates for teacher certification upon graduation and/or be considered to have completed the program. Clearances and field placement applications must be submitted before participating in coursework with classroom-based field components.

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 515	Adolescent Learners	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	Credits Summer	Credits
EDUC 520	3.0 EDEX 544	3.0 EDUC 565	3.0 EDUC 564	1.5
EDEX 542	3.0 EDUC 515	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

Additional Information

More information is available at the School of Education's (<http://www.drexel.edu/soe/>) website.

Post-Baccalaureate 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 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.

The program requires that candidates have a B average (3.0 GPA) in content courses needed for teacher certification in addition to the grade of B or better in each EDEX, EDLT, EDUC, and MTED courses throughout their time in the program. These requirements must be satisfied for Drexel to recommend the candidates for teacher certification upon graduation and/or be considered to have completed the program. Clearances and field placement applications must be submitted before participating in coursework with classroom-based field components.

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.

Additional Information

For more information on this program, please visit the Teacher Certification (<https://drexel.edu/soe/academics/certifications/teacher-certification/>) certificate web page.

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 515	Adolescent Learners	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 515	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 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 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.

The program requires that candidates have a B average (3.0 GPA) in content courses needed for teacher certification in addition to the grade of B or better in each EDEX, EDLT, EDUC, and MTED courses throughout their time in the program. These requirements must be satisfied for Drexel to recommend the candidates for teacher certification upon graduation and/or be considered to have completed the program. Clearances and field placement applications must be submitted before participating in coursework with classroom-based field components.

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 515	Adolescent Learners	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 515	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

Additional Information

More information is available at the School of Education's (<http://www.drexel.edu/soe/>) website.

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: Not aid eligible

Classification of Instructional Program (CIP) Code: 13.9999

Standard Occupational Classification (SOC) Code: 25-1081; 25-3099

About the Program

The Post-Baccalaureate Certificate in Mind, Brain, & Learning offers educators and professional development trainers a unique opportunity to delve into Mind, Brain, and Education Science within dynamic, real-world contexts. The program dives deep into the latest research and methodologies to equip yourself with a comprehensive understanding of how the mind and brain function in the learning process. Through immersive experiences and hands-on learning, you will gain valuable insights into the intersection of neuroscience, psychology and education, unlocking new pathways to enhance teaching and learning outcomes.

Post-Baccalaureate professionals in this certificate will be able to apply our forward-thinking curriculum to harness their newfound knowledge, skills, and experience to revolutionize course design and instruction across educational formats. Whether it is online, blended/hybrid, or onsite learning environments, you will be equipped to optimize learning experiences and cultivate environments that foster growth and innovation. The transformative journey you will undertake will become a catalyst for change in educational and workforce environments where the power of the mind and brain converges with the art of teaching and learning to elevate your practice and shape the future of your learners and employees.

Program Requirements

Program Requirements

CRTV 600	Mind, Brain and Learning	3.0
Choose two of the following:		6.0
CRTV 501	Foundations in Creativity	
CRTV 604	Neurodiversity in Education and Workforce	
CRTV 608	Neuropedagogy and Assessment	
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 other emerging methods for quality teaching and online learning in PK-20 settings, for adult learners, and in corporate settings. Learners acquire skills and knowledge for using technology in online settings including hybrid classrooms, along with techniques for creating effective online and blended environments. This program will prepare anyone with a commitment to effective learning the foundations, practical strategies and tactics to be an effective online educator in any learning context.

The focused Online Teaching and Learning graduate certificate may be taken as a stand-alone credential to supplement previous credentials. This affordable 9.0 credit stackable certificate can be completed in three quarters of part-time study.

Program Requirements

Choose 3 of 4 courses

EDLT 503	The Learning Sciences	9.0
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

Additional Information

For more information about this program, please visit the School of Education's (<https://drexel.edu/soe/academics/certificates/Online-Teaching-Learning/>) website.

