



DREXEL UNIVERSITY

School of
Education

CATALOG

2020-2021

GRADUATE



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, Global and International Education, Higher Education, Learning Technologies, Mathematics Learning and Teaching, and Sport Coaching Leadership .

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

Other master's degree programs are also available to those who already have teacher certification and/or do not wish to obtain a teaching certificate. Students who would like to pursue the teaching English as a second language, reading specialist special education, principal or superintendent certification must already have Pennsylvania Instructional I certification, satisfactory professional school experience on a state-issued certificate appropriate for the assignment, or appropriate equivalent.

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

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

The (http://goodwin.drexel.edu/centers_tc.php) **Torrance Center for Creative Studies** was established as an outgrowth of the research of E. Paul Torrance, internationally renowned authority on creativity. The Center's primary purpose is the identification and nurturance of creative potential. For more information, please call Dr. Fredricka Reisman at 215.895.6771 or email freddie@drexel.edu (%20freddie@drexel.edu).

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

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

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

Applied Behavior Analysis

Major: Applied Behavior Analysis

Degree Awarded: Master of Science (MS)

Calendar Type: Quarter

Total Credit Hours: 46.5

Co-op Option: None

Classification of Instructional Programs (CIP) code: 42.2814

Standard Occupational Classification (SOC) code: 19-3031

About the Program

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

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

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

Additional Information

For more information about this program, contact:

Kyra Dukes, MS
Program Manager
Applied Behavior Analysis
kat353@drexel.edu

Admission Requirements

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

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

- Completed application form including official transcripts from all universities or colleges attended
- Two letters of recommendation
- Personal essay
- Resume

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

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

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

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

Degree Requirements

Requirements

Core Applied Behavior Analysis Courses

ABA 630	Fundamental Elements of Behavior Change	4.5
ABA 631	Measurement and Experimental Design	4.5
ABA 632	Behavioral Assessment and Functional Analysis	4.5

ABA 633	Behavioral Interventions	4.5
ABA 634	Consultation, Systems Change and Supervision	4.5
ABA 635	Ethical Considerations and Professional Conduct	4.5
ABA 636	Applications of Fundamental Elements of Behavior Analysis	4.5
Select one of the following concentration options:		9.0
Option 1: Autism Spectrum Disorders Concentration (select 3 of the following)		
EDEX 555	Teaching Students with Autism Spectrum Disorder	
EDEX 556	Characteristics & Methods: Autism	
EDEX 558	Characteristics & Methods: High Functioning Autism	
EDEX 560	Communication & Language Interventions: Autism Spectrum Disorders	
EDEX 562	Behavior & Sensory Support: Autism Spectrum Disorders	
Option 2: Social Emotional and Behavior Wellness (select 3 of the following)		
EDEX 580	Social Emotional Wellness and Evidence-Based Preventative School Practices	
EDEX 581	Understanding Social Emotional Disorders	
EDEX 582	Evidence-Based School Interventions and Trauma Informed Education/Care	
EDEX 583	Collaboration and Community Based Practices to Promote Social Emotion Wellness	
Option 3: Advanced Topics in ABA		
ABA 640	An Analysis of Verbal Behavior	
ABA 641	Therapeutic Approaches Using Principles of Behavior Analysis	
ABA 642	Seminar in Applied Behavior Analysis	
Capstone Courses		6.0-7.5
Students have the option to select one of the following capstone tracks.		
Thesis		
EDUT 780	Thesis Capstone Course I	
EDUT 781	Thesis Capstone Course II	
Practitioner		
EDUP 780	Practitioner Capstone Course I	
EDUP 781	Practitioner Capstone Course II	
Total Credits		46.5-48.0

Sample Plan of Study

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

First Year					
Fall	Credits	Winter	Credits	Spring	Credits
ABA 630	4.5	ABA 633	4.5	ABA 634	4.5
ABA 632	4.5	ABA 640	3.0	ABA 635	4.5
9		7.5		9	
Second Year					
Fall	Credits	Winter	Credits		
ABA 641	3.0	ABA 642	3.0		
EDUP 780 or EDUT 780	3.0	EDUP 781 or EDUT 781	3.0-4.5		
6		6-7.5			
Total Credits 46.5-48					

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

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	
9		9		7.5	
Second Year					
Fall	Credits	Winter	Credits		
EDEX 580, 581, 582, or 583	3.0	EDEX 580, 581, 582, or 583	3.0		
EDUP 780 or EDUT 780	3.0	EDUP 781 or EDUT 781	3.0-4.5		
6		6-7.5			
Total Credits 46.5-48					

MS Applied Behavior Analysis with Autism Concentration Plan of Study

First Year					
Fall	Credits	Winter	Credits	Spring	Credits
ABA 630	4.5	ABA 633	4.5	ABA 634	4.5
ABA 632	4.5	EDEX 555, 556, 558, 560, or 562	3.0	ABA 635	4.5
9		7.5		9	
9		7.5		9	
Second Year					
Fall	Credits	Winter	Credits		
EDEX 555, 556, 558, 560, or 562	3.0	EDEX 555, 556, 558, 560, or 562	3.0		
EDUP 780 or EDUT 780	3.0	EDUP 781 or EDUT 781	3.0-4.5		
6		6-7.5			
Total Credits 46.5-48					

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

Major: Applied Behavior Analysis and Special Education

Degree Awarded: Master of Science (MS)

Calendar Type: Quarter

Total Credit Hours: 76.5

Co-op Option: None

Classification of Instructional Programs (CIP) code: 42.2814

Standard Occupational Classification (SOC) code: 19-3031

About the Program

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

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

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

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

Additional Information:

For more information about this program, contact the program manager:

Ms. Kyra Dukes, Program Manager

kat353@drexel.edu

Admission Requirements

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

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

- Completed application form including official transcripts from all universities or colleges attended
- Two letters of recommendation—professional or academic

- An essay describing why the applicant is interested in pursuing graduate study in this field
- Resume
- An interview, in person or by phone, may be conducted by the admissions committee with those applicants who meet Graduate Admissions' standard admissions criteria.

Degree Requirements

Required Courses

ABA 630	Fundamental Elements of Behavior Change	4.5
ABA 631	Measurement and Experimental Design	4.5
ABA 632	Behavioral Assessment and Functional Analysis	4.5
ABA 633	Behavioral Interventions	4.5
ABA 634	Consultation, Systems Change and Supervision	4.5
ABA 635	Ethical Considerations and Professional Conduct	4.5
ABA 636	Applications of Fundamental Elements of Behavior Analysis	4.5
EDEX 543	Emotional and Behavioral Support of Individuals with Disabilities	3.0
EDEX 549	Teaching Individuals with High Incident Disabilities	3.0
EDEX 550	Teaching Individuals with Low Incident Disabilities	3.0
EDEX 552	Integrating Technology for Learning & Achievement	3.0
EDEX 536	Special Education Law and Processes PK-12	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

Capstone Courses

EDU 780	Capstone Research	3.0
Students have the option to select from one of the following capstone tracks.		6.0-7.5

Lesson Study

EDUL 780	Lesson Study Capstone Course I	
EDUL 781	Lesson Study Capstone Course II	

Thesis

EDUT 780	Thesis Capstone Course I	
EDUT 781	Thesis Capstone Course II	

Practitioner

EDUP 780	Practitioner Capstone Course I	
EDUP 781	Practitioner Capstone Course II	

Professional Electives		9.0
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Total Credits		76.5-78.0
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Sample Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDEX 536	3.0 EDEX 543	3.0 ABA 630	4.5 ABA 631	4.5
EDEX 549	3.0 EDEX 555	3.0 EDEX 552	3.0 EDEX 550	3.0
	6	6	7.5	7.5

Second Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
ABA 632	4.5 ABA 633	4.5 ABA 635	4.5 EDEX 588	3.0
ABA 634	4.5 ABA 636	4.5 EDEX 575	3.0 EDU 780	3.0
		EDEX 578	3.0 Professional Elective	3.0
	9	9	10.5	9

Third Year

Fall	Credits Winter	Credits
EDUL 780, EDUP 781, or EDUT 780	3.0 EDUL 781, EDUP 781, or EDUT 781	3.0

Professional Elective	3.0 Professional Elective	3.0
		6
		6
Total Credits 76.5		

Creativity and Innovation

Major: Creativity and Innovation

Degree Awarded: Master of Science (MS)

Calendar Type: Quarter

Total Credit Hours: 45.0

Co-op Option: None

Classification of Instructional Programs (CIP) code: 13.9999

Standard Occupational Classification (SOC) code: 11-9199

About the Program

It is essential in today's world of increasing complexity, change, and competition that school and business leaders, as well as teachers and employees within their schools and organizations, engage in creative problem solving and new idea generation to solve evolving issues that arise within their work settings. They also need the skill sets to present their innovations to key decision makers within their schools/organizations for implementation. The MS in Creativity & Innovation (C&I) provides principals, CEOs, teachers, managers and other employees with creativity content and competencies to do just that. By internalizing the spirit of creativity and the principles of creative problem solving, program participants are transformed into change leaders capable of overcoming the status quo to implement their innovations and inspire new directions and visions.

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

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

Degree Requirement

Required Courses

Students will complete a total of 45 credit hours consisting of eight core courses, a capstone sequence, and four concentration courses in an approved or customized area.

CRTV 501	Foundations in Creativity	3.0
CRTV 502	Tools and Techniques in Creativity	3.0
CRTV 503	Creativity in the Workplace	3.0
CRTV 615	Neuroscience, Creativity and Innovation	3.0
CRTV 650	Current Trends in Creativity & Innovation	3.0
CRTV 660	Diagnostic Creative Intervention	3.0
EDCR 510	Leadership in Educational Contexts and Systems	3.0
EDCR 514	Diversity, Equity, and Social Justice in Education	3.0
Capstone		9.0-10.5
EDU 780	Capstone Research	

Students have the option to select from one of the following capstone tracks.

Practitioner Track		
EDUP 780	Practitioner Capstone Course I	
EDUP 781	Practitioner Capstone Course II	

Thesis Track

EDUT 780	Thesis Capstone Course I
EDUT 781	Thesis Capstone Course II

Lesson Study Track

EDUL 780	Lesson Study Capstone Course I
EDUL 781	Lesson Study Capstone Course II

Concentration Course Options (See listing of possible concentrations below). 12.0

Human Resource Development

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

Global & International Education

EDGI 503	Global, International & Comparative Education
EDGI 510	Culture, Society & Education in Comparative Perspective
EDGI 512	Globalization and Educational Change
EDGI 514	Education and National Development

Higher Education

EDHE 501	Foundations of Higher Education and Governance
EDHE 607	Higher Education Career Development, Leadership & Application
EDHE 531	Legal Issues & Ethics in Higher Education
EHRD 660	Principles of Adult Learning

Learning Technologies

EDLT 503	The Learning Sciences
	or EDLT 537 Technologies for Performance Support
EDLT 551	Instructional Design Methods
EDLT 512	Using and Integrating Learning Technologies
	or EDLT 532 Designing Virtual Communities for Staff Development - Non-Field Experience
ELL 501	The Purpose and Business of E-Learning

Learning in Game-Based Environments

EDLT 541	Foundations of Game-Based Learning
EDLT 543	Play & Learning in a Participatory Culture
EDLT 554	Learning with Social Media and Mobiles
ELL 504	Learning Technologies & Disabilities

Custom-Designed Concentration

A custom-designed concentration will consist of 12 professional electives that will be selected in consultation with the Program Director and/or Advisor. You may also choose to declare a Graduate Minor.

Total Credits 45.0-46.5

Sample Plan of Study

First Year

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

Second Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
CRTV 660	3.0 EDUC 780	3.0 EDUP 780, EDUT 780, or EDUL 780	3.0 EDUP 781, EDUT 781, or EDUL 781	3.0-4.5

Concentration Course or Professional Elective	3.0 Concentration Course or Professional Elective	3.0 Concentration Course or Professional Elective	3.0
6	6	6	3-4.5
Total Credits 45-46.5			

Education Faculty

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

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

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

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

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

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

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

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

Sandra L. Dika, PhD (*Virginia Tech University*). Associate Professor. Educational research and evaluation.

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.

Alonzo M. Flowers, III, PhD (*Texas A&M University*). Associate Professor. Education issues including academic identity development of men of color in STEM education, diversity in teaching & learning, research methods/design, and college student development in higher education

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.

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

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

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

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

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

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

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

Kristine 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.

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 Thurber Rasmussen, EdD (*Fielding Graduate Institute*). 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.

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

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

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

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

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

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

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

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

Emeritus Faculty

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

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

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

Education PhD

Major: Education

Degree Awarded: Doctor of Philosophy (PhD)

Calendar Type: Quarter

Total Credit Hours: 74.0

Co-op Option: None

Classification of Instructional Programs (CIP) code: 13.0101

Standard Occupational Classification (SOC) code: 25-1081

About the Program

Vision

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

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

In addition, two areas of concentration are available:

Educational Leadership and Policy

Designed to introduce a student to leadership characteristics, styles, and profiles, along with the dynamics of the process of change in educational organizations. Students also systematically learn techniques to promote creative thinking, innovation, and change for educational leaders, as well as how to design effective program evaluations. Students have the option to complete coursework in the areas of Global and International Education, Creativity and Innovation, Higher Education, Education Policy, Human Resource Development, Educational Administration, Learning Technologies, and Special Education.

Science, Technology, Engineering, and Mathematics (STEM) Education

Designed to prepare students to become members of the STEM education community through reading, discussing, analyzing, and criticizing important research from the science, technology, education, and mathematics education literature, synthesizing this work around common themes, and drawing practical conclusions within the student's area of interest as well within the broader area of STEM education.

Mission

The emphasis of the program is philosophical underpinning and theory-driven research. In addition to studying educational leadership, policy, and the foundation of education, the program requires extensive preparation in quantitative and qualitative research methods. Students will be immersed in scholarly opportunities, learning to teach and conducting research with faculty while completing coursework and other program requirements.

These three areas will combine to:

- Convey deep scholarly knowledge of education and related areas outside of education
- Promote a broad understanding of various methods of inquiry in education and develop competency in several of those methods
- Impart broad knowledge of theory and practice
- Promote excellence as a researcher, instructor, or leader in the field of education

Cohort and Delivery Format

Students enrolled in the full-time, fully funded option participate in a 20-hour per week fellowship, receive a generous stipend, and health insurance subsidy. The program also offers a part-time, self-paid model. Both options are delivered on-campus and will be situated in the framework of collaborative, transformational learning and knowledge generation. Small seminars, independent projects, and practicum opportunities are designed for an individualized program.

Additional Information

For more information about this program, contact the program manager:

Jemina Williams
SoEPhD@drexel.edu (SoEPhD@drexel.edu)
215-895-1965

Or visit the School of Education's Doctoral Degree program (<https://www.drexel.edu/soe/academics/doctoral/>) website.

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), and competitive Graduate Record Exam (<http://www.ets.org/gre/>) (GRE) scores on each of the sub-tests: Verbal, Quantitative, and Analytical.

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
- Official copies of GRE score reports sent directly to the Office of Graduate Admissions (<http://www.drexel.edu/grad/>). International applicants who have not studied in the US, and whose first language is not English, are required to take the TOEFL and score 100 or higher (highest score is 120).
- Resume or curriculum vitae
- A statement of career goals, including specific research and scholarly interests. The applicant should be sure to indicate how their interests coincide with those of particular School of Education faculty members. (Visit our website (<https://drexel.edu/soe/>) for a list of current faculty research interests.)
- Three letters of reference from people familiar with prior academic performance
- Copies of student's scholarly writing, including published papers and theses or term papers

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:

- Breadth and depth in education and educational research (12.0 credits)
- Research core (26.0 credits)
- Content concentration (27.0 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

Breadth and Depth in Education Courses

EDUC 750	Introduction to Doctoral Study in Education (Repeated 3 times)	9.0
Free Elective		3.0

Research Core Courses

EDUC 815	Writing for Research, Publication and Funding in Education	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
Methods Elective- Choice of Qualitative, Quantitative or Mixed Methods.		3.0
Suggested methods electives include:		
EDUC 852	Survey Research Methods	
	or EDUC 854 Mixed Method Research	

Concentration Courses

Students select either a concentration in Education Leadership and Policy or in STEM Education. All courses in the chosen concentration area must be completed.

Educational Leadership and Policy Concentration		27.0
EDUC 804	Program Evaluation in Organizations	
EDUC 841	Foundations of Educational Theory: Contextualizing Leadership and Policy I	
EDUC 843	Foundations of Educational Theory: Contextualizing Leadership and Policy II	
12.0 credits of electives within area of concentration *		
6.0 credits from outside of the School of Education *		
STEM Education Concentration		
EDUC 844	Creativity and Innovation in STEM Education	
EDUC 848	Learning & Cognition in Education	
EDUC 849	Design, Mind, Media and Learning	
12.0 credits of electives within the concentration area *		
6.0 credits from outside the School of Education *		
Required Doctoral Seminar and Dissertation **		
EDUC 805	Doctoral Seminar for Proposal Writing	3.0
EDUC 998	PhD Dissertation	6.0
Total Credits		74.0

* These courses are chosen in consultation with the student's supervising professor and/or faculty advisor.

** Minimum of 9.0 credits to meet graduation requirements. Additional credits may be taken if required.

Sample Plan of Study

Full-time Option

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDUC 750	3.0 EDUC 750	3.0 EDUC 750	3.0 EDUC 804 or 848	3.0
EDUC 850	3.0 EDUC 851	3.0 Electives	6.0 EDUC 838	4.0
Elective	3.0 Elective	3.0	Elective	3.0
9		9	9	10
Second Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDUC 805	3.0 EDUC 843 or 844	3.0 EDUC 815	3.0 EDUC 998	1.0
EDUC 835	4.0 EDUC 846	3.0 EDUC 847	3.0 Elective	3.0
EDUC 841 or 849	3.0 Methods elective	3.0		
10		9	6	4
Third Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDUC 998	1.0 EDUC 998	2.0 EDUC 998	1.0 EDUC 998	1.0
Elective	3.0			
4		2	1	1
Total Credits 74				

Note: Program of study requires 12.0 graduate credits of electives in the concentration area, 6.0 graduate credits of electives outside the School of Education, and 3.0 credits free elective for a total of 21.0 credits.

Suggested electives include EDUC 855 *Identity Exploration Learning* and EDUC 856 *Gender and Education in Global Contexts*.

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

Part-time Option

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDUC 750	3.0 EDUC 750	3.0 EDUC 750	3.0 Electives	6.0
EDUC 850	3.0 EDUC 851	3.0 EDUC 838	4.0	
6		6	7	6
Second Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDUC 804 or 848	3.0 EDUC 835	4.0 EDUC 815	3.0 Electives	6.0
Elective	3.0 EDUC 841 or 849	3.0 EDUC 843 or 844	3.0	
6		7	6	6
Third Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDUC 846	3.0 EDUC 805	3.0 Electives	6.0 EDUC 998	2.0
EDUC 847	3.0 Elective	3.0		
6		6	6	2

Fourth Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDUC 998	1.0 EDUC 998	1.0 EDUC 998	1.0 EDUC 998	1.0
	1	1	1	1
Total Credits 74				

Note: Program of study requires 12.0 graduate credits of electives in the concentration area, 6.0 graduate credits of electives outside the School of Education, and 3.0 credits free elective for a total of 21.0 credits.

Suggested electives include EDUC 855 *Identity Exploration and Learning* and EDUC 856 *Gender and Education in Global Contexts*.

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

Education Faculty

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

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

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

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

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

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

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

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

Sandra L. Dika, PhD (*Virginia Tech University*). Associate Professor. Educational research and evaluation.

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.

Alonzo M. Flowers, III, PhD (*Texas A&M University*). Associate Professor. Education issues including academic identity development of men of color in STEM education, diversity in teaching & learning, research methods/ design, and college student development in higher education

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

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

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

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

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

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

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

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

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

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

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

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

Kristine Kelly, PhD (*University of Wisconsin, Madison*). Associate Clinical Professor. Sociology of gender and development; anthropology of policy;

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

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

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

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

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

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

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

Innovation, Drexel University Named Recognition- Freddie Reisman Faculty Scholarly and Creative Activity Awards

Educational Administration

Major: Educational Administration

Degree Awarded: Master of Science (MS)

Calendar Type: Quarter

Total Credit Hours: 45.0

Co-op Option: None

Classification of Instructional Programs (CIP) code: 13.0401

Standard Occupational Classification (SOC) code: 11-9032

About the Program

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

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

The program is designed as a part-time cohort model, and can be completed in two years with or without certification. View the degree requirements (p. 14) 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. 69) program.

**Requires a state-issued special education teacher certificate

Program Objectives

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

- Meet Pennsylvania certification standards
- Facilitate the development, articulation, implementation, and stewardship of a school/district vision of learning that is shared and supported by the school community
- Advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth
- Ensure management of the organization, operations, and resources for a safe, efficient, and effective learning environment

- Collaborate with families and community members, responding to diverse community interests and needs, and mobilizing community resources
- Act with integrity, fairness, and in an ethical manner
- Understand, respond to, and influence the larger political, social, economic, legal, and cultural context
- Monitor and evaluate students' achievements and programs on challenging standards for external and internal accountability goals
- Build teacher leadership capacity and mentor principal interns
- Conduct and share action research that documents sustainability in meeting school accountability goals and has practical, immediate, and useful application for other educators

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

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>)n (<http://www.drexel.com/online-degrees/education-degrees/ms-ed-admin/apply.aspx>).
- Official transcripts from *all universities or colleges and other post-secondary educational institutions (including trade schools)* attended. Instead of hard copy transcripts, you may supply official electronic transcripts issued by a post-secondary institution directly to Drexel University Online (use our email address, applyDUonline@drexel.edu). You must supply transcripts regardless of the number of credits earned or the type of school you attended. If you do not list all post-secondary institutions on your application and these are listed on transcripts received from other institutions, processing of your application will be delayed until you have submitted the remaining transcripts. Use the Transcript Lookup Tool (<http://online.drexel.edu/support/supporting-documents.aspx>) to assist you in contacting your previous institutions. If a college or university that you attended offers the option to send transcripts in a secure, password-protected electronic format, you may have the transcript sent to applyDUonline@drexel.edu.
- Two letters of recommendation, either professional or academic.
 - Drexel University Online now accepts electronic letters of recommendation. Please use the online letter of recommendation service (https://deptapp08.drexel.edu/em/LOR/Default.aspx?_ga=1.12981950.807833177.1437483903). If a recommender prefers to submit an original, hard copy letter of recommendation, please remind the recommender that it must be signed and submitted in a sealed envelope signed across the flap by the recommender.

- One letter of recommendation must come from the principal of the school where the applicant has worked. (Recommendation must include applicant’s presentation skills and experiences in a leadership role as well as the skills observed that would have a strong bearing on the applicant’s success as a school leader and administrator.)
- An essay describing why the applicant is interested in pursuing graduate study in this field.
 - Applicant must include two paragraphs briefly describing their educational philosophy and explaining how principals shape learning in K-12 schools.
- State-issued certification
 - Email a copy to applyDUonline@drexel.edu
- International Students (<http://online.drexel.edu/support/international-students.aspx>): must submit a TOEFL score of 550 or higher. Students with transcripts from non-US institutions should have such transcripts evaluated by World Education Service (WES). The TOEFL examination is required for some non-citizens.

- Four term Goal Statements and Reflections on accomplishments
- Two to three artifacts on each of the ELCC standards totaling 14 to 21 or more artifacts
- An explanation of how each artifact shows applications of skill on each identified standard
- Four evaluations on the ELCC Standards and Drexel Competencies completed by the school site supervising principal

In addition, students must meet the current state minimum score on the appropriate PRAXIS Exam.

Sample Plan of Study

MS degree with Principal Certification

First Year			
Fall	Credits Winter	Credits Spring	Credits
EDAM 700	3.0 EDAM 712	3.0 EDAM 714	3.0
EDCR 510	3.0 EDAM 718	1.5 EDAM 717	1.5
6		4.5	
Second Year			
Fall	Credits Winter	Credits Spring	Credits
EDAM 708	3.0 EDAM 710	3.0 EDAM 701	3.0
EDAM 715	1.5 EDAM 716	1.5 EDAM 722	3.0
4.5		4.5	
Third Year			
Fall	Credits Winter	Credits Spring	Credits
EDAM 724	3.0 EDAM 705	3.0 EDUP 781, EDUL 781, or EDUT 781	3.0-4.5
EDU 780	3.0 EDUP 780, EDUL 780, or EDUT 780	3.0	
6		6	
Total Credits 45-46.5			

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

EDU 780	Capstone Research	9.0-10.5
Students have the option to select one of the following capstone tracks:		
Practitioner		
EDUP 780	Practitioner Capstone Course I	
EDUP 781	Practitioner Capstone Course II	
Thesis		
EDUT 780	Thesis Capstone Course I	
EDUT 781	Thesis Capstone Course II	
Lesson Study		
EDUL 780	Lesson Study Capstone Course I	
EDUL 781	Lesson Study Capstone Course II	

Total Credits 45.0-46.5

Performances

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

- Four Log Reflections -- explaining growth in log reflection over each term
- Evidence of 600 hours across four terms logged in the Internship
- Logs over 48 weeks

Special Education Leadership Concentration Program Requirements

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

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

Core Courses

EDAM 700	Leading in Urban, Rural and Suburban Settings	3.0
EDAM 701	Resource Management, Allocation and Entrepreneurship	3.0
EDAM 722	Evaluation & Assessment Competencies	3.0
EDAM 724	Mentoring and Collaborative Leadership	3.0

Core Certification Courses

EDAM 708	Integration of Technology with School Instruction and Management	3.0
EDAM 710	School Finance and Facilities	3.0
EDEX 710	School Law & Policy in Special Education	3.0

EDEX 712	Instructional & Curriculum Leadership in Special Education	3.0
EDEX 714	Development, Supervision, & Support: Special Education Leadership	3.0
EDEX 716	Organization & Administration of Special Education	3.0
EDEX 721	Supervisor of Special Education Internship: Special Education Leadership	1.0
EDEX 722	Supervisor of Special Education Internship: Instructional Leadership	1.0
EDEX 723	Supervisor of Special Education Internship: Collaboration & Personnel	1.0
EDEX 724	Supervisor of Special Education Internship: Finance & Management	1.0
Elective Course		3.0
Capstone Courses		9.0
EDU 780	Capstone Research	
Students have the option to select one of the following capstone tracks		
Practitioner		
EDUP 780	Practitioner Capstone Course I	
EDUP 781	Practitioner Capstone Course II	
Thesis		
EDUT 780	Thesis Capstone Course I	
EDUT 781	Thesis Capstone Course II	
Lesson Study		
EDUL 780	Lesson Study Capstone Course I	
EDUL 781	Lesson Study Capstone Course II	
Total Credits		46.0

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

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

Special Education Leadership Concentration Sample Plan of Study

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDCR 510	3.0 EDAM 712	3.0 EDAM 714	3.0 EDAM 708	3.0
EDEX 712	3.0 EDAM 718	1.5 EDAM 717	1.5 EDAM 715	1.5
	EDEX 723	1.0 EDEX 710	3.0 EDEX 716	3.0
	6	5.5	7.5	7.5
Second Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDAM 710	3.0 EDAM 722	3.0 EDEX 721	1.0 EDAM 705	3.0
EDAM 716	1.5 EDEX 714	3.0 EDU 780	3.0 EDEX 724	1.0
EDEX 722	1.0		EDUP 780, 780, EDUT 780, or EDUL 780*	3.0
	5.5	6	4	7

Third Year	
Fall	Credits
EDUP 781, EDUT 781, or EDUL 781*	3.0-4.5
	3-4.5
Total Credits 52-53.5	

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

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 49.0 credit dual certification program fulfills the requirements for both Pennsylvania Department of Education approved certifications and a master's degree.

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

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

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

Principal Certification Courses

EDAM 705	School Law and Politics	3.0
EDAM 708	Integration of Technology with School Instruction and Management	3.0
EDAM 710	School Finance and Facilities	3.0
EDAM 712	School and Community Partnerships and Relations	3.0
EDAM 714	Instructional and Curriculum Leadership	3.0
EDAM 715	School Principal Internship: Technology	1.5
EDAM 716	School Principal Internship: Finance	1.5
EDAM 717	School Principal Internship: Leadership	1.5
EDAM 718	School Principal Internship: Relations	1.5
EDCR 510	Leadership in Educational Contexts and Systems	3.0

Special Education Leadership Certification Courses

EDEX 710	School Law & Policy in Special Education	3.0
EDEX 712	Instructional & Curriculum Leadership in Special Education	3.0
EDEX 714	Development, Supervision, & Support: Special Education Leadership	3.0
EDEX 716	Organization & Administration of Special Education	3.0
EDEX 721	Supervisor of Special Education Internship: Special Education Leadership	1.0
EDEX 722	Supervisor of Special Education Internship: Instructional Leadership	1.0
EDEX 723	Supervisor of Special Education Internship: Collaboration & Personnel	1.0

EDEX 724	Supervisor of Special Education Internship: Finance & Management	1.0
Core Course		
EDAM 722	Evaluation & Assessment Competencies	3.0
Capstone Courses		9.0-10.5
EDU 780	Capstone Research	
Students have the option to select one of the following capstone tracks:		
Practitioner		
EDUP 780	Practitioner Capstone Course I	
EDUP 781	Practitioner Capstone Course II	
Thesis		
EDUT 780	Thesis Capstone Course I	
EDUT 781	Thesis Capstone Course II	
Lesson Study		
EDUL 780	Lesson Study Capstone Course I	
EDUL 781	Lesson Study Capstone Course II	
Total Credits		52.0-53.5

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

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDCR 510	3.0 EDAM 712	3.0 EDAM 714	3.0 EDAM 708	3.0
EDEX 712	3.0 EDAM 718	1.5 EDAM 717	1.5 EDAM 715	1.5
	EDEX 723	1.0 EDEX 710	3.0 EDEX 716	3.0
	6	5.5	7.5	7.5
Second Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDAM 710	3.0 EDAM 722	3.0 EDEX 721	1.0 EDAM 705	3.0
EDAM 716	1.5 EDEX 714	3.0 EDU 780	3.0 EDEX 724	1.0
EDEX 722	1.0		EDUP 780, 780, EDUT 780, or EDUL 780	3.0
	5.5	6	4	7
Third Year				
Fall	Credits			
EDUP 781, EDUT 781, or EDUL 781	3.0-4.5			
	3-4.5			
Total Credits	52-53.5			

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

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.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Kristine 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.

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 Thurber Rasmussen, EdD (*Fielding Graduate Institute*). 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.

Joanne 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

Major: Education Improvement and Transformation

Degree Awarded: Master of Science (MS)

Calendar Type: Quarter

Total Credit Hours: 45.0

Co-op Option: None

Classification of Instructional Programs (CIP) code: 13.9999

Standard Occupational Classification (SOC) code: 11-9032

About the Program

One of the great challenges of our time is the improvement of the American education system from preschool through retirement. Once the envy of the world, there are cracks in the education crucible which must be repaired or reforged. The system has endured social, intellectual, and economic challenges beyond its capacity to respond in a way that provides a sound foundation for all Americans while keeping our country safe and competitive for the future.

The MS in Education Improvement and Transformation program is designed to prepare professional educators—as well as other professionals whose career interests lie in leading significant change in education—in the process of initiating transformative (reform) in formal and informal education sectors.

The program is comprised of professional development concentrations (PDC), each focusing on specific topics pertaining to the improvement and

transformation of education. Each PDC is comprised of 9.0 credits (or 3 courses) of focused coursework in a specific area, including:

- Collaborative Special Education Law and Process
- Creativity and Innovation
- E-Learning Leadership
- Educational Policy
- Entrepreneurship
- Evaluation and Assessment
- Instructional Design
- Leadership in Educational Settings
- Learning in Game-based Environments
- Learning Technologies
- Special Education Leadership
- Urban Education
- Custom Concentration

Students may opt to create their own PDC or custom concentration with the advisement of the program manager for the MS in Education Improvement and Transformation program.

After students complete four PDCs, totaling a minimum of 36.0 credits, they will finish the program by enrolling in three courses (9.0 additional credits) that jointly form a capstone project to provide a real-life, hands-on experience in being an agent for change in transformative education. The combination of the four PDCs and the three capstone courses provides the student with the 45.0 credits required for the MS degree.

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 Master of Science in Education Improvement and Transformation program is comprised of 15 courses. The core of the program is made up of four professional development concentrations in strategic education improvement areas and topics for 36.0 credits.

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

Students also complete one research course and two capstone courses for a total of 9.0 credits and have the option to select their own capstone track—practitioner, thesis, or lesson study.

Program Requirements

Degree Requirements

Students select four professional development concentration (PDC) areas from the list below for 36.0 credits and 9-10.5 credits of capstone courses for a total of 45-46.5 credits.