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

Additional Information

For more information, visit the School of Education website (<https://drexel.edu/soe/academics/certificates/organization-talent-development/>).

Post-Baccalaureate 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. 71).

The program will prepare students for a Pennsylvania Instructional I Certificate.

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 needs of one's students
 - Use developmentally informed teaching practices

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. Prospective students are recommended to contact their state's Department of Education to determine the requirements and procedures before proceeding.

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.

The program requires that candidates have a B average (3.0 GPA) in content courses needed for teacher certification in addition to the grade of B or better in all courses throughout their time in the program. These requirements must be satisfied for Drexel to recommend the candidates for teacher certification upon graduation and/or be considered to have completed the program. Clearances and field placement applications must be submitted before participating in coursework with classroom-based field components.

Additional Information

More information is available at the School of Education's website (<https://drexel.edu/soe/>).

The program requires that candidates have a B average (3.0 GPA) in content courses needed for teacher certification in addition to the grade of B or better in all courses throughout their time in the program. These requirements must be satisfied for Drexel to recommend the candidates for teacher certification upon graduation and/or be considered to have completed the program. Clearances and field placement applications must be submitted before participating in coursework with classroom-based field components.

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 (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

The program requires that candidates have a B average (3.0 GPA) in content courses needed for teacher certification in addition to the grade of B or better in all courses throughout their time in the program. These requirements must be satisfied for Drexel to recommend the candidates for teacher certification upon graduation and/or be considered to have completed the program. Clearances and field placement applications must be submitted before participating in coursework with classroom-based field components.

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 (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

The program requires that candidates have a B average (3.0 GPA) in content courses needed for teacher certification in addition to the grade of B or better in all courses throughout their time in the program. These requirements must be satisfied for Drexel to recommend the candidates for teacher certification upon graduation and/or be considered to have completed the program. Clearances and field placement applications must be submitted before participating in coursework with classroom-based field components.

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 (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

The program requires that candidates have a B average (3.0 GPA) in content courses needed for teacher certification in addition to the grade of B or better in all courses throughout their time in the program. These requirements must be satisfied for Drexel to recommend the candidates for teacher certification upon graduation and/or be considered to have completed the program. Clearances and field placement applications must be submitted before participating in coursework with classroom-based field components.

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 (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

The program requires that candidates have a B average (3.0 GPA) in content courses needed for teacher certification in addition to the grade of B or better in all courses throughout their time in the program. These requirements must be satisfied for Drexel to recommend the candidates for teacher certification upon graduation and/or be considered to have completed the program. Clearances and field placement applications must be submitted before participating in coursework with classroom-based field components.

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 (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

The program requires that candidates have a B average (3.0 GPA) in content courses needed for teacher certification in addition to the grade of B or better in all courses throughout their time in the program. These requirements must be satisfied for Drexel to recommend the candidates for teacher certification upon graduation and/or be considered to have completed the program. Clearances and field placement applications must be submitted before participating in coursework with classroom-based field components.

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 (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

The program requires that candidates have a B average (3.0 GPA) in content courses needed for teacher certification in addition to the grade of B or better in all courses throughout their time in the program. These requirements must be satisfied for Drexel to recommend the candidates for teacher certification upon graduation and/or be considered to have completed the program. Clearances and field placement applications must be submitted before participating in coursework with classroom-based field components.

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 (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

The program requires that candidates have a B average (3.0 GPA) in content courses needed for teacher certification in addition to the grade of B or better in all courses throughout their time in the program. These requirements must be satisfied for Drexel to recommend the candidates for teacher certification upon graduation and/or be considered to have completed the program. Clearances and field placement applications must be submitted before participating in coursework with classroom-based field components.

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 (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

Post-Baccalaureate Certificate in Reading Specialist Certification

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: 13.1399

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 and have a desire to become a 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. Those who complete the certificate are also eligible to obtain the National 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. If you hold a certification from another state, you must check with your state's Department of Education to determine how to obtain the equivalent Reading Specialist certification in your state.