Choose four concentrations from the list below: 36.0

Creativity & Innovation (PDCR)

CRTV 502	Tools and Techniques in Creativity
CRTV 503	Creativity in the Workplace
CRTV 650	Current Trends in Creativity & Innovation

Educational Policy (PDEP)	
EDPO 620	Education Policy: Concepts, Issues, and Applications
EDPO 628	American Educational Policy and U.S. Competitiveness
EDPO 632	Ethics in Educational Policy Making
E-Learning Leadership (PDEL)	
ELL 501	The Purpose and Business of E-Learning
ELL 504	Learning Technologies & Disabilities
EDLT 554	Learning with Social Media and Mobiles
Entrepreneurship (PDEN)	
ENTP 501	Entrepreneurship Practice & Mindset
ENTP 535	Social Entrepreneurship
ENTP 611	Learning from Failure
Evaluation & Assessment (PDEA)	
EDAM 722	Evaluation & Assessment Competencies
EDHE 680	Foundations of Evaluation
EDCR 518	Evidence-Based Evaluation
Instructional Design (PDID)	
EDLT 551	Instructional Design Methods
EDLT 552	Instructional Design: Project Management
EDLT 553	Instructional Design: Special Topics
Leadership in Educational Settings (PDL)	
CRTV 610	Creativity and Change Leadership
EDAM 712	School and Community Partnerships and Relations
EDCR 510	Leadership in Educational Contexts and Systems or EDAM 724 Mentoring and Collaborative Leadership
Learning in Game-based Environments (PDLG)	
EDLT 541	Foundations of Game-Based Learning
EDLT 543	Play & Learning in a Participatory Culture
EDLT 561	Design-Based Research Methods
Learning Technologies (PDLT)	
EDLT 512	Using and Integrating Learning Technologies
EDLT 537	Technologies for Performance Support
EDLT 554	Learning with Social Media and Mobiles
Special Education Law & Process (PDLP)	
EDEX 600	Family, School and Community Engagement in Special Education
EDEX 601	Special Education Advocacy
EDEX 602	Special Education Dispute Resolution and Skills Training
Special Education Leadership (PDSL)**	
EDEX 710	School Law & Policy in Special Education
EDEX 712	Instructional & Curriculum Leadership in Special Education
EDEX 714	Development, Supervision, & Support: Special Education Leadership
Urban Education (PDUE)	
EDUC 516	Diversity and Today's Teacher
EDAM 700	Leading in Urban, Rural and Suburban Settings
EDAM 701	Resource Management, Allocation and Entrepreneurship
EDCR 514	Diversity, Equity, and Social Justice in Education or EDGI 530 Peace Education
Capstone Courses	9.0-10.5
EDU 780	Capstone Research
Students have the option to select one of the following capstone tracks:	
Practitioner	
EDUP 780	Practitioner Capstone Course I
EDUP 781	Practitioner Capstone Course II
Thesis	
EDUT 780	Thesis Capstone Course I
EDUT 781	Thesis Capstone Course II
Lesson Study	
EDUL 780	Lesson Study Capstone Course I

EDUL 781	Lesson Study Capstone Course II
Total Credits	45.0-46.5

- * Students have the option to choose three PDCs and create a fourth, 9.0 credit, non-transcribed, individually designed PDC with assistance from an academic advisor.
- ** Courses have classroom observation and require field placement application and appropriate clearances before enrolling. Contact the School of Education Field Placement Office at StuTeach@drexel.edu (StuTeach@drexel.edu) for details.

Sample Plan of Study

First Year					
Fall	Credits	Winter	Credits	Spring	Credits
Concentration Course 1	3.0	Concentration Course 3	3.0	Concentration Course 5	3.0
Concentration Course 2	3.0	Concentration Course 4	3.0	Concentration Course 6	3.0
	6		6		6
Second Year					
Fall	Credits	Winter	Credits	Spring	Credits
Concentration Course 9	3.0	Concentration Course 11	3.0	Concentration Course 12	3.0
Concentration Course 10	3.0	EDU 780	3.0	EDUP 780, EDUT 780, or EDUL 780	3.0
	6		6		3-4.5
Total Credits 45-46.5					

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

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.

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

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

Kristine 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.

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 Thurber Rasmussen, EdD (*Fielding Graduate Institute*). 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.

Joanne 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

Major: Educational Leadership and Management

Degree Awarded: Doctor of Education (EdD)

Calendar Type: Quarter

Total Credit Hours: 60.0

Classification of Instructional Programs (CIP) code: 13.0401

Standard Occupational Classification (SOC) code: 11-9033

About the Program

The Doctor of Education (EdD) in Educational Leadership and Management is a 60.0-credit, part-time doctoral program designed to be completed in three 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, national 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); (2) in a hybrid, "executive" format delivered online (60%) and on-campus (40%) in Philadelphia and Washington, D.C., on three weekends per ten-week quarter. To provide ultimate flexibility, both formats offer a three-year plan of study with students taking two courses per term, and the online format also offers a five-year plan of study with students taking one course per term.

The Drexel EdD program has a national reputation as an innovative leader in the field. Drexel is a proud member of the Carnegie Project on the Education Doctorate (<https://www.cpedinitiative.org/>) (CPED)—a member organization of more than 100 institutions working together to

continuously improve the EdD as preparation for scholarly practitioners. In 2019, CPED named Drexel's EdD the "EdD Program of the Year."

EdD students learn in cohorts, supporting and challenging each other as they move together through the program. The curriculum includes core leadership courses focused on sustainable leadership; research courses that provide opportunities for students to apply their learning in real-life settings and prepare for dissertation study; and a doctoral dissertation experience wherein students complete a dissertation in practice. Students also specialize in one of ten concentration areas: Educational Administration (with Pennsylvania Superintendent Letter of Eligibility), Special Education Leadership, Educational Policy, Creativity and Innovation, Higher Education, Human Resource Development, Learning Technology, Global and International Education, Athletic Administration, and Nursing Education.

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 work experience relevant to applicant's professional goals
- Three letters of recommendation. Use the Electronic Letter of Recommendation (<https://deptapp08.drexel.edu/em/LOR/>) form to submit recommendation letters.

Submission Part 1: (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 to 30-page writing sample that demonstrates your academic writing abilities. It is suggested that academic papers from prior coursework or journal articles (both that cite from peer-reviewed articles) will represent you best in the admissions process. If a prior academic paper is not available, you are requested to create an academic paper 5 to 8 pages in length on a topic of your choice. Alternatively, you may provide a writing sample where you are the sole author. This may be a work-based report that evidences your critical thinking and writing skills.

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.

- Detailed statement describing sustained leadership activities
- Detailed statement describing significant creative activities/products
- 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 in terms 1-9. At that point, students whose proposals are approved by their committees will become doctoral candidates and will begin the doctoral dissertation phase of the EdD program.

EdD Candidacy Requirements

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

- All courses must be passed with a grade of B or better.
- In the ninth quarter, the dissertation proposal must be approved by the committee. (At this point students have completed 54.0 of the 60.0 credits required in the program.)
- In term 10 and beyond, students register for doctoral dissertation credits. As per the current policy, students pay one credit of tuition but may register for multiple credits. Students must earn the requisite 6.0 doctoral dissertation credits overall and be registered in the quarter in which they graduate.

Program Requirements

Core Courses

EDUC 800	Educational Leadership & Change	3.0
EDUC 801	Creative Strategies For Educational Leaders	3.0
EDUC 804	Program Evaluation in Organizations	3.0
EDUC 845	Transformative Leadership: Finding One's Source	3.0
EEDD 888	Educational Leadership for Equity and Social Justice	3.0

Concentration Course Options (See listing of possible concentrations listed below) **15.0-16.0**

Research Courses

EDUC 803	Educational Research Design I	3.0
EDUC 810	Educational Research Design II	3.0
EDUC 815	Writing for Research, Publication and Funding in Education	3.0

EDUC 818	Applied Research Study	3.0
EDUC 835	Quantitative Research Methods and Data Analysis	4.0
EDUC 836	Qualitative Research Methods and Data Analysis	4.0
EDUC 837	Advanced Qualitative Methods and Data Analysis	3.0
EDUC 880	Doctoral Seminar	1.0-1.5
EdD Candidacy Courses		
EDUC 997	Doctoral Dissertation	6.0
Total Credits		60.0-61.5

Higher Education Concentration A *

EDGI 506	Comparative Higher Education Systems	3.0
EDHE 501	Foundations of Higher Education and Governance	3.0
EDHE 531	Legal Issues & Ethics in Higher Education	3.0
EDHE 541	Institutional Assessment, Accreditation and Effectiveness	3.0
EDHE 621	Neuropedagogy and Assessment	3.0
Total Credits		15.0

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

Higher Education Concentration B (alternative) **

Students will take 5 courses from the list below based on their plan of study		15.0
EDGI 506	Comparative Higher Education Systems	
EDHE 521	Student Development Theory and Application	
EDHE 621	Neuropedagogy and Assessment	
EDHE 622	Neurodiversity in Education and Workforce	
EDHE 665	Student Success: Learning and Innovative Support Services	
EDHE 680	Foundations of Evaluation	
Total Credits		15.0

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

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 PA School Superintendent Certification. **Any student required to participate in a program field experiences and/or internship as a component of their coursework, will be required to submit all required documents with regard to background checks/clearance(s) and field placement applications.**

Educational Administration Concentration (Non-certification Track)

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
Education Policy course (EDPO) ***		3.0
Total Credits		15.0

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

Athletic Administration Concentration

SMT 615	Introduction to the College Sport Industry	3.0
SMT 618	NCAA Compliance	3.0
SMT 648	Gender Equity in High School & College Sports	3.0

Pick two of the following courses: 6.0

SMT 612	Development & Fundraising Strategies in Sport	
SMT 630	Sports Industry Practicum	
SMT 635	Sport Facilities & Event Management	
SMT 642	Administration of Interscholastic Sports	

Total Credits 15.0

Creativity and Innovation

CRTV 501	Foundations in Creativity	3.0
CRTV 502	Tools and Techniques in Creativity	3.0
CRTV 503	Creativity in the Workplace	3.0
CRTV 620	Research Methods and Assessment of Creative and Innovative Thinking	3.0
CRTV 630	Global Perspectives on Creativity	3.0

Total Credits 15.0

Educational Policy Concentration

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

Total Credits 15.0

Global and International Education Concentration

Students will take 5 courses from the list below based on the plan of study		15.0
EDGI 503	Global, International & Comparative Education	
EDGI 506	Comparative Higher Education Systems	
EDGI 510	Culture, Society & Education in Comparative Perspective	
EDGI 512	Globalization and Educational Change	
EDGI 518	Analysis of Policy Issues in Global & International Education	
EDGI 520	Political Economy of Education Reform	

Total Credits 15.0

Human Resource Development Concentration ††

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

Total Credits 15.0

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

Learning Technologies

EDLT 537	Technologies for Performance Support	3.0
EDLT 543	Play & Learning in a Participatory Culture	3.0
or EDLT 552	Instructional Design: Project Management	
EDLT 551	Instructional Design Methods	3.0
EDLT 554	Learning with Social Media and Mobiles	3.0
ELL 501	The Purpose and Business of E-Learning	3.0

Total Credits 15.0

Special Education Leadership Concentration ****

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

Supervisor of Special Education Internship Courses

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

****** 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.**

Nursing Education Concentration

NURS 591	Foundations of Healthcare Education	3.0
NURS 606	Curriculum Design for Higher Level Cognition	3.0
NURS 613	The Role and Responsibility of the Nurse Educator	3.0
NURS 615	Assessment, Measurement and Evaluation	3.0
NURS 616	Teaching Methods in Nursing Education	3.0

Total Credits 15.0

Sample Plan of Study

First Year

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

Second Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDUC 836	4.0 EDUC 837	3.0 EDUC 835	4.0 EDUC 818	3.0
Concentration course	3.0 Concentration course	3.0 Concentration course	3.0 Concentration course	3.0
	7	6	7	6

Third Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDUC 880	1.0-1.5 EDUC 997	2.0 EDUC 997	2.0 EDUC 997	2.0
Concentration course	3.0			
	4-4.5	2	2	2

Total Credits 60-60.5

Education Faculty

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

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

Kristen Betts, EdD (*George Washington University*). Clinical Professor. Higher education administration and governance, online blended

education, instructional design and educational technology, program assessment and evaluation.

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

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

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

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

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

Sandra L. Dika, PhD (*Virginia Tech University*). Associate Professor. Educational research and evaluation.

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.

Alonzo M. Flowers, III, PhD (*Texas A&M University*). Associate Professor. Education issues including academic identity development of men of color in STEM education, diversity in teaching & learning, research methods/ design, and college student development in higher education

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

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

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

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

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

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

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

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

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

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

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

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

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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.

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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.

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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

Global and International Education

Major: Global and International Education

Degree Awarded: Master of Science (MS)

Calendar Type: Quarter

Total Credit Hours: 45.0

Co-op Option: None

Classification of Instructional Programs (CIP) code: 13.1319

Standard Occupational Classification (SOC) code: 25-2062

About the Program

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

Program Objectives

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

- Develop, analyze, and implement new educational policies in a variety of multicultural settings, both public and private
- Critique international, comparative, and educational research
- Help lead educational, development, and other organizations through application of their understanding of current educational trends, educational interventions, and global forces
- Understand the global and multilevel politics of education policy
- Understand theories and perspectives on the relationship between education, national development, and societal change with emphasis on contexts outside the US

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

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

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

Additional Information

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

Admission Requirements

Admission to this program requires:

- Bachelor's degree from a regionally accredited institution
- An undergraduate GPA of 3.0 or higher (graduate degree GPAs will be considered along with the undergraduate GPA)
- Completed application form
- Official transcripts from all universities or colleges and other post-secondary educational institutions (including trade schools) attended. Instead of hard copy transcripts, applicants may supply official electronic transcripts issued by a post-secondary institution directly to Drexel University Online (send to: applyDUonline@drexel.edu).
 - Applicants must supply transcripts regardless of the number of credits earned or the type of school attended. If an applicant does not list all post-secondary institutions on the application and these are listed on transcripts received from other institutions, processing of the application will be delayed until all remaining transcripts have been submitted the remaining transcripts.
- Use our Transcript Lookup Tool (<http://online.drexel.edu/support/supporting-documents.aspx>) to assist contact with previous institutions. If a college or university offers the option to send transcripts in a secure, password-protected electronic format, have the transcript sent to applyDUonline@drexel.edu.
- Students with transcripts from non-US institutions should have such transcripts evaluated by World Education Service (WES).
- Two letters of recommendation—professional or academic

- Drexel University Online accepts electronic letters of recommendation. Please access the following webpage (<http://www.drexel.edu/apply/recommend/>) for instructions regarding their submission. If a recommender prefers to submit an original, hard copy letter of recommendation, please remind the recommender that it must be signed and submitted in a sealed envelope signed across the flap by the recommender.
- Personal essay
- Resume
- Graduates of foreign schools must also have of 550 or higher in the Test of English as a Foreign Language (TOEFL).

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

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

Degree Requirements

A Master of Science in Global and International Education is a part-time online program. Students complete six core courses, three primary concentration courses, three secondary concentration or elective courses, and a three-course capstone sequence.

Core Courses

EDCR 512	Using and Integrating Learning Technologies	3.0
EDGI 503	Global, International & Comparative Education	3.0
EDGI 510	Culture, Society & Education in Comparative Perspective	3.0
EDGI 512	Globalization and Educational Change	3.0
EDGI 520	Political Economy of Education Reform	3.0
EDHE 680	Foundations of Evaluation	3.0

Primary Concentration Courses

EDGI 506	Comparative Higher Education Systems	3.0
EDGI 514	Education and National Development	3.0
EDGI 518	Analysis of Policy Issues in Global & International Education	3.0

Capstone Requirement

EDU 780	Capstone Research	3.0
Students have the option to select from the Practitioner, Thesis, or Lesson Plan capstone track.		
EDUP 780	Practitioner Capstone Course I	3.0
or EDUT 780	Thesis Capstone Course I	
or EDUL 780	Lesson Study Capstone Course I	
EDUP 781	Practitioner Capstone Course II	3.0-4.5
or EDUT 781	Thesis Capstone Course II	

or EDUL 781	Lesson Study Capstone Course II	
Select one of the following Secondary Concentrations:		9.0
Secondary Concentration in Peace and Human Rights Education		
EDGI 532	International Organizations in International Education	
EDGI 534	Conflict Resolution in an International Context	
EDGI 550	Educating for Peace, Social Justice, and Human Rights	
Secondary Concentration in Higher Education Leadership		
Select 3 of the following:		
EDHE 501	Foundations of Higher Education and Governance	
EDHE 521	Student Development Theory and Application	
EDHE 531	Legal Issues & Ethics in Higher Education	
Secondary Concentration in E-Learning Administration		
Select 3 of the following:		
EDLT 512	Using and Integrating Learning Technologies	
EDLT 554	Learning with Social Media and Mobiles	
ELL 501	The Purpose and Business of E-Learning	
ELL 504	Learning Technologies & Disabilities	
Secondary Concentration in Education Policy		
EDPO 620	Education Policy: Concepts, Issues, and Applications	
Select 2 of the following Education Policy courses		
EDPO 624	The Shaping of American Education Policy: Global Forces, Interest Groups, and Politics	
EDPO 632	Ethics in Educational Policy Making	
EDPO 636	Access & Equity in Educational Policy Making	
Secondary Concentration in Educational Learning Technologies		
Select 3 of the following:		
EDLT 512	Using and Integrating Learning Technologies	
EDLT 532	Designing Virtual Communities for Staff Development - Non-Field Experience	
EDLT 537	Technologies for Performance Support	
EDLT 561	Design-Based Research Methods	
Sample Electives		
Students can select courses as additional electives from within the School of Education or a course (with School of Education approval) from another Drexel University program, such as international business administration, foreign languages, women's and gender studies, or science/technology/society.		
EDGI 560	Colloquium in Global Education	
EDGI 600	Study Abroad Experience	
EDGI 610	International Ecotourism & Education	
EDGI T580	Special topics in EDGI	
Total Credits		45.0-46.5

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

Sample Plan of Study

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDCR 512	3.0 EDGI 510	3.0 EDGI 512	3.0 EDGI 518	3.0
EDGI 503	3.0 EDGI 514	3.0 EDGI 520	3.0 Secondary Concentration Course	3.0
	6	6	6	6
Second Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDGI 506	3.0 EDU 780	3.0 EDUP 780, EDUT 780, or EDUL 780	3.0 EDUP 781, EDUT 781, or EDUL 781	3.0-4.5

EDHE 680	3.0 Secondary Concentration Course	3.0 Secondary Concentration Course	3.0	
	6	6	6	3-4.5

Total Credits 45-46.5

Education Faculty

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

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

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

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

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

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

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

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

Sandra L. Dika, PhD (*Virginia Tech University*). Associate Professor. Educational research and evaluation.