Clearances and field placement applications must be submitted before participating in coursework with classroom-based field components. Successful completion of all courses with a grade of B or better and 3.0 cum GPA, satisfactory participation in all required field-based experiences and passing scores of the Praxis exam are required for recommendation for PA Reading specialist certification.

Additional Information

For more information about this program, please visit the Reading Specialist Certification (<https://drexel.edu/soe/academics/certifications/reading-specialist/>) certificate web page.

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/>).

Post-Baccalaureate Certificate in 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

School Principal Certificate Online Program: Empowering Tomorrow's Leaders

Are you ready to step into a pivotal leadership role within the education system? Look no further than our School Principal Certificate online program—a fast-track pathway designed for emerging leaders who aspire to make a lasting impact.

Program Highlights:

- 1. Adaptive Leadership for Complex Challenges:** Our program equips you with the tools to navigate the intricate landscape of educational leadership. Whether it's addressing technological advancements, cultural diversity, or evolving policies, you'll learn to lead with agility and foresight.
- 2. Internship Experience: Real-World Leadership:** The heart of our program lies in the internship component. As a student, you'll assume leadership roles under the guidance of an experienced principal mentor. This hands-on experience bridges theory and practice, preparing you for the dynamic realities of school leadership.
- 3. Collaboration and Learning Outcomes:** We cultivate collaborative leaders who prioritize student success. You'll explore data-driven decision-making, identify gaps in teaching and learning, and champion evidence-based practices. Our focus is on improving learning outcomes for all students.
- 4. Culturally Responsive Environments:** In today's diverse educational settings, cultural competence is essential. Our graduates are committed to creating inclusive and culturally appropriate learning environments. You'll foster a sense of belonging for every student.
- 5. Engaging Parents and Communities:** Effective school leaders understand the power of community partnerships. You'll learn strategies to engage parents, collaborate with community stakeholders, and drive continuous improvement.

Who Should Apply?

- Aspiring principals, assistant principals, and educational leaders seeking certification.
- Educators with a passion for transformative leadership and a desire to shape the future of education.

Join Our Cohort:

Are you ready to lead with purpose and impact? Apply to the School Principal Certificate online program and become part of a network of dedicated leaders committed to excellence, equity, and student achievement.

For application details and program information, visit our School Principal Certificate Program website (<https://drexel.edu/soe/academics/certifications/school-principal/>).

Your journey to educational leadership begins here!

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. 28) catalog page.

Post-Baccalaureate 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: 1 year

*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 the social, emotional, and behavioral wellness of PK-12 students.

The program consists of 4 courses (12.0 credits). Students seeking the Pennsylvania Department of Education Social, Emotional and Behavioral Wellness of PK-12 Students endorsement must hold their Instructional I certification or be actively pursuing the certification at point of admission.

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

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				

A field component is required in each course. Clearances and field placement applications must be submitted before participating in coursework with a field component.

Additional Information

For more information about this program, please visit the School of Education's (<https://drexel.edu/soe/academics/certificates/Social-Emotional-Behavioral-Wellness/>) website.

Post-Baccalaureate Certificate in 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; Campus

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 academic failure and students with disabilities in multiple settings.

This certificate program focuses on students at the PreK through secondary level. The Special Education PK-12 Certification program is intended for those who already hold an Instructional I or II teaching certification and would like to add on 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 9.0 additional credits.

The courses in the certification cover all required state and federal regulations as well as the PA General Standards for Special Education and the standards outlined by the Council for Exceptional Children (CEC). Most courses include a fieldwork component that helps the student apply the skills and content learned in the classroom to real world educational environments.

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
- A Pennsylvania Instructional I or Instructional II teaching certificate

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
or EDEX 514	Special Education Student Teaching Seminar	
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 549	3.0 EDEX 543	3.0 EDEX 550	3.0 VACATION	
EDEX 575	3.0 EDEX 555	3.0 EDEX 552	3.0	
		EDEX 588	3.0	
	6	6	9	0

Second Year

Fall	Credits
EDEX 536	3.0
EDEX 578 or 514	3.0
	6

Total Credits 27

Clearances and field placement applications must be submitted before participating in coursework with a field component.

Additional Information

For more information about this program, please visit the School of Education's (<https://drexel.edu/soe/academics/certifications/special-education/>) website.

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 educational leaders who are equipped with the advanced skills, knowledge, and competencies necessary to oversee programs that meet the needs of students at risk for and with disabilities in multiple settings.

The program consists of 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 Department 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
- PA teacher certification (for those seeking PA Supervisor of Special Education Certification)

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

Clearances and field placement applications must be submitted before participating in coursework with a field component.

Additional Information

For more information about this program, please visit the School of Education's (<https://drexel.edu/soe/academics/certifications/special-education-leadership/>) website.

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

Post-Baccalaureate 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 pursuing 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 541	Institutional Assessment, Accreditation and Effectiveness	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 541	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.

Post-Master's Certificate in Superintendent Certification

Certificate Level: Graduate

Admission Requirements: Master's degree

Certificate Type: Post-Masters

Number of Credits to Completion: 16.0

Instructional Delivery: Online

Calendar Type: Quarter

Expected Time to Completion: 1 year

Financial Aid Eligibility: Not aid eligible

Classification of Instructional Program (CIP) Code: 13.0411

Standard Occupational Classification (SOC) Code:

About the Program

The online Superintendent Certificate Program is a transformative journey for aspiring educational leaders. Here's how this program equips you to steer schools, districts and educational organizations with agility and vision:

- 1. Adaptability and Agility:** As a superintendent, you'll face a dynamic landscape. Our program hones your ability to adapt swiftly to emerging opportunities and challenges. Whether it's technological advancements, policy shifts, or community needs, you'll lead with resilience.
- 2. Practitioner-Based Curriculum:** Our curriculum is grounded in practical experience. Through internships, you'll apply theory to real-world scenarios. Expect hands-on learning that bridges theory and practice.
- 3. Systems Thinking:** Effective leadership requires a systems approach. You'll explore the intricate web of educational systems, understanding how decisions impact students, staff, and communities.

4. PA Superintendent Certification: Upon program completion and six years of satisfactory school experience (with at least three years in a supervisory or administrative role), you'll be eligible to apply for PA superintendent certification.

5. Global Relevance: While PA serves as our foundation, we recognize that educational leadership transcends borders. Other states and countries may have varying requirements, but our program prepares you for leadership on a global scale.

Join the Ranks

Are you ready to shape the future of education? Apply to the online Superintendent Certificate Program and become part of a cohort committed to excellence, equity, and transformative leadership.

Your journey to superintendent certification begins here!

Admission Requirements

Master's Degree and three years of administrative experience (or in the process of acquiring administrative experience with the expectation of completing 3 years of admin. experience).

Program Requirements

Superintendent Letter of Eligibility Required Courses *

EDAM 817	Curriculum Models	3.0
EDAM 820	School Superintendency	3.0
EDAM 824	Parents and Schools	3.0
EDEX 712	Instructional & Curriculum Leadership in Special Education	3.0

Required Internships **

EDAM 827	School Superintendent's Internship: Curriculum Models	1.0
EDAM 828	School Superintendent's Internship: Parents and Schools	1.0
EDAM 829	School Superintendent's Internship: Budget and Finance	1.0
EDAM 830	School Superintendent's Internship: Human Resource Development	1.0

Total Credits **16.0**

*

This program is approved for students with appropriate background and seeking Pennsylvania 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 background checks/clearance(s) and field placement applications prior to beginning coursework.