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.

Alonzo M. Flowers, III, PhD (*Texas A&M University*). Associate Professor. Education issues including academic identity development of men of color in STEM education, diversity in teaching & learning, research methods/design, and college student development in higher education

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

Immersive Interactive Digital Environments (simulation, games, virtual realities.

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

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

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

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

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

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

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

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

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

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

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

Kristine 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.

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 Thurber Rasmussen, EdD (*Fielding Graduate Institute*). 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.

Joanne Sloand, EdD (*Duquesne University*) *Department Chair for Teaching, Learning & Curriculum*. Associate Clinical Professor. Special

Education Leadership, Trauma-informed care, Parent engagement in special education service delivery.

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

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

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

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

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

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

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

Emeritus Faculty

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

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

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

Higher Education Leadership

Major: Higher Education Leadership

Degree Awarded: Master of Science (MS)

Calendar Type: Quarter

Total Credit Hours: 45.0

Co-op Option: None

Classification of Instructional Programs (CIP) code: 13.0406

Standard Occupational Classification (SOC) code: 11-9033

About the Program

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

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

Additional Information

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

Admission Requirements

Admission to this program requires:

- Bachelor's degree from a regionally accredited institution
- An undergraduate GPA of 3.0 or higher (graduate degree GPAs will be considered along with the undergraduate GPA)
- Completed application form
- Official transcripts from all universities or colleges and other post-secondary educational institutions (including trade schools) attended. Instead of hard copy transcripts, applicants may supply official electronic transcripts issued by a post-secondary institution directly to Drexel University Online (send to: applyDUonline@drexel.edu).
 - Applicants must supply transcripts regardless of the number of credits earned or the type of school attended. If an applicant does not list all post-secondary institutions on the application and these are listed on transcripts received from other institutions, processing of the application will be delayed until all remaining transcripts have been submitted the remaining transcripts.
- Use our Transcript Lookup Tool (<http://online.drexel.edu/support/supporting-documents.aspx>) to assist contact with previous institutions. If a college or university offers the option to send transcripts in a secure, password-protected electronic format, have the transcript sent to applyDUonline@drexel.edu.
- Two letters of recommendation—professional or academic
 - Drexel University Online accepts electronic letters of recommendation. Please access the following webpage (<http://www.drexel.edu/apply/recommend/>) 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.

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

Degree Requirements

The Master of Science in Higher Education Leadership is a part-time online program. Students complete four core courses, five primary concentration courses, three secondary concentration or elective courses, and a three0course capstone sequence.

Core Courses

EDCR 510	Leadership in Educational Contexts and Systems	3.0
EDCR 512	Using and Integrating Learning Technologies	3.0
EDCR 514	Diversity, Equity, and Social Justice in Education	3.0
EDCR 518	Evidence-Based Evaluation	3.0

Primary Concentration in Higher Education Administration and Leadership

EDHE 501	Foundations of Higher Education and Governance	3.0
EDHE 521	Student Development Theory and Application	3.0
EDHE 531	Legal Issues & Ethics in Higher Education	3.0
EDHE 541	Institutional Assessment, Accreditation and Effectiveness	3.0
EDHE 607	Higher Education Career Development, Leadership & Application	3.0

Capstone

EDU 780	Capstone Research	3.0
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Students have the option to select from the Practitioner, Thesis, or Lesson Plan capstone track.

EDUP 780	Practitioner Capstone Course I	3.0
or EDUT 780	Thesis Capstone Course I	
or EDUL 780	Lesson Study Capstone Course I	
EDUP 781	Practitioner Capstone Course II	3.0-4.5
or EDUT 781	Thesis Capstone Course II	
or EDUL 781	Lesson Study Capstone Course II	

Electives or Secondary Concentration (See Below)

9.0

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

Total Credits

45.0-46.5

Electives or Secondary Concentration

Secondary Concentration in Global and International Education

Select three of the following:

EDGI 503	Global, International & Comparative Education	3.0
EDGI 506	Comparative Higher Education Systems	3.0
EDGI 510	Culture, Society & Education in Comparative Perspective	3.0
EDGI 512	Globalization and Educational Change	3.0
EDGI 518	Analysis of Policy Issues in Global & International Education	3.0

Secondary Concentration in Educational Policy

Required:

EDPO 620	Education Policy: Concepts, Issues, and Applications	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 632	Ethics in Educational Policy Making	3.0
EDPO 636	Access & Equity in Educational Policy Making	3.0
EDPO 640	Educational Policy-Making Tactics & Influence	3.0
Secondary Concentration in Enrollment Management		
EDHE 651	Strategic Enrollment Management	3.0
EDHE 653	Marketing, Recruitment & Financial Aid	3.0
Elective		3.0
Secondary Concentration in Learning Technologies and Instructional Design		
Select three of the following:		
EDLT 503	The Learning Sciences	3.0
EDLT 537	Technologies for Performance Support	3.0
EDLT 551	Instructional Design Methods	3.0
ELL 501	The Purpose and Business of E-Learning	3.0
ELL 504	Learning Technologies & Disabilities	3.0
Secondary Concentration in Student Development and Affairs		
EDHE 661	Critical Issues & Risk Management in Student Affairs	3.0
EDHE 665	Student Success: Learning and Innovative Support Services	3.0
Elective		3.0
Secondary Concentration in Mind, Brain & Learning		
Required:		
EDHE 620	Mind, Brain and Learning	3.0
Select one of the following:		
EDHE 621	Neuropedagogy and Assessment	3.0
EDHE 622	Neurodiversity in Education and Workforce	3.0
Elective		3.0

Sample Plan of Study

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDCR 510	3.0 EDCR 514	3.0 EDCR 518	3.0 EDHE 541	3.0
EDHE 501	3.0 EDHE 531	3.0 EDHE 521	3.0 Secondary Concentration course	3.0
	6	6	6	6
Second Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDCR 512	3.0 EDU 780	3.0 EDUP 780, EDUT 780, or EDUL 780	3.0 EDUP 781, EDUT 781, or EDUL 781*	3.0-4.5
EDHE 607	3.0 Secondary Concentration course	3.0 Secondary Concentration course	3.0	
	6	6	6	3-4.5
Total Credits 45-46.5				

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

Human Resource Development

Major: Human Resource Development

Degree Awarded: Master of Science (MS)

Calendar Type: Quarter

Total Credit Hours: 45.0

Co-op Option: None

Classification of Instructional Programs (CIP) code: 52.1005

Standard Occupational Classification (SOC) code: 13-1151

About the Program

The MS in Human Resource Development program, with its strong emphasis on learning theory, is designed to prepare students with the competencies for promoting individual and organizational learning world wide. 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
- Performance improvement (HPT/HPI)
- Talent development and management
- Leadership and management development
- Coaching and mentoring
- Assessment, measurement and evaluation

Become a Leader of Workplace Learning, Performance, and Change

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

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

Admission Requirements

Applicants for the program will follow the university standards for admission to graduate study. Prospective students must have earned a bachelor's degree from an accredited institution and have an undergraduate GPA of 3.0 or higher to be considered for admission (graduate degree GPAs will be considered along with the undergraduate GPA). Provisional admission may be granted with a GPA between 2.80 to 2.99. In addition, prospective students are required to submit the following:

- Completed Application Form, including official transcripts from all universities or colleges attended
- Two letters of recommendation
- Personal essay
- Resume
- Additional requirements for International Students

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

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

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

For additional 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>) web site.

For additional details about how to apply on the Graduate Admissions (<https://drexel.edu/grad/>) at Drexel University 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
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Students have the option to select from the Practitioner, Thesis, or Lesson Plan capstone track.

EDUL 780	Lesson Study Capstone Course I	3.0
or EDUP 780	Practitioner Capstone Course I	
or EDUT 780	Thesis Capstone Course I	
EDUL 781	Lesson Study Capstone Course II	3.0-4.5
or EDUP 781	Practitioner Capstone Course II	
or EDUT 781	Thesis Capstone Course II	

Professional Electives*		9.0
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Total Credits		45.0-46.5
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* In consultation with the program manager/advisor, students may choose any graduate level course that is available and scheduled during a given term.

Sample Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDCR 510	3.0 EDCR 514	3.0 EDCR 518	3.0 EHRD 612	3.0
EHRD 500	3.0 EHRD 602	3.0 EHRD 611	3.0 Professional Elective*	3.0
	6	6	6	6

Second Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDCR 512	3.0 EDU 780	3.0 EDUL 780, EDUP 780, or EDUT 780	3.0 EDUL 781, EDUP 781, or EDUT 781	3.0-4.5
EHRD 660	3.0 Professional Elective*	3.0 Professional Elective*	3.0	
	6	6	6	3-4.5

Total Credits 45-46.5

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

Learning Technologies

Major: Learning Technologies

Degree Awarded: Master of Science (MS)

Calendar Type: Quarter

Total Credit Hours: 45.0-46.5

Co-op Option: None

Classification of Instructional Programs (CIP) code: 13.0501

Standard Occupational Classification (SOC) code: 25-9031

About the Program

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

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

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

Additional Information

For more information about this program, contact the program manager or visit Drexel University Online's MS in Learning Technologies (<https://drexel.edu/soe/academics/graduate/learning-technologies/>) webpage.

Andrea Guy
Program Manager
School of Education
aes68@drexel.edu
215-571-4471

Admission Requirements

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

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

Admission to the MS in Learning Technologies program will follow the University standards for admission to graduate study including the receipt

of a bachelor's degree from an accredited college or university with an earned GPA of 3.0 or better on a 4.0 scale.

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

Degree Requirements

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

Core Courses		
EDCR 512	Using and Integrating Learning Technologies	3.0
EDLT 503	The Learning Sciences	3.0
EDLT 537	Technologies for Performance Support	3.0
EDLT 541	Foundations of Game-Based Learning	3.0
EDLT 543	Play & Learning in a Participatory Culture	3.0
EDLT 551	Instructional Design Methods	3.0
EDLT 552	Instructional Design: Project Management	3.0
EDLT 553	Instructional Design: Special Topics	3.0
EDLT 554	Learning with Social Media and Mobiles	3.0
EDLT 561	Design-Based Research Methods	3.0
ELL 501	The Purpose and Business of E-Learning	3.0
ELL 504	Learning Technologies & Disabilities	3.0
Capstone Courses		
EDU 780	Capstone Research	3.0
Students have the option to select from the Practitioner, Thesis or Lesson Study Capstone tracks:		
EDUP 780	Practitioner Capstone Course I	3.0
or EDUT 780	Thesis Capstone Course I	
or EDUL 780	Lesson Study Capstone Course I	
EDUP 781	Practitioner Capstone Course II	3.0-4.5
or EDUT 781	Thesis Capstone Course II	
or EDUL 781	Lesson Study Capstone Course II	
Total Credits		45.0-46.5

Sample Plan of Study

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDCR 512	3.0 EDLT 503	3.0 EDLT 553	3.0 EDLT 537	3.0
EDLT 551	3.0 EDLT 552	3.0 EDLT 561	3.0 ELL 504	3.0
	6	6	6	6
Second Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDLT 541	3.0 EDLT 543	3.0 EDLT 554	3.0 EDUP 781, EDUT 781, or EDUL 781	3.0-4.5
ELL 501	3.0 EDU 780	3.0 EDUP 780, EDUT 780, or EDUL 780	3.0	
	6	6	6	3-4.5
Total Credits		45-46.5		

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.

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

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

Mathematics Learning & Teaching

Major: *Mathematics Learning and Teaching*

Degree Awarded: *Master of Science (MS)*

Calendar Type: *Quarter*

Total Credit Hours: *45.0*

Co-op Option: *None*

Classification of Instructional Programs (CIP) code: *13.1311*

Standard Occupational Classification (SOC) code: *25-2022*

About the Program

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

The MS in Mathematics Learning and Teaching is designed for current middle and high school mathematics teachers as well as mathematically inclined elementary teachers. The program is intended to support teachers in teaching mathematics where students learn with understanding, including supporting students in reasoning through the variety of complex mathematical situations that they encounter in the school mathematics curriculum. The Mathematics Learning and Teaching

program includes courses with explicit focus on the use of technology in teaching and unpacking, and re-conceptualizing the mathematics of middle and high school curricula. In particular, the program of study involves courses that model best practices in mathematics education, including collaborative problem-solving, reflection on practice, and student-centered instruction.

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

All courses in this program are in an online format.

Additional Information

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

Admission Requirements

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

Each candidate will submit the following application materials:

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

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

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

Additional requirements for the MS in Mathematics Learning and Teaching program include:

- Completion of at least two semesters (or three quarters) of university calculus and at least one university mathematics course beyond university calculus. This additional course must be offered by the mathematics department and cannot include courses on the fundamentals of mathematics, college algebra, or mathematics for elementary school teachers. Exceptions to this requirement will be

considered on an individual basis by the program director or the program admissions committee.

- All students must provide evidence of a current teaching position or must secure a site for field placement and complete the Child Abuse and Criminal Record Clearance by the end of the Winter Term in the first year in the program.

Additional Information

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

Degree Requirements

Education Core Courses

EDCR 512	Using and Integrating Learning Technologies	3.0
EDCR 518	Evidence-Based Evaluation	3.0
EDUC 524	Current Research in Curriculum & Instruction	3.0

Mathematics Education Core Courses

MTED 501	Proportional and Algebraic Reasoning	3.0
MTED 502	Geometry & Spatial Reasoning	3.0
MTED 503	Data Analysis and Probabilistic & Statistical Reasoning	3.0
MTED 511	Functions through the Curriculum	3.0
MTED 601	Diagnosing Student Mathematical Thinking	3.0
MTED 611	Virtual Field Experience I - Online Mentoring	1.5
MTED 612	Virtual Field Experience II - Online Mentoring	1.5
MTED 651	Problem Solving Strategies	3.0

Capstone Courses

EDU 780	Capstone Research	3.0
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Students have the option to select from the Practitioner, Thesis or Lesson Study Capstone tracks:

EDUP 780	Practitioner Capstone Course I	3.0
or EDUT 780	Thesis Capstone Course I	
or EDUL 780	Lesson Study Capstone Course I	
EDUP 781	Practitioner Capstone Course II	3.0-4.5
or EDUT 781	Thesis Capstone Course II	
or EDUL 781	Lesson Study Capstone Course II	

Electives		6.0
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Total Credits		45.0-46.5
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Sample Plan of Study

First Year

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

Second Year

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

Total Credits 45-46.5

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

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School Psychology

Major: School Psychology

Degree Awarded: Education Specialist (EdS)

Calendar Type: Quarter

Total Credit Hours: 70.5

Classification of Instructional Programs (CIP) code: 42.2805

Standard Occupational Classification (SOC) code: 19-3031

About the Program

The Drexel University School Psychology Education Specialist (EdS) Program embraces a scientist/practitioner model of training. In the ideal arrangement, the program will develop psychologists to use scientific

inquiry, the problem-solving process, data and a parsimonious approach to data analysis and outcome interpretation in their research and their practice.