Sample Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDEX 712	3.0 EDAM 824	3.0 EDAM 820	3.0 EDAM 817	3.0
EDAM 828	1.0 EDAM 829	1.0 EDAM 830	1.0 EDAM 827	1.0
	4	4	4	4

Total Credits 16

Additional Information

More information is available at the School of Education's (<http://www.drexel.edu/soe/>) website.

Post-Baccalaureate Certificate in Teaching Certification: Teacher Residency

Certificate Level: Graduate

Admission Requirements: Bachelor's degree

Certificate Type: Post-Baccalaureate

Number of Credits to Completion: 18.0

Instructional Delivery: Campus

Calendar Type: Quarter

Expected Time to Completion: 1 year

Financial Aid Eligibility: Not aid eligible

Classification of Instructional Program (CIP) Code:

Standard Occupational Classification (SOC) Code: 11-9039

About the Program

The Teacher Residency program at Drexel University is an accelerated, hybrid, one year teacher preparation experience unlike any other. Teacher residency programs aim to prepare teachers for successful careers through an accelerated hybrid-model of learning that allows them to gain experience in the classroom while completing their required coursework. Teacher residents are carefully selected and paired with experienced mentor teachers to learn all aspects of teaching including lesson planning, classroom management, and more.

Drexel University has partnered with public and select charter schools to develop a year-long, classroom-based teacher certification hybrid program. The Teacher Residency Program interviews and accepts exceptional and highly qualified candidates to enroll in Drexel's graduate-level teacher education courses. Accepted students serve as a Teacher Resident who work daily within a partnering school for a full year with a trained Mentor Teacher. Teacher residents work side-by-side with their Mentors to develop the skills needed to run a successful classroom. Teacher residents learn how to develop and deliver lessons, grow student engagement, manage time and classroom behavior, among many other skills that go into teaching. Drexel's teacher residency program prepares residents for careers in the following subjects:

Grades PreK-4 Elementary Education

Grades 4-8 Middle Level Education in the areas of English Language Arts, Mathematics, Science or Social Studies

Grades 7-12 Secondary Education in the areas of Biology, Chemistry, Computer Science, English, Earth & Space Science, General Science, Mathematics, Physics or Social Studies

Grades PreK-12 Special Education

As a teacher, you have the rare opportunity to impart knowledge and shape the learning of a generation of young people who come into your classroom. Residents in Drexel's teacher residency program learn with their fellow residents in a cohort hybrid-model where they take classes together and learn from each other. Residents meet to share experiences and challenges they are facing in their classrooms and collaborate on solutions. Best of all, teacher residents are rewarded in seeing their students learn thanks to their lessons.

All residents should have degrees closely aligned with their intended content areas. You do not necessarily need to have a degree in your specific content area but should have significant and successful content knowledge taken at the undergraduate level. To demonstrate proficiency in the content area, all candidates are required to have successfully completed the appropriate PECT/Praxis II Content Exam required by the PA Department of Education (PDE) for PA Instructional I teacher certification in the candidates' respective certification areas.

Admission Requirements

Applicants must complete the Drexel and Partner's School District interview and selection process, as well as pass the appropriate PECT/Praxis content exam for their intended area of initial teacher certification, and submit a formal graduate application to Drexel University's School of Education. These candidates will need to submit the following materials:

Well-written personal essay

Current Resume/CV

Two letters of recommendation

PECT/Praxis II Score (Drexel's code is 2194)

Official transcripts from all colleges attended to date

Program Requirements

Students complete 18.0 - 24.0 credit hours of pedagogy and methods course work. Students must successfully complete a full year residency, all required certification coursework with the grade of B or better and qualifying scores on all required state licensing exam(s), in order to be recommended as a candidate for an initial PA Instructional teaching credential. Background checks are required to participate in all coursework with classroom-based field components.

Teacher Residency Required Courses

EDEX 534	Foundations of Inclusive Education	3.0
EDEX 540	Human Development in Education	3.0
EDEX 568	Literacy and Content Skill Development PK-12	3.0
EDUC 565	Foundations in Instructing English Language Learners	3.0
Concentration (Select One)		6.0-12.0
Total Credits		18.0-24.0

Concentrations

Elementary Education in PreK - Grade 4

12.0

EDUC 529	Early Literacy (Field Experience Required)
EDUC 540	Field Experience
EDUC 580	Elementary Science and Social Studies Teaching Methods

MTED 517	Mathematics Methods and Content (PreK-4) (Field Experience Required)	
Middle Level Education in Grades 4-8: Concentration in English, Math, Science, or Social Studies		6.0
EDUC 540	Field Experience	
EDUC 562 or EDUC 567	Middle Years Social Studies Methods Middle Years Science Methods	
EDUC 564 or MTED 563	English/Language Arts Teaching Methods for the Middle Years Middle Years Mathematical Methods (4-8)	
Secondary Education in Grades 7-12: Concentration in Biology, Chemistry, Computer Science, Earth and Space Science, English, General Science, Mathematics, Physics, or Social Studies		6.0
EDUC 540	Field Experience	
EDUC 538 or EDUC 556 or EDUC 514 or ESTM 535 or MTED 519	English Teaching Methods Secondary Social Studies Methods (7-12) Science Teaching Methods Teaching Secondary Computer Science Teaching Secondary Mathematics	
Special Education in Grades PreK-12		12.0
EDEX 514	Special Education Student Teaching Seminar	
EDEX 555	Teaching Students with Autism Spectrum Disorder	
EDEX 536	Special Education Law and Process	
EDEX 543	Emotional and Behavioral Support of Individuals with Disabilities	

Sample Plan of Study

Graduate Certificate Teacher Residency Plan of Study (students obtaining elementary education PreK-12)

First Year				
Term 1	Credits Term 2	Credits Term 3	Credits Term 4	Credits
EDEX 534	3.0 EDUC 529	3.0 EDUC 540	3.0 EDUC 565	3.0
EDEX 540	3.0 MTED 517	3.0 EDUC 580	3.0 EDEX 568	3.0
	6	6	6	6
Total Credits 24				

Graduate Certificate Teacher Residency Plan of Study (students obtaining middle level 4-8 or secondary level education 7-12)

First Year				
Term 1	Credits Term 2	Credits Term 3	Credits Term 4	Credits
EDEX 534	3.0 EDUC 565	3.0 EDUC 540	3.0 EDEX 568	3.0
EDEX 540	3.0 Methods Course(s)	3.0		
	6	6	3	3
Total Credits 18				

Graduate Certificate Teacher Residency Plan of Study (students obtaining special education PreK-12)

First Year				
Term 1	Credits Term 2	Credits Term 3	Credits Term 4	Credits
EDEX 534	3.0 EDEX 514	3.0 EDEX 543	3.0 EDEX 568	3.0
EDEX 540	3.0 EDEX 536	3.0 EDEX 555	3.0 EDUC 565	3.0
	6	6	6	6
Total Credits 24				

Additional Information

For more information, please visit School of Education's (<https://drexel.edu/soe/academics/certifications/teacher-certification/>) website.

Post-Baccalaureate Certificate in 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. 71) initial certification or advanced track programs. All candidates are also required to complete field experience hours in each course. This certificate has an option to be completed in an accelerated format.

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.

Clearances and field placement applications must be submitted before participating in coursework with classroom-based field components. Successful completion of all courses with a grade of B or better and 3.0 cum GPA, satisfactory participation in all required field-based experiences is required for recommendation for the Pennsylvania ESL specialist certification.

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

Additional Information

More information is available at the School of Education's (<https://drexel.edu/soe/academics/certifications/teaching-english-as-a-second-language/>) website.