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

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

Admission Requirements

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

Degree Requirements

School Psychology Core Courses

EDSP 500	Professional School Psychology	3.0
Assessment		
EDSP 510	Academic Assessment in School Psychology	3.0
EDSP 512	Cognitive Assessment in School Psychology	3.0
EDSP 514	Social, Emotional and Psycho-behavioral Assessment	3.0
Early Childhood and Human Development		
EDSP 521	Typical and Atypical Development in Early Childhood Education	3.0
EDSP 523	Teaching and Learning Environments for Children	3.0
School Psychology Ethical Requirements		
EDSP 530	School Psychology Legal and Ethical Requirements	3.0
Multicultural Awareness, Sensitivity and Practice in School Psychology		
EDSP 540	Multicultural Awareness, Competence and Sensitivity in School Psychology	3.0
Practicum		
EDSP 600	Practicum in School Psychology *	6.0
Applied Behavior Analysis Sequence		
ABA 630	Fundamental Elements of Behavior Change	4.5
ABA 631	Measurement and Experimental Design	4.5
ABA 632	Behavioral Assessment and Functional Analysis	4.5
ABA 633	Behavioral Interventions	4.5
ABA 634	Consultation, Systems Change and Supervision	4.5
ABA 635	Ethical Considerations and Professional Conduct	4.5
ABA 636	Applications of Fundamental Elements of Behavior Analysis	4.5
Special Education		
EDEX 536	Special Education Law and Processes PK-12	3.0
EDEX 550	Teaching Individuals with Low Incident Disabilities	3.0

English Language Learners

EDUC 565	Foundations in Instructing English Language Learners	3.0
Total Credits		70.5

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

Sample Plan of Study

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
ABA 630	4.5 EDSP 510	3.0 ABA 631	4.5 VACATION	
ABA 634	4.5 EDSP 512	3.0 ABA 632	4.5	
EDSP 500	3.0 EDSP 521	3.0 EDSP 514	3.0	
EDSP 600	1.0 EDSP 600	1.0 EDSP 600	1.0	
	13	10	13	0
Second Year				
Fall	Credits Winter	Credits Spring	Credits	
EDEX 536	3.0 EDUC 565	3.0 ABA 633	4.5	
EDSP 523	3.0 EDEX 550	3.0 ABA 635	4.5	
EDSP 530	3.0 EDSP 540	3.0 ABA 636	4.5	
EDSP 600	1.0 EDSP 600	1.0 EDSP 600	1.0	
	10	10	14.5	
Total Credits 70.5				

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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

Special Education

Major: Special Education

Degree Awarded: Master of Science (MS)

Calendar Type: Quarter

Total Credit Hours: 48.0

Co-op Option: None

Classification of Instructional Programs (CIP) code: 13.1001

Standard Occupational Classification (SOC) code: 25-2051; 25-2052; 25-2053; 25-2054; 25-2059

About the Program

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

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

The Master of Science in Special Education produces professionals who are equipped with the fundamental skills, knowledge, and competencies they need to meet the needs of students with disabilities or those at risk for of developing disabilities. The program is a flexible, part-time graduate program consisting of a minimum of 48.0 credits: 27.0 credits in core special education certification courses, a minimum of 12.0 credits in concentration courses, and 9.0 credits in capstone research. Most courses have a field component that has the student apply what they are learning to classroom experiences. The program culminates with each potential graduate completing an ePortfolio that demonstrates the student's mastery of core content.

Available Concentrations

Autism Spectrum Disorders

Within the past decade, the number of children diagnosed with Autism Spectrum Disorder has increased drastically. Consequently, the need for professionals trained in this specialized area has significantly increased. This concentration is designed for those who seek additional expertise in this critical need area. It will provide knowledge and skills for working with students with Autism Spectrum Disorder as well as effective teaching methods, interventions, and supports. Students who have an active PA Instructional I or Instructional II teaching certificate are eligible to apply for the PA Autism Spectrum Disorders endorsement upon completion of EDEX 555 and the concentration courses.

Collaborative Special Education Law and Process

Meeting the needs of children with disabilities through school-family-community collaboration is an ambitious goal of educational policy

in the United States. An implementing objective is to develop highly qualified special education teachers and administrators in schools and the community, as well as to offer special education collaborative knowledge and practical skills training to parents and advocates. Their cooperative partnership is imperative to support the provisions for the successful learning of all students as incorporated and mandated in legislation such as No Child Left Behind (NCLB) and the Individuals with Disabilities Education Improvement Act of 2004 (IDEA).

Dyslexia Specialist

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

Special Education Leadership

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

Applied Behavior Analysis

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

Social Emotional Behavioral Wellness

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

Additional Information

For more information about this program, contact the program manager: Ms. Kyra Dukes, Program Manager
kat353@drexel.edu

Admission Requirements

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

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

- Completed application form including official transcripts from all universities or colleges attended
- Two letters of recommendation

- Personal essay
- Resume

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

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

Degree Requirements

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

A field component is required in most courses.

Pre-Requisite Courses

Students must have the following courses in order to apply for a certification in special education. All students entering this master's program from an approved PA certification program after 2011 should have had these core courses in their initial certification program. If a student does not have these courses, they must complete them with a minimum grade of "B" in addition to the core certification offerings:

- EDEX 542: *Fundamentals of Special Education* (3.0 credits)
- EDEX 544: *The Inclusive Learner* (3.0 credits)
- EDEX 546: *Literacy and Content Skill Development PreK-8* or or EDEX 566: *Literacy and Content Skill Development 7-12*—dependent on certification level desired (3.0 credits)

Program Requirements

Required Courses

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 536	Special Education Law and Processes PK-12	3.0
EDEX 588	Implementing Academic Interventions in Inclusive Educational Environments	3.0

Total Credits **27.0**

Concentration Options

Students obtaining an initial certification will complete the following concentration:

Initial Certification Concentration	18.0
EDEX 568	Literacy and Content Skill Development PK-12
EDUC 521	Typical and Atypical Development in Early Childhood Education
EDUC 515	Adolescent Learners in Secondary Schools
EDUC 522	Evaluation of Instruction
EDEX 514	Special Education Student Teaching Seminar

Students not obtaining an initial certification must complete one of the following Capstone options

EDU 780	Capstone Research	3.0
Students have the option to select from one of the Capstone tracks:		6.0-7.5

Lesson Study

EDUL 780	Lesson Study Capstone Course I
EDUL 781	Lesson Study Capstone Course II

Practitioner

EDUP 781	Practitioner Capstone Course II
EDUP 780	Practitioner Capstone Course I

Thesis

EDUT 780	Thesis Capstone Course I
EDUT 781	Thesis Capstone Course II

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

Autism Spectrum Disorders **12.0**

EDEX 556	Characteristics & Methods: Autism
EDEX 558	Characteristics & Methods: High Functioning Autism
EDEX 560	Communication & Language Interventions: Autism Spectrum Disorders
EDEX 562	Behavior & Sensory Support: Autism Spectrum Disorders

Collaborative Special Education Law & Process **12.0**

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

Dyslexia Specialist Certificate* **12.0**

EDLS 620	Applied Methods in Multisensory Reading Instruction
EDLS 621	Multisensory Reading Instruction
EDLS 622	Basic Word Study I
EDLS 623	Basic Word Study II
EDLS 624	Multisensory Practicum I
EDLS 625	Multisensory Practicum II
EDLS 626	Multisensory Practicum III

Special Education Leadership **16.0**

EDEX 710	School Law & Policy in Special Education
EDEX 712	Instructional & Curriculum Leadership in Special Education
EDEX 714	Development, Supervision, & Support: Special Education Leadership
EDEX 716	Organization & Administration of Special Education
EDEX 721	Supervisor of Special Education Internship: Special Education Leadership
EDEX 722	Supervisor of Special Education Internship: Instructional Leadership
EDEX 723	Supervisor of Special Education Internship: Collaboration & Personnel
EDEX 724	Supervisor of Special Education Internship: Finance & Management

Applied Behavior Analysis** **31.5**

ABA 630	Fundamental Elements of Behavior Change
ABA 631	Measurement and Experimental Design
ABA 632	Behavioral Assessment and Functional Analysis
ABA 633	Behavioral Interventions
ABA 634	Consultation, Systems Change and Supervision
ABA 635	Ethical Considerations and Professional Conduct
ABA 636	Applications of Fundamental Elements of Behavior Analysis

Social Emotional and Behavior Wellness **12.0**

EDEX 580	Social Emotional Wellness and Evidence-Based Preventative School Practices
EDEX 581	Understanding Social Emotional Disorders
EDEX 582	Evidence-Based School Interventions and Trauma Informed Education/Care
EDEX 583	Collaboration and Community Based Practices to Promote Social Emotion Wellness

- * The Dyslexia Specialist Certificate program courses fulfill certain requirements (but not all) for the Wilson Language Level I certification.
- ** The Applied Behavior Analysis Concentration fulfills the coursework requirements for BCBA certification. Additional requirements are needed.

Sample Plan of Study

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

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

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDEX 536	3.0 EDEX 555	3.0 EDEX 552	3.0 EDEX 550	3.0
EDEX 549	3.0 EDEX 543	3.0 Concentration Course	3.0 EDU 780	3.0
			Concentration Course	3.0
			6	9
Second Year				
Fall	Credits Winter	Credits Spring	Credits	
EDEX 575	3.0 EDUP 781, EDUL 781, or EDUT 781	3.0 EDEX 578	3.0	
EDUP 780, EDUL 780, or EDUT 780	3.0 Concentration Course	3.0 EDEX 588	3.0	
Concentration Course	3.0			
			9	6
Total Credits 48				

MS Special Education with Applied Behavior Analysis Concentration Plan of Study

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDEX 536	3.0 EDEX 555	3.0 ABA 630	4.5 ABA 631	4.5
EDEX 549	3.0 EDEX 550	3.0 EDEX 552	3.0 EDEX 588	3.0
			6	7.5
Second Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
ABA 632	4.5 ABA 633	4.5 ABA 634	4.5 EDU 780	3.0
EDEX 575	3.0 EDEX 543	3.0 EDEX 578	3.0	
			7.5	3
Third Year				
Fall	Credits Winter	Credits		
ABA 635	4.5 ABA 636	4.5		
EDUP 780, EDUT 780, or EDUL 780	3.0 EDUP 781, EDUT 781, or EDUL 781	3.0-4.5		
			7.5	7.5-9
Total Credits 67.5-69				

Education Faculty

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

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

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Sport Coaching Leadership

Major: Sport Coaching Leadership

Degree Awarded: Master of Science (MS)

Calendar Type: Quarter

Total Credit Hours: 45.0

Co-op Option: None

Classification of Instructional Programs (CIP) code: 13.1314

Standard Occupational Classification (SOC) code: 27-2022

About the Program

The MS in Sport Coaching Leadership program is an online master's program in the School of Education. The MS degree will prepare students

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

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

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

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

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

Additional Information

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

Admission Requirements

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

Degree Requirements

Core courses

PHIL 502	Ethics in Coaching	3.0
SCL 501	Coaching Theory and Principles	3.0
SCL 503	Pedagogical Strategies in Coaching	3.0
SCL 504	Coaching Psychology	3.0
SCL 614	Sport Performance & Energy Systems	3.0
SCL 615	Athletic Recruiting	3.0
SCL 619	Global Coaching Seminar	6.0
SCL 695	Coaching Practicum I	0.5
SCL 696	Coaching Practicum II	0.5
SCL 697	Coaching Practicum III	2.0
SMT 612	Development & Fundraising Strategies in Sport	3.0
SMT 629	Managing Coaches & Teams	3.0

Select a Concentration

12.0

Rowing

SCL 620	Biomechanics in Rowing	
SCL 621	Physiology and Training Methods for Rowing	
SCL 622	Emerging Technologies and Trends in Rowing	
SCL 623	Equipment Management and Rigging for High Performance	
SCL 624	Rowing Safety and Risk Management	
SCL 625	Racing: Rules, Preparation, and Strategy	

SCL 626	Rowing Technique
Lacrosse	
SCL 630	History of Lacrosse
SCL 631	Physiology and Training Methods in Lacrosse
SCL 632	Emerging Technologies and Trends in Lacrosse
SCL 633	Equipment and Field Management in Lacrosse
SCL 634	Lacrosse Safety and Risk Management
SCL 635	The Women's Lacrosse Game: Rules, Preparation, and Strategy
or SCL 636 The Men's Lacrosse Game: Rules, Preparation, and Strategy	
Custom-Designed Concentration	
Electives or Graduate Minor	
Total Credits	45.0

Sample Plan of Study

Custom-Designed Concentration

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
SCL 501	3.0 PHIL 502	3.0 SCL 615	3.0 SCL 619	6.0
SCL 503	3.0 SCL 695	0.5 SCL 696	0.5 SMT 629	3.0
	Concentration or Graduate Minor Elective	3.0 Concentration or Graduate Minor Elective	3.0	
	6	6.5	6.5	9
Second Year				
Fall	Credits Winter	Credits Spring	Credits	
SCL 504	3.0 SCL 614	3.0 SMT 612	3.0	
Concentration or Graduate Minor Elective	3.0 SCL 697	2.0 Concentration or Graduate Minor Elective	3.0	
	6	5	6	
Total Credits				45

Rowing Concentration

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
SCL 501	3.0 PHIL 502	3.0 SCL 615	3.0 SCL 619	6.0
SCL 503	3.0 SCL 620	1.5 SCL 621	3.0 SMT 629	3.0
	SCL 626	1.5		
	6	6	6	9
Second Year				
Fall	Credits Winter	Credits Spring	Credits	
SCL 504	3.0 SCL 614	3.0 SMT 612	3.0	
SCL 623	1.5 SCL 622	1.5 SCL 624	1.5	
SCL 695	0.5 SCL 625	1.5 SCL 697	2.0	
	SCL 696	0.5		
	5	6.5	6.5	
Total Credits				45

Lacrosse Concentration

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

Second Year

Fall	Credits Winter	Credits Spring	Credits
SCL 504	3.0 SCL 614	3.0 SMT 612	3.0
SCL 635 or 636	3.0 SCL 632	1.5 SCL 697	2.0
SCL 695	0.5 SCL 633	1.5	
	SCL 696	0.5	
	6.5	6.5	5
Total Credits 45			

Sport Coaching Leadership Faculty

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

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

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

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

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

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

Teaching, Learning and Curriculum

Major: Teaching, Learning, and Curriculum

Degree Awarded: Master of Science (MS)

Calendar Type: Quarter

Total Credit Hours: 45.0

Instructional Delivery: Track I Online or On Campus, Track II and III

Online only

Co-op Option: None

Classification of Instructional Programs (CIP) code: 13.1399

Standard Occupational Classification (SOC) code: 11-9039

About the Program

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

Track I: Initial Pennsylvania Teacher Certification

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

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

Program Goals

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

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

Track II: Advanced Studies in Teaching, Learning and Curriculum

This track is designed to provide students with advanced teaching knowledge and skills well beyond that required for initial Pennsylvania certification. Graduates will be prepared to function in a variety of roles as instructors, instructional leaders, or researchers in local, state, national,

and international organizations, foundations, associations, corporations, and private educational institutions.

Program Goals

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

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

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

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

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

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

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

Successful completion of the Teacher Education core pedagogy courses, Special Education core pedagogy, and all Secondary Education or Middle Level subject specific content knowledge requirements, along with qualifying scores on all required state licensing examinations, permits

Drexel to recommend the candidate for an initial PA Instructional teaching credential and PreK-12 Special Education certification.

Program Goals

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

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

Admission Requirements

Admission to the MS in Teaching, Learning and Curriculum will follow the University standards for admission to graduate study including receipt of a bachelor's degree from an accredited college or university with an earned GPA of 3.0 on a 4.0 scale. Undergraduates who meet the rigorous requirements for participation in a bachelor's and master's dual degree program may also be considered for both tracks.

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

Degree Requirements

Track I: Initial Pennsylvania Teacher Certification

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

Core Courses

Completion of the following 30.0 (secondary certification) credits, 33.0 (middle level certification) credits, or 42.0 (PreK-4) credits of core pedagogy courses allows for recommendation for PA Instructional I certification. View the requirements on the Post-Baccalaureate Teaching Certificate: Elementary PreK-4 (p. 64), Middle Level (<http://catalog.drexel.edu/graduate/schoolofeducation/middlelevelcertificationpbc/>) and Secondary Concentrations (p. 66)

page for additional information on requirements for specialization in subject areas. Students on Track I who do not wish to pursue PA Instructional I Certification or who do not qualify for PA Instructional I certification may complete the MS degree without a concentration by completing 15.0 credits of core pedagogy, 21.0 credits of MS electives, and a 9.0-10.5 credit capstone sequence.