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 622	Foundations of Education Policy	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

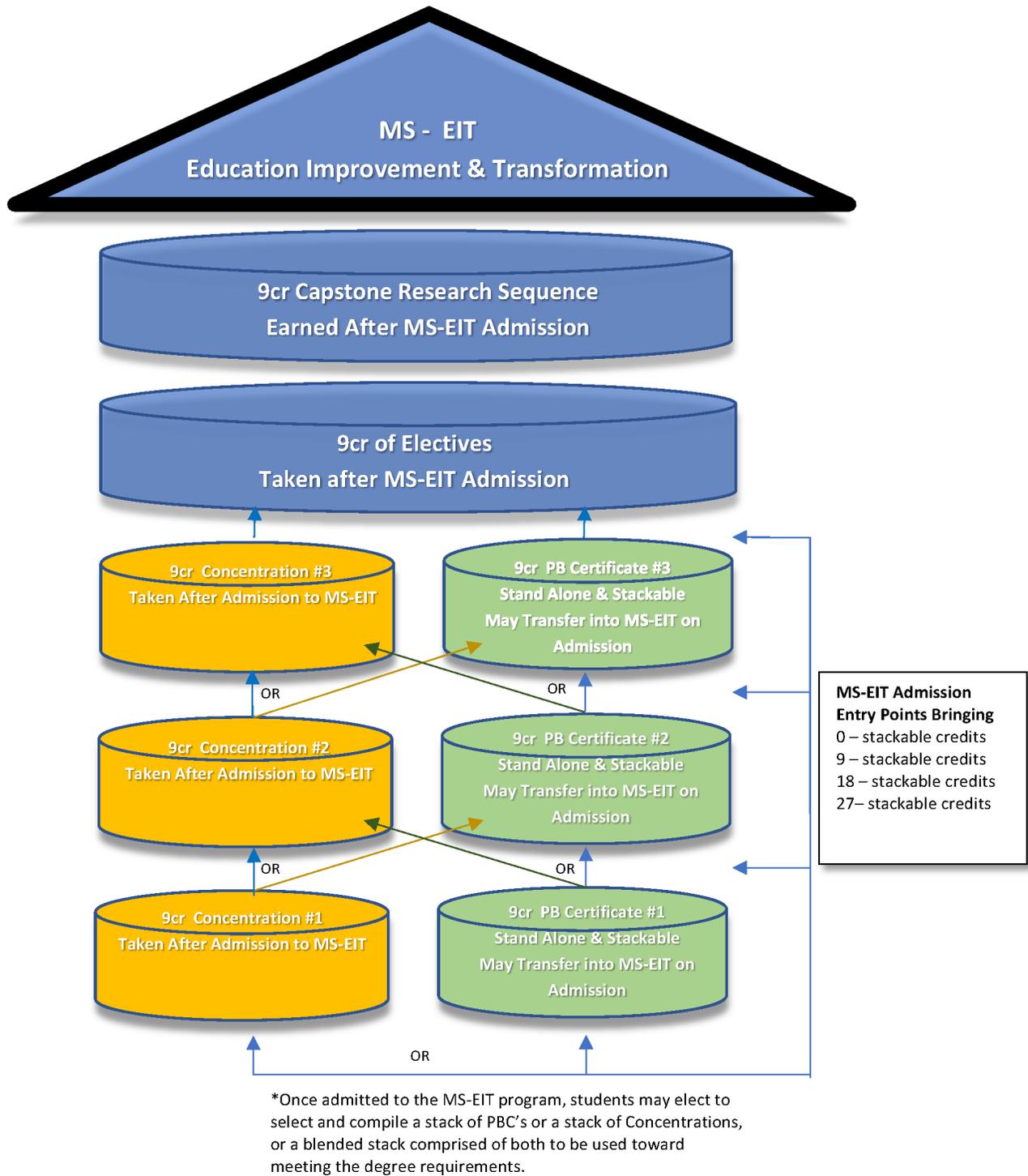
Sample Plan of Study

First Year			
Fall	Credits Winter	Credits Spring	Credits
EDPO 622	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. 36) (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.



Additional Information

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

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