Track II: Advanced Studies in Teaching, Learning and Curriculum

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

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

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

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

Core Courses

Completion of the following 15.0 credits (secondary certification) and 33.0 Special Education core pedagogy courses allows for recommendation for PA Instructional I and Special Education (7-12) certification. View the requirements on the Post-Baccalaureate Teaching Certificate: Elementary PreK-4 (p. 64) and Secondary Concentrations (p. 66) 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 Credits)

EDEX 542	Fundamentals of Special Education	3.0
EDEX 544	The Inclusive Classroom (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 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 credits)	3.0
Total Credits	45.0

Middle Level Teacher Education Core Pedagogy (18 credits)

EDEX 542	Fundamentals of Special Education	3.0
EDEX 544	The Inclusive Classroom ((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

Middle Level Education Grades 4 - 8 Concentration in Math, English, Social Studies or Science (15 credits)

EDUC 507	Teaching the Middle School Child ((Field Experience Required))	3.0
EDUC 522	Evaluation of Instruction	3.0
EDUC 540	Field Experience (12 week full time student teaching)	3.0
EDUC 562	Middle Years Social Studies Methods ((Field Experience Required))	1.5
EDUC 564	English/Language Arts Teaching Methods for the Middle Years ((Field Experience Required))	1.5
EDUC 567	Middle Years Science Methods	1.5
MTED 563	Middle Years Mathematical Methods (4-8)	1.5

Professional Electives (12.0)	12.0
Total Credits	45.0

Secondary Level Teacher Education Core Pedagogy (18 credits)

EDEX 542	Fundamentals of Special Education	3.0
EDEX 544	The Inclusive Classroom	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	3.0

Secondary Education Grades 7-12: Concentration in Biology, Chemistry, Earth and Space Science, English, General Science, Mathematics, Physics, or Social Studies (12 credits)

EDUC 515	Adolescent Learners in Secondary Schools (Field experience required)	3.0
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EDUC 522	Evaluation of Instruction	3.0
Candidate selects appropriate methods course (including a school-based field component) matching desired area of certification		
EDUC 538	English Teaching Methods (Field experience required)	3.0
or EDUC 514	Science Teaching Methods	
or EDUC 556	Secondary Social Studies Methods (7-12)	
or MTED 519	Teaching Secondary Mathematics	
EDUC 540	Field Experience (12 week full time student teaching)	3.0
Professional Electives (15 credits)	15.0	
Total Credits	45.0	

Track II: Advanced Studies in Teaching, Learning and Curriculum

Students complete a total of 45-47.5 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 credits)

EDAM 714	Instructional and Curriculum Leadership (Take EDLS 550 if pursuing Reading Specialist Concentration)	3.0
or EDLS 550	Theories of Reading and Writing	
EDLT 532	Designing Virtual Communities for Staff Development - Non-Field Experience	3.0
EDUC 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	
EDUC 813	Educational Issues Seminar ((Reading Specialist Concentration students enroll in EDLS 575 in lieu of EDUC 813)	3.0
or EDLS 575	Responding to Children's and Young Adult Literature	

Policy, Law & Organization Courses (6 credits) 6.0

Select two courses from following list. Reading Specialist Concentration students enroll in EDLS 570 and EDLS 650; Educational Policy Concentration students enroll in EDAM 705 and EDUC 804		
EDAM 705	School Law and Politics	
EDLS 570	Literacy and Evaluation	
EDLS 650	Designing a Literacy Program	
EDPO 620	Education Policy: Concepts, Issues, and Applications	
EDUC 804	Program Evaluation in Organizations	

Capstone Courses (9-10.5 credits)

EDU 780	Capstone Research	3.0
Students selects and enrolls in appropriate course work following one of the following capstone tracks: Practitioner, Lesson Study, or Thesis		
EDUP 780	Practitioner Capstone Course I	3.0
or EDUL 780	Lesson Study Capstone Course I	
or EDUT 780	Thesis Capstone Course I	
EDUP 781	Practitioner Capstone Course II	3.0-4.5
or EDUL 781	Lesson Study Capstone Course II	
or EDUT 781	Thesis Capstone Course II	

Concentration Option (15-16 credits) 15.0-16.0

Candidate selects a formal concentration or creates a customizable, non-transcripted concentration in consultation with an academic advisor. Options include:

Human Resource Development (15 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 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 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 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 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 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 credits)	
EDLT 532	Designing Virtual Communities for Staff Development - Non-Field Experience
EDLT 537	Technologies for Performance Support
EDLT 543	Play & Learning in a Participatory Culture
ELL 501	The Purpose and Business of E-Learning
EDLT 551	Instructional Design Methods
Multisensory Reading Instruction Level 1 (15 credit)	
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 credits)	
Reading Specialist Certification Concentration (16 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

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 credits):

EDEX 542	Fundamentals of Special Education	3.0
EDEX 544	The Inclusive Classroom	3.0
EDEX 568	Literacy and Content Skill Development PK-12	3.0
EDEX 536	Special Education Law and Processes PK-12	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 555	Teaching Students with Autism Spectrum Disorder	3.0
EDEX 552	Integrating Technology for Learning & Achievement	3.0
EDEX 578	Special Education Practicum PK-12	3.0
EDEX 588	Implementing Academic Interventions in Inclusive Educational Environments	3.0
EDUC 507	Teaching the Middle School Child	3.0
EDUC 522	Evaluation of Instruction	3.0
EDUC 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
EDUC 540	Field Experience	3.0

MTED 563	Middle Years Mathematical Methods (4-8)	1.5
Total Credits		51.0

Dual Certification Secondary (7-12) General Science, Physics, Chemistry, Biology, Earth and Space Science, English, Social Studies or Mathematics Core (48 credits)

EDEX 536	Special Education Law and Processes PK-12	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	The Inclusive Classroom (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 515	Adolescent Learners in Secondary Schools (Field Experience Required)	3.0
EDUC 522	Evaluation of Instruction	3.0
EDUC 565	Foundations in Instructing English Language Learners	3.0
Candidate selects appropriate methods course (including a school-based field component) matching desired area of certification		
EDUC 514	Science Teaching Methods (Stage III Pre Student Teaching Required)	3.0
	or MTED 519 Teaching Secondary Mathematics	
	or EDUC 556 Secondary Social Studies Methods (7-12)	
	or EDUC 538 English Teaching Methods	
EDUC 540	Field Experience (12 week Student Teaching experience required)	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	Total
EDUC 520	3.0	EDUC 515	3.0	EDEX 568	3.0	EDUC 522	3.0	6
EDEX 542	3.0	EDEX 544	3.0	MS elective	3.0	EDLT 525	3.0	6
6		6		6		6		6
Second Year								
Fall	Credits	Winter	Credits	Spring	Credits	Summer	Credits	Total
EDUC 514	3.0	EDUC 540	3.0	MS elective	3.0	MS elective	3.0	6
EDUC 565	3.0	MS elective	3.0	MS elective	3.0	MS elective	3.0	6
6		3		6		6		6

Total Credits 45

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

First Year								
Fall	Credits	Winter	Credits	Spring	Credits	Summer	Credits	Total
EDUC 520	3.0	EDLT 525	3.0	EDEX 568	3.0	EDUC 506	3.0	6
EDEX 542	3.0	EDEX 544	3.0	EDUC 521	3.0	EDUC 513	3.0	6
6		6		6		6		6
Second Year								
Fall	Credits	Winter	Credits	Spring	Credits	Summer	Credits	Total
EDUC 529	3.0	EDUC 540	3.0	EDUC 565	3.0	EDUC 539	3.0	6
MTED 517	3.0	EDUC 555	3.0	MS elective	3.0			6
6		3		6		6		6

Total Credits 45

Track II: Advanced Studies in Teaching, Learning and Curriculum

First Year								
Fall	Credits	Winter	Credits	Spring	Credits	Summer	Credits	Total
EDUC 813	3.0	EDLT 532	3.0	EDAM 714	3.0	MS elective	3.0	6
EDUC 609	3.0	EDUC 530	3.0	MS elective	3.0	MS elective	3.0	6
6		6		6		6		6
Second Year								
Fall	Credits	Winter	Credits	Spring	Credits	Summer	Credits	Total
EDU 780	3.0	EDUP 780, EDUL 780, or EDUT 780	3.0	EDUP 781, EDUT 781, or EDUL 781	3.0	3.0-4.5 MS elective	3.0	6
MS elective	3.0	MS elective	3.0	MS elective	3.0	MS elective	3.0	6
6		6		3-4.5		6		6

Total Credits 45-46.5

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

First Year								
	Summer	Credits						
	EDLS 575	3.0						
	EDLS 620	1.0						
	EDUC 530	3.0						
		7						
Second Year								
Fall	Credits	Winter	Credits	Spring	Credits	Summer	Credits	Total
EDLS 550	3.0	EDLS 555	3.0	EDLS 626	1.0	EDLS 565	3.0	6
EDLS 622	3.0	EDLS 623	3.0	EDLS 560	3.0	EDLS 650	3.0	6
EDLS 624	1.0	EDLS 625	1.0	EDLS 570	3.0	EDU 780	3.0	6
7		7		7		9		9
Third Year								
Fall	Credits	Winter	Credits	Spring	Credits	Summer	Credits	Total
EDUL 780, EDUT 780, or EDUP 780	3.0	EDUL 781, EDUP 781, or EDUT 781	3.0	3.0-4.5				6
		EDLT 532	3.0					3
3		6-7.5						6-7.5

Total Credits 46-47.5

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

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDUC 565	3.0 EDEX 544	3.0 EDEX 552	3.0 EDEX 555	3.0
EDEX 542	3.0 EDUC 515	3.0 EDEX 568	3.0 EDUC 522	3.0
	6	6	6	6
Second Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDUC 514, MTED 519, EDUC 556, or EDUC 538	3.0 EDEX 543	3.0 EDEX 578	3.0 EDEX 550	3.0
	EDUC 540	3.0 EDEX 588	3.0	
	3	6	6	3
Third Year				
Fall	Credits			
EDEX 549	3.0			
EDEX 536	3.0			
	6			

Total Credits 48

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

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDEX 542	3.0 EDEX 544	3.0 EDEX 568	3.0 EDUC 522	3.0
EDUC 565	3.0 EDUC 507	3.0 EDEX 552	3.0 EDEX 555	3.0
	6	6	6	6
Second Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
MTED 563	1.5 EDUC 540	3.0 EDEX 578	3.0 EDEX 550	3.0
EDUC 567	1.5 EDUC 562	1.5 EDEX 588	3.0	
	EDUC 564	1.5		
	3	6	6	3
Third Year				
Fall	Credits Winter	Credits		
EDEX 536	3.0 EDEX 543	3.0		
EDEX 549	3.0			
	6	3		

Total Credits 51

Education Faculty

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

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

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

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

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

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

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

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

Sandra L. Dika, PhD (*Virginia Tech University*). Associate Professor. Educational research and evaluation.

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.

Alonzo M. Flowers, III, PhD (*Texas A&M University*). Associate Professor. Education issues including academic identity development of men of color in STEM education, diversity in teaching & learning, research methods/design, and college student development in higher education

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

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

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

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

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

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

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

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

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

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

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

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

Kristine 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.

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/pre-service 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 Thurber Rasmussen, EdD (*Fielding Graduate Institute*). 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.

Joanne 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

Graduate Minor in Creativity and Innovation

About the Graduate Minor

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

In today's world of increasing complexity, change, and competition, the ability of all employees within an organization to generate new ideas and present those innovations to key decision makers is now essential for any successful organization. Creativity is multidisciplinary – it is in all professional fields from chemistry to engineering, from education to computer science, and from sociology to business. The graduate minor in Creativity & Innovation provides managers and employees with the awareness and creativity skills that will 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 the Graduate College's Change of Curriculum and Status Form

Program Requirements

Required courses

CRTV 501	Foundations in Creativity	3.0
CRTV 502	Tools and Techniques in Creativity	3.0
CRTV 503	Creativity in the Workplace	3.0
CRTV 610	Creativity and Change Leadership	3.0

Total Credits **12.0**

Graduate Minor in Global and International Education

About the Graduate Minor

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

Admission Requirements

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

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

Program Requirements

Required courses

EDGI 503	Global, International & Comparative Education	3.0
EDGI 510	Culture, Society & Education in Comparative Perspective	3.0
EDGI 518	Analysis of Policy Issues in Global & International Education	3.0
EDGI 520	Political Economy of Education Reform	3.0

Total Credits **12.0**

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 or contact gje@drexel.edu.

Graduate Minor in Higher Education Leadership

About the Graduate Minor

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

current and future practitioners in administrative and leadership positions in higher education settings are explored.

Admission Requirements

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

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

Program Requirements

Required Courses

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

Total Credits 12.0

Additional Information

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

Graduate Minor in Mind, Brain & Learning

About the Graduate Minor

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

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

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

Admission Requirements

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

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

Program Requirements

Program Requirements

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

Additional Information

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

Advanced Teaching and Curriculum Certificate

Certificate Level: Graduate

Admission Requirements: Bachelor's degree

Certificate Type: Post-Baccalaureate

Number of Credits to Completion: 18.0

Instructional Delivery: Online, Campus

Calendar Type: Quarter

Expected Time to Completion: 1 year

Financial Aid Eligibility: Not aid eligible

Classification of Instructional Program (CIP) Code: 13.1299

Standard Occupational Classification (SOC) Code: 11-9039

About the Program

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

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

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

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

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

Program Requirements

EDUC 530	Advanced Techniques in Instruction & Assessment	3.0
EDUC 533	Designing Virtual Communities	3.0
EDUC 537	Learning Disabilities II	3.0
EDUC 608	The Intercultural Learner	3.0
EDUC 714	Instructional and Curriculum Leadership	3.0
EDUC 813	Educational Issues Seminar	3.0
Total Credits		18.0

Additional Information

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

Post-Master's Certificate in Applied Behavior Analysis

Certificate Level: Graduate

Admission Requirements: Master's degree in Education or Psychology

Certificate Type: Post-Master's

Number of Credits to Completion: 31.5

Instructional Delivery: Campus; Online

Calendar Type: Quarter

Expected Time to Completion: 9 to 15 months

Financial Aid Eligibility: Aid eligible

Classification of Instructional Programs (CIP) Code: 42.2814

Standard Occupational Classification (SOC) Code: 19-3031

About the Program

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

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

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

Admission Requirements

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

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

- Completed graduate school application form
- Official transcripts from all universities or colleges attended
- Two letters of recommendation—professional or academic
- An essay describing why the applicant is interested in pursuing graduate study in this field
- Resume
- An interview, in person or by phone, may be conducted by the admissions committee with those applicants who meet Graduate Admissions' standard admissions criteria.

Program Requirements

Core Applied Behavior Analysis Courses

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

Sample Plan of Study

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
ABA 630	4.5 ABA 631	4.5 ABA 634	4.5 ABA 636	4.5
ABA 632	4.5 ABA 633	4.5 ABA 635	4.5	
	9	9	9	4.5
Total Credits 31.5				

Additional Information

For more information about this program, contact:

Kyra Dukes, MS
Program Manager
Applied Behavior Analysis Program
kat353@drexel.edu

Certificate in Autism Spectrum Disorders

Certificate Level: Graduate

Admission Requirements: Bachelor's degree

Certificate Type: Post-Baccalaureate

Number of Credits to Completion: 15.0

Instructional Delivery: Online, Campus

Calendar Type: Quarter

Expected Time to Completion: 1 year

Financial Aid Eligibility: Aid eligible

Classification of Instructional Program (CIP) Code: 13.1013

Standard Occupational Classification (SOC) Code: 25-2059

About the Program

Within the past decade, the number of children diagnosed with an Autism Spectrum Disorder (ASD) has increased drastically. Consequently, the need for professionals trained in this specialized area has significantly increased. This course sequence is designed for those who seek additional expertise in this critical-need area. Students who complete the

graduate-level Certificate in Autism Spectrum Disorders are equipped with the fundamental skills, knowledge, teaching methods, interventions, and supports needed to work with students with ASD who have varying profiles.

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

Admission Requirements

Students applying to this program should have the following:

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

Program Requirements

Introductory Course

EDEX 555	Teaching Students with Autism Spectrum Disorder	3.0
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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.

Sample Plan of Study

First Year

Term 1	Credits	Term 2	Credits
EDEX 555	3.0	EDEX 560	3.0
EDEX 556	3.0	EDEX 562	3.0
EDEX 558	3.0		
	9		6

Total Credits 15

Additional Information:

For more information about this program, contact the program manager:

Kyra Dukes, MS
Program Manager
kat353@drexel.edu

Certificate in Collaborative Special Education Law and Process

Certificate Level: Graduate

Admission Requirements: Bachelor's degree

Certificate Type: Post-Baccalaureate

Number of Credits to Completion: 12.0

Instructional Delivery: Online

Calendar Type: Quarter

Expected Time to Completion: 2 years

Financial Aid Eligibility: Not aid eligible

Classification of Instructional Program (CIP) Code: 13.0402

Standard Occupational Classification (SOC) Code: 11-9039

About the Program

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

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

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

Admission Requirements

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

Program Requirements

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

Additional Information:

For more information about this program, contact the program manager:

Ms. Kyra Dukes, Program Manager
kat353@drexel.edu

EDLS 624	1.0 EDLS 625	1.0 EDLS 626	1.0
	4	4	3
Total Credits 12			

Additional Information:

For more information about this program, contact the program manager:

Ms. Kyra Dukes, Program Manager
kat353@drexel.edu

Certificate in E-Learning Leadership

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

About the Program

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

Admission requires a bachelor's degree from an accredited institution and an undergraduate GPA of a 3.0 on a 4.0 scale. Up to 15.0 credit hours from the Certificate in E-Learning Leadership can be applied toward an MS in Learning Technologies (p. 32).

Objectives

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

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

Admission Requirements

Applicants for the program will follow the University standards for admission to graduate study. Prospective students must minimally have earned a bachelor's degree from an accredited institution and have an undergraduate GPA of 3.0 or higher to be considered for admission (graduate degree GPAs will be considered along with the undergraduate GPA).

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

- Completed application form including official transcripts from all universities or colleges attended
- Two letters of recommendation
- Personal essay
- Resume
- Application fee (if applicable)

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

Program Requirements

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

Sample Plan of Study

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDLT 551	3.0 EDLT 552	3.0 EDLT 553	3.0 ELL 504	3.0
ELL 501	3.0 ELL 503	3.0		
6		6	3	3
Total Credits 18				

Additional Information

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

Certificate in Education Policy

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

About the Program

The Certificate in Education Policy examines the concept of policy as it relates to education and educational institutions and their governance and practices. Students will learn the factors involved in education policymaking, including the ethics in policymaking decisions and the methods for analyzing phenomenon that impact education policy.

The program is designed to prepare educators of all types in the decision-making process of education policy development.

Program Requirements

Requirements

EDPO 620	Education Policy: Concepts, Issues, and Applications	3.0
EDPO 624	The Shaping of American Education Policy: Global Forces, Interest Groups, and Politics	3.0
EDPO 628	American Educational Policy and U.S. Competitiveness	3.0
EDPO 632	Ethics in Educational Policy Making	3.0
EDPO 636	Access & Equity in Educational Policy Making	3.0
EDPO 640	Educational Policy-Making Tactics & Influence	3.0
Total Credits		18.0

Sample Plan of Study

Sample Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDPO 620	3.0 EDPO 628	3.0 EDPO 636	3.0 EDPO 632	3.0
EDPO 624	3.0	EDPO 640	3.0	
	6	3	6	3

Total Credits 18

Additional Information

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

Certificate in Instructional Design

Certificate Level: Graduate

Admission Requirements: Bachelor's degree

Certificate Type: Post-Baccalaureate

Number of Credits to Completion: 27.0

Instructional Delivery: Online

Calendar Type: Quarter

Expected Time to Completion: 2 years

Financial Aid Eligibility: Aid eligible

Classification of Instructional Program (CIP) Code: 13.0501

Standard Occupational Classification (SOC) Code: 25-9031

About the Program

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

are encouraged to integrate their professional experiences and engage co-learners from other environments in their explorations.

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

- Create effective learning artifacts using a variety of media and methods, including hands-on experience using Adobe Captivate
- Design an effective instructional development plan that meets the needs of various stakeholders
- Collaborate with and lead a team of talented contributors to create an instructional product resulting in an effective and efficient outcome
- Design and integrate virtual community processes into learning environments, including social media via mobile devices
- Design effective learning experiences for online and blended students using tools and methods specific to these environments
- Apply knowledge from the quickly evolving field of learning science to the design process
- Create effective technology-enhanced instruction that includes analysis, design, development, implementation, and evaluation
- Recognize and adapt learning environments, tools, methods, and strategies to engage and optimize learning for disabled populations
- Negotiate an effective instructional design and development initiative that meets the needs of a real client
- Plan, develop, evaluate, and manage the rapid design/development of effective instructional materials

Admission Requirements

Applicants for the program will follow the University standards for admission to graduate study. Prospective students must minimally have earned a bachelor's degree from an accredited institution and have an undergraduate GPA of 3.0 or higher to be considered for admission (graduate degree GPAs will be considered along with the undergraduate GPA).

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

- Completed application form including official transcripts from all universities or colleges attended
- Two letters of recommendation
- Personal essay
- Resume
- Application fee (if applicable)

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

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

Program Requirements

Degree Requirements

Required Core Courses

EDLT 503	The Learning Sciences	3.0
EDLT 532	Designing Virtual Communities for Staff Development - Non-Field Experience	3.0
EDLT 541	Foundations of Game-Based Learning	3.0
EDLT 551	Instructional Design Methods	3.0

EDLT 552	Instructional Design: Project Management	3.0
EDLT 553	Instructional Design: Special Topics	3.0
EDLT 554	Learning with Social Media and Mobiles	3.0
ELL 503	Teaching and Learning Issues in E-Learning	3.0
ELL 504	Learning Technologies & Disabilities	3.0
Total Credits		27.0

Sample Plan of Study

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDLT 541	3.0 EDLT 503	3.0 EDLT 553	3.0 VACATION	
EDLT 551	3.0 EDLT 552	3.0 EDLT 554	3.0	
	6	6	6	0
Second Year				
Fall	Credits Winter	Credits		
ELL 504	3.0 EDLT 532	3.0		
	ELL 503	3.0		
	3	6		
Total Credits 27				

Additional Information

For more information about this program, please contact LearningTech@drexel.edu (learningtech@drexel.edu).

Instructional Technology Specialist Certificate

- Certificate Level: Graduate
- Admission Requirements: Bachelor's degree
- Certificate Type: Post-Baccalaureate
- Number of Credits to Completion: 27.0-33.0
- Instructional Delivery: Online
- Calendar Type: Quarter
- Expected Time to Completion: 2 years
- Financial Aid Eligibility: Aid eligible
- Classification of Instructional Program (CIP) Code: 13.0501
- Standard Occupational Classification (SOC) Code: 25-9031

About the Program

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

Applicants for the Instructional Technology Specialist certification should ideally possess valid Pennsylvania Instructional I or II Teaching Certification. Students working on their initial teaching certificate may be required to complete additional coursework. Please visit the School of Education (<http://www.drexel.edu/soe/>) for additional information.

Minimum coursework requirements for the Instructional Technology Specialist Certificate include 27.0 credits of specific pedagogy. The PA Certification requires a "B" or better in all certification coursework. If a student seeks the Instructional Technology Specialist PA Certification without a previously held teaching certificate, they will also be required to complete EDCR 518 and EDLT 525 .

Admission Requirements

Applicants for the program will follow the University standards for admission to graduate study. Prospective students must minimally have

earned a bachelor's degree from an accredited institution and have an undergraduate GPA of 3.0 or higher to be considered for admission (graduate degree GPAs will be considered along with the undergraduate GPA).

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

- Completed application form including official transcripts from all universities or colleges attended
- Two letters of recommendation
- Personal essay
- Resume
- Application fee (if applicable)

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

Program Requirements

Core Courses		
EDEX 542	Fundamentals of Special Education	3.0
EDEX 544	The Inclusive Classroom	3.0
EDLT 512	Using and Integrating Learning Technologies	3.0
EDLT 533	Designing Virtual Communities	3.0
EDLT 537	Technologies for Performance Support	3.0
EDLT 551	Instructional Design Methods	3.0
EDLT 552	Instructional Design: Project Management	3.0
EDUC 565	Foundations in Instructing English Language Learners	3.0
ELL 504	Learning Technologies & Disabilities	3.0
Additional required courses for candidates without prior teacher certification:		0.0-6.0
EDCR 518	Evidence-Based Evaluation	
EDLT 525	Design for Learning with Digital Media	
Total Credits		27.0-33.0

Sample Plan of Study

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDLT 512	3.0 EDLT 533 (20 hour internship)	3.0 EDEX 542	3.0 VACATION	
EDLT 551	3.0 EDLT 552	3.0 EDUC 565 (10 hour Field Experience)	3.0	
	6	6	6	0
Second Year				
Fall	Credits Winter	Credits		
EDLT 537	3.0 EDEX 544 (20 hour Field Experience)	3.0		
ELL 504	3.0			
	6	3		
Total Credits 27				

* If a student seeks the Instructional Technology Specialist PA Certificate without a previous held teaching certificate, he or she will also be required to complete EDCR 518 (<http://catalog.drexel.edu/search/?P=edcr+518>) and EDLT 525 through an individualized plan of study.

Additional Information

For more information about this program, please contact LearningTech@drexel.edu (learningtech@drexel.edu).

K-12 Virtual School Leadership Certificate

Certificate Level: Graduate

Admission Requirements: Bachelor's degree

Certificate Type: Post-Baccalaureate

Number of Credits to Completion: 18.0

Instructional Delivery: Online

Calendar Type: Quarter

Expected Time to Completion: 1 year

Financial Aid Eligibility: Not-aid eligible

Classification of Instructional Program (CIP) Code: 13.0499

Standard Occupational Classification (SOC) Code: 11-9039

About the Program

The K-12 Virtual School Leadership Certificate is designed to address the unique leadership, instructional, and evaluative skills required to effectively lead a K-12 virtual school, as well as support virtual teaching and learning in all school contexts. Courses in this program focus specifically on developing leadership practices using technology and emerging methods for quality teaching and online learning.

Admission Requirements

Bachelor's degree from an accredited college or university.

Program Requirements

Required courses

EDCR 510	Leadership in Educational Contexts and Systems	3.0
EDLT 512	Using and Integrating Learning Technologies	3.0
EDLT 561	Design-Based Research Methods	3.0
ELL 501	The Purpose and Business of E-Learning	3.0
ELL 503	Teaching and Learning Issues in E-Learning	3.0
ELL 504	Learning Technologies & Disabilities	3.0
Total Credits		18.0

Sample Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDCR 510	3.0 ELL 503	3.0 EDLT 561	3.0 ELL 504	3.0
EDLT 512	3.0	ELL 501	3.0	
	6	3	6	3

Total Credits 18

Certificate in Math Leadership & Coaching

Certificate Level: Graduate

Admission Requirements: Bachelor's degree

Certificate Type: Post-Baccalaureate

Number of Credits to Completion: 20.0

Instructional Delivery: Online, Campus

Calendar Type: Quarter

Expected Time to Completion: 1 year

Financial Aid Eligibility: Not aid eligible

Classification of Instructional Program (CIP) Code: 13.1311

Standard Occupational Classification (SOC) Code: 25-1022

About the Program

Building on the existing offerings of the Mathematics Learning and Teaching Program, this graduate certificate will enable current mathematics teachers and leaders to apply for State-Approved Endorsements in Mathematics Coaching. The program is designed to address the needs of math coaches and leaders for all levels of PreK-12 education; however, the program's flexible design will allow for students to specialize in PreK-12, PreK-8, or 6-12 mathematics coaching and leadership through appropriate selection of mathematics education core courses.

Program Requirements

Mathematics Education Core Courses

Select Two Courses:		6.0
MTED 500	Learning and Teaching Number and Operation	
MTED 501	Proportional and Algebraic Reasoning	
MTED 502	Geometry & Spatial Reasoning	
MTED 503	Data Analysis and Probabilistic & Statistical Reasoning	
MTED 511	Functions through the Curriculum	

Mathematics Coaching and Leadership Core Courses

MTED 621	Collaborative Instructional Design & Analysis I	3.0
MTED 642	Mathematics Coaching and Leadership	3.0
MTED 643	Practicum in Mathematics Coaching and Leadership	2.0
MTED 651	Problem Solving Strategies	3.0
EDAM 524	Mentoring and Collaborative Leadership	3.0

Total Credits 20.0

Certificate in Mathematics Learning & Teaching

Certificate Level: Graduate

Admissions Requirements: Bachelor's degree

Certificate Type: Post-Baccalaureate

Number of Credits to Completion: 15.0

Instructional Delivery: Online

Calendar Type: Quarter

Expected Time to Completion: 1 year

Financial Aid Eligibility: Aid eligible

Classification of Instructional Program (CIP) Code: 13.1311

Standard Occupational Classification (SOC) Code: 25-1022

About the Program

The Certificate in Mathematics Learning and Teaching requires the completion of 15.0 credit hours of coursework and is designed to provide mathematics teachers with development opportunities for enhancing the quality of their instruction. Recognizing that many teachers pursue graduate studies while working full-time, the program has been designed as such so that it can be completed over five quarters (requiring only one course per quarter). All courses in this program are in an online format.

Students in the certificate program take courses alongside those in the MS in Mathematics Learning & Teaching (p. 35). All of the certificate courses can be counted towards an MS in Mathematics Learning & Teaching program. Additionally, certificate students may concurrently pursue the MS in Teaching, Learning and Curriculum (p. 46).

Program Requirements

Required Course		
MTED 601	Diagnosing Student Mathematical Thinking	3.0
Select two of the following:		6.0
MTED 501	Proportional and Algebraic Reasoning	
MTED 502	Geometry & Spatial Reasoning	
MTED 503	Data Analysis and Probabilistic & Statistical Reasoning	
MTED 511	Functions through the Curriculum	
Students select 6.0 additional credits from any 600- 700 level MTED courses.		6.0
Total Credits		15.0

Middle Level (grades 4-8) Certification

Certificate Level: Graduate

Admissions Requirements: Bachelor's degree

Certificate Type: Post-Baccalaureate

Number of Credits to Completion: 33.0

Instructional Delivery: Online; Face-to-Face

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

About the Program

This certificate program is designed for individuals who hold a bachelor's degree and who seek to qualify for Pennsylvania teacher certification at the middle level (grades 4-8). The curriculum is designed for those changing careers as well as those who already serve as temporary, emergency, or substitute teachers and wish to earn a formal teaching credential. Students completing the certification program have the option to continue coursework to earn an MS in Teaching, Learning & Curriculum degree. All graduate credits earned in this certificate program may be applied toward the MS in Teaching, Learning & Curriculum (p. 46) degree.

This program addresses the complexities of adolescent development through discussion of theories. It explores the middle school environment, developmentally appropriate middle school programs, strategies for supporting students through the transition to middle school, and the impact of peer pressure on the middle school child. The coursework in this program will prepare students for a Pennsylvania Instructional I Certificate. For students intending to teach outside of Pennsylvania, through operation of interstate reciprocity agreements, a Pennsylvania teaching certificate may be converted to the analogous teaching certificate in another state. The School of Education recommends prospective students contact their state's Department of Education to find out these transfer procedures before proceeding.

Program Learning Objectives

- Professionalism: Upon completion of the program, the teacher candidate is able to:
 - Make ethical, sound decisions based on Pennsylvania Professional Code of Conduct
 - Demonstrate leadership in the classroom, school community, and profession that is focused on positive and innovative change
 - Seek ongoing professional growth and development in the field to improve practice

- Demonstrate a growth mindset and take responsibility for student learning and academic growth
- Partner with parents in the education of their children
- Diversity: Upon completion of the program, the teacher candidate is able to:
 - Use culturally responsive pedagogy to create equitable learning experiences for all students
 - Use critical self-reflection to understand one's own identity in the context of a classroom of diverse learners
 - Create an inclusive classroom environment with high expectations for all learners
- Reflective Practice: Upon completion of the program, the teacher candidate is able to:
 - Demonstrate the ability to self-reflect on their professional practice
 - Use data and classroom-based evidence to inform and improve professional practice
- Pedagogical Content Knowledge: Upon completion of the program, the teacher candidate is able to:
 - Demonstrate strong content knowledge in all subject areas that are developmentally appropriate and aligned with NAEYC standards and program outcomes
 - Deliver effective developmentally informed instruction that is culturally and linguistically sensitive to the children in the class
 - Use appropriate means of ongoing assessment that is developmentally appropriate and sensitive to the unique capabilities of young children, and utilize assessment information to make appropriate modifications to the curriculum that will demonstrate children's progress and ensure optimal learning opportunities for all children
 - Integrate tools of technology in teaching and learning that are appropriate for the developmental levels of children and that expand, enrich, implement, individualize, differentiate, and extend the overall curriculum.
 - Construct well-written, research-based, developmentally appropriate lesson plans that reflect active teaching and learning
- Classroom Climate: Upon completion of the program, the teacher candidate is able to:
 - Create a safe, positive, and productive learning environment that supports and facilitates learning for all students
 - Build a sense of community in a collaborative climate based on developmentally appropriate prosocial skills where students work collaboratively and have a shared sense of ownership
- Developmentally Appropriate Practice: Upon completion of the program, the teacher candidate is able to:
 - Demonstrate a thorough understanding of child and/or adolescent development and the learning sciences.
 - Use differentiated instruction to meet the diverse learning needs of one's students
 - Use developmentally informed teaching practices

Pennsylvania Certification Area

Successful completion of Drexel University's Pennsylvania Department of Education approved programs will allow candidates to pursue Pennsylvania Instructional I certification in the area of middle level (4-8) math, science, social studies, or English. Additional content area

coursework (or equivalent) may be required and is determined by departmental review at the time of application.

Admission Requirements

The candidate will complete the following application procedures:

- Candidate submits the Drexel application materials consisting of:
 - Completed application
 - Well-written essay to assess writing level/ability
 - Current resume
 - Two recommendation letters
 - Official transcripts from all institutions of higher education attended
- Candidates are also required to follow Drexel's procedure for obtaining the required state and federal clearances to engage in learning activities in schools.

Program Requirements

Middle Years (grades 4-8) Certification

EDEX 542	Fundamentals of Special Education	3.0
EDEX 544	The Inclusive Classroom	3.0
EDEX 568	Literacy and Content Skill Development PK-12	3.0
EDLT 525	Design for Learning with Digital Media	3.0
EDUC 507	Teaching the Middle School Child	3.0
EDUC 520	Professional Studies in Instruction (Middle)	3.0
EDUC 522	Evaluation of Instruction	3.0
EDUC 540	Field Experience	3.0
EDUC 562	Middle Years Social Studies Methods	1.5
EDUC 564	English/Language Arts Teaching Methods for the Middle Years	1.5
EDUC 565	Foundations in Instructing English Language Learners	3.0
EDUC 567	Middle Years Science Methods	1.5
MTED 563	Middle Years Mathematical Methods (4-8)	1.5
Total Credits		33.0

Sample Plan of Study

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDUC 520	3.0 EDEX 544	3.0 EDUC 565	3.0 EDUC 522	3.0
EDEX 542	3.0 EDUC 507	3.0 EDEX 568	3.0 EDLT 525	3.0
	6	6	6	6
Second Year				
Fall	Credits Winter	Credits		
EDUC 564	1.5 EDUC 562	1.5		
MTED 563	1.5 EDUC 567	1.5		
	EDUC 540	3.0		
	3	6		
Total Credits				33

Certificate in Mind, Brain & Learning

Certificate Level: Graduate

Admissions 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 as of Fall 2020 term

Classification of Instructional Program (CIP) Code: 13.9999

Standard Occupational Classification (SOC) Code:

About the Program

The post-baccalaureate Certificate in Mind, Brain, and Learning provides educators and professional development trainers with an the opportunity to study mind, brain, and education science within real-world contexts.

Post-baccalaureate professionals in this certificate will be able to apply knowledge, skills, and experience to course design and instruction across educational formats, including online, blended/hybrid, and onsite to optimize learning within educational and workforce environments.

Program Requirements

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

Sample Plan of Study

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
CRTV 615	3.0 EDHE 620	3.0 EDHE 621	3.0 EDHE 622	3.0
	3	3	3	3
Total Credits				12

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 or contact he@drexel.edu.

Post-Bachelor's Teaching Certificate: Elementary Education

Certificate Level: Graduate

Admission Requirements: Bachelor's degree

Certificate Type: Post-Baccalaureate

Number of Credits to Completion: 42.0

Instructional Delivery: Campus, Online

Calendar Type: Quarter

Expected Time to Completion: 2 years

Financial Aid Eligibility: Aid eligible

Classification of Instructional Program (CIP) Code: 13.1202

Standard Occupational Classification (SOC) Code: 25-2021

About the Program

This certificate program is designed for individuals who hold a bachelor's degree and who seek to qualify for Pennsylvania teacher certification at the elementary level (PreK to 4th grade). The curriculum is designed for those changing careers as well as those who already serve as temporary, emergency, or substitute teachers and wish to earn a formal teaching credential. Students completing the certification program have the option to continue coursework to earn their MS in Teaching, Learning & Curriculum degree. All graduate credits earned in this certificate program may be applied toward the MS in Teaching, Learning & Curriculum.

(p. 46) The coursework in this program will prepare students for a Pennsylvania Instructional I Certificate.

For students intending to teach outside of Pennsylvania, through operation of interstate reciprocity agreements, a Pennsylvania teaching certificate may be converted to the analogous teaching certificate in another state. The School of Education recommends prospective students contact their state’s Department of Education to find out these transfer procedures before proceeding.

Program Goals

- Professionalism: Upon completion of the program, the teacher candidate is able to:
 - Make ethical, sound decisions based on Pennsylvania Professional Code of Conduct
 - Demonstrate leadership in the classroom, school community, and profession that is focused on positive and innovative change
 - Seek ongoing professional growth and development in the field to improve practice
 - Demonstrate a growth mindset and take responsibility for student learning and academic growth
 - Partner with parents in the education of their children

- Diversity: Upon completion of the program, the teacher candidate is able to:
 - Use culturally responsive pedagogy to create equitable learning experiences for all students
 - Use critical self-reflection to understand one’s own identity in the context of a classroom of diverse learners
 - Create an inclusive classroom environment with high expectations for all learners

- Reflective Practice: Upon completion of the program, the teacher candidate is able to:
 - Demonstrate the ability to self-reflect on their professional practice
 - Use data and classroom-based evidence to inform and improve professional practice

- Pedagogical Content Knowledge: Upon completion of the program, the teacher candidate is able to:
 - Demonstrate strong content knowledge in all subject areas that are developmentally appropriate and aligned with NAEYC standards and program outcomes
 - Deliver effective developmentally informed instruction that is culturally and linguistically sensitive to the children in the class
 - Use appropriate means of ongoing assessment that is developmentally appropriate and sensitive to the unique capabilities of young children, and utilize assessment information to make appropriate modifications to the curriculum that will demonstrate children’s progress and ensure optimal learning opportunities for all children
 - Integrate tools of technology in teaching and learning that are appropriate for the developmental levels of children and that expand, enrich, implement, individualize, differentiate, and extend the overall curriculum.
 - Construct well-written, research-based, developmentally appropriate lesson plans that reflect active teaching and learning

- Classroom Climate: Upon completion of the program, the teacher candidate is able to:

- Create a safe, positive, and productive learning environment that supports and facilitates learning for all students
- Build a sense of community in a collaborative climate based on developmentally appropriate prosocial skills where students work collaboratively and have a shared sense of ownership

- Developmentally Appropriate Practice: Upon completion of the program, the teacher candidate is able to:
 - Demonstrate a thorough understanding of child and/or adolescent development and the learning sciences.
 - Use differentiated instruction to meet the diverse learning needs of one’s students
 - Use developmentally informed teaching practices

Pennsylvania Certification

Successful completion of Drexel University’s Pennsylvania Department of Education approved programs will allow candidates to pursue Pennsylvania Instructional I certification in the area of Elementary Education (PreK-4).

Additional content area coursework (or equivalent) may be required and is determined by departmental review at the time of application.

Program Requirements

Early Childhood/Elementary (PreK-4) Certification

EDEX 542	Fundamentals of Special Education	3.0
EDEX 544	The Inclusive Classroom (Field Experience required)	3.0
EDEX 568	Literacy and Content Skill Development PK-12	3.0
EDLT 525	Design for Learning with Digital Media	3.0
EDUC 513	Elementary Science Teaching Methods	3.0
EDUC 520	Professional Studies in Instruction	3.0
EDUC 521	Typical and Atypical Development in Early Childhood Education (Field Experience required)	3.0
EDUC 522	Evaluation of Instruction	3.0
EDUC 529	Early Literacy (Field Experience required)	3.0
EDUC 539	Expressive Arts	3.0
EDUC 540	Field Experience (12 week Full time Student Teaching)	3.0
EDUC 555	Social Studies Teaching Methods	3.0
EDUC 565	Foundations in Instructing English Language Learners (Field Experience required)	3.0
MTED 517	Mathematics Methods and Content (PreK-4) (Field Experience required)	3.0
Total Credits		42.0

Sample Plan of Study

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDEX 542	3.0 EDEX 544*	3.0 EDEX 568	3.0 EDUC 513	3.0
EDUC 520	3.0 EDLT 525	3.0 EDUC 521*	3.0 EDUC 522	3.0
6		6		6
Second Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDUC 529*	3.0 EDUC 540**	3.0 EDUC 555	3.0 EDUC 539	3.0
MTED 517*	3.0	EDUC 565*	3.0	
6		3		3
Total Credits				42

* Field Experience required

** Mandatory Full-time Student Teaching

Post-Bachelor's Teaching Certificate: Secondary Education

Certificate Level: Graduate

Admission Requirements: Bachelor's degree

Certificate Type: Post-Baccalaureate

Number of Credits to Completion: 30.0

Instructional Delivery: Online, Campus

Calendar Type: Quarter

Expected Time to Completion: 2 years

Financial Aid Eligibility: Aid eligible

Classification of Instructional Program (CIP) Code: 13.1205

Standard Occupational Classification (SOC) Code: 25-2031

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. 46).

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

For students intending to teach outside of Pennsylvania, through operation of interstate reciprocity agreements, a Pennsylvania teaching certificate may be converted to the analogous teaching certificate in another state. The School recommends prospective students contact the state's Department of Education to find out these transfer procedures before proceeding.

Program Learning Objectives

- **Professionalism:** Upon completion of the program, the teacher candidate is able to:
 - Make ethical, sound decisions based on Pennsylvania Professional Code of Conduct
 - Demonstrate leadership in the classroom, school community, and profession that is focused on positive and innovative change
 - Seek ongoing professional growth and development in the field to improve practice
 - Demonstrate a growth mindset and take responsibility for student learning and academic growth
 - Partner with parents in the education of their children
- **Diversity:** Upon completion of the program, the teacher candidate is able to:
 - Use culturally responsive pedagogy to create equitable learning experiences for all students
 - Use critical self-reflection to understand one's own identity in the context of a classroom of diverse learners
 - Create an inclusive classroom environment with high expectations for all learners
- **Reflective Practice:** Upon completion of the program, the teacher candidate is able to:

- Demonstrate the ability to self-reflect on their professional practice
- Use data and classroom-based evidence to inform and improve professional practice
- **Pedagogical Content Knowledge:** Upon completion of the program, the teacher candidate is able to:
 - Demonstrate strong content knowledge in all subject areas that are developmentally appropriate and aligned with NAEYC standards and program outcomes
 - Deliver effective, developmentally informed instruction that is culturally and linguistically sensitive to the children in the class
 - Use appropriate means of ongoing assessment that is developmentally appropriate and sensitive to the unique capabilities of young children, and utilize assessment information to make appropriate modifications to the curriculum that will demonstrate children's progress and ensure optimal learning opportunities for all children
 - Integrate tools of technology in teaching and learning that are appropriate for the developmental levels of children and that expand, enrich, implement, individualize, differentiate, and extend the overall curriculum
 - Construct well-written, research-based, developmentally appropriate lesson plans that reflect active teaching and learning
- **Classroom Climate:** Upon completion of the program, the teacher candidate is able to:
 - Create a safe, positive, and productive learning environment that supports and facilitates learning for all students
 - Build a sense of community in a collaborative climate based on developmentally appropriate prosocial skills where students work collaboratively and have a shared sense of ownership
- **Developmentally Appropriate Practice:** Upon completion of the program, the teacher candidate is able to:
 - Demonstrate a thorough understanding of child and/or adolescent development and the learning sciences
 - Use differentiated instruction to meet the diverse learning needs of one's students
 - Use developmentally informed teaching practices

Pennsylvania Certification Areas

Drexel University's Pennsylvania Department of Education approved programs certify students who already hold bachelor's degrees to be teachers in Secondary Education (7-12):

- Biology
- Chemistry
- Earth and space science
- English
- General science
- Mathematics
- Physics
- Social studies

Additional content area coursework (or equivalent) may be required and is determined by departmental review at the time of application.

Program Requirements

Secondary Biology Core Certification requirements

EDEX 542 Fundamentals of Special Education

3.0

EDEX 544	The Inclusive Classroom (Field Experience required)	3.0
EDEX 568	Literacy and Content Skill Development PK-12	3.0
EDLT 525	Design for Learning with Digital Media	3.0
EDUC 514	Science Teaching Methods (Field Experience required)	3.0
EDUC 515	Adolescent Learners in Secondary Schools (Field Experience required)	3.0
EDUC 520	Professional Studies in Instruction	3.0
EDUC 522	Evaluation of Instruction	3.0
EDUC 540	Field Experience (12 week Full time student teaching)	3.0
EDUC 565	Foundations in Instructing English Language Learners (Field Experience required)	3.0
Total Credits		30.0

Sample Plan of Study

First Year (Part-Time)

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDEX 542	3.0 EDEX 544*	3.0 EDEX 568	3.0 EDLT 525	3.0
EDUC 520	3.0 EDUC 515*	3.0	EDUC 522	3.0
	6	6	3	6

Second Year (Part-Time)

Fall	Credits Winter	Credits
EDUC 514*	3.0 EDUC 540**	3.0
EDUC 565*	3.0	
	6	3

Total Credits 30

* Field Experience required

** 12-week full-time student teaching experience

Program Requirements

Secondary Chemistry Core Certification Requirements

EDEX 542	Fundamentals of Special Education	3.0
EDEX 544	The Inclusive Classroom (Field Experience required)	3.0
EDEX 568	Literacy and Content Skill Development PK-12	3.0
EDUC 514	Science Teaching Methods (Field Experience required)	3.0
EDUC 515	Adolescent Learners in Secondary Schools (Field Experience required)	3.0
EDUC 520	Professional Studies in Instruction	3.0
EDUC 522	Evaluation of Instruction	3.0
EDUC 540	Field Experience (12 week Full time Student Teaching required)	3.0
EDUC 565	Foundations in Instructing English Language Learners (Field Experience required)	3.0
EDLT 525	Design for Learning with Digital Media	3.0
Total Credits		30.0

Sample Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDEX 542	3.0 EDEX 544*	3.0 EDEX 568	3.0 EDLT 525	3.0
EDUC 520	3.0 EDUC 515*	3.0	EDUC 522	3.0
	6	6	3	6

Second Year

Fall	Credits Winter	Credits
EDUC 514*	3.0 EDUC 540**	3.0
EDUC 565*	3.0	
	6	3

Total Credits 30

* Field Experience required

** 12-week full-time student teaching experience

Program Requirements

Secondary Earth and Space Science Core Certification requirements

EDEX 542	Fundamentals of Special Education	3.0
EDEX 544	The Inclusive Classroom (Field Experience required)	3.0
EDUC 514	Science Teaching Methods (Field Experience required)	3.0
EDEX 568	Literacy and Content Skill Development PK-12	3.0
EDUC 515	Adolescent Learners in Secondary Schools (Field Experience required)	3.0
EDUC 520	Professional Studies in Instruction	3.0
EDUC 522	Evaluation of Instruction	3.0
EDUC 540	Field Experience (12 week Full Time Student Teaching required)	3.0
EDLT 525	Design for Learning with Digital Media	3.0
EDUC 565	Foundations in Instructing English Language Learners (Field Experience required)	3.0
Total Credits		30.0

Sample Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDEX 542	3.0 EDEX 544*	3.0 EDEX 568	3.0 EDLT 525	3.0
EDUC 520	3.0 EDUC 515*	3.0	EDUC 522	3.0
	6	6	3	6

Second Year

Fall	Credits Winter	Credits
EDUC 514*	3.0 EDUC 540**	3.0
EDUC 565*	3.0	
	6	3

Total Credits 30

* Field Experience required

** 12-week full-time student teaching experience

Program Requirements

Secondary English Core Certification Requirements

EDEX 542	Fundamentals of Special Education	3.0
EDEX 544	The Inclusive Classroom (Field Experience required)	3.0
EDUC 515	Adolescent Learners in Secondary Schools (Field Experience required)	3.0
EDEX 568	Literacy and Content Skill Development PK-12	3.0
EDUC 520	Professional Studies in Instruction	3.0
EDUC 522	Evaluation of Instruction	3.0
EDUC 538	English Teaching Methods (Field Experience required)	3.0
EDLT 525	Design for Learning with Digital Media	3.0
EDUC 540	Field Experience (12 week Full Time Student Teaching)	3.0
EDUC 565	Foundations in Instructing English Language Learners (Field Experience required)	3.0
Total Credits		30.0

Sample Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDEX 542	3.0 EDUC 515*	3.0 EDEX 568	3.0 EDLT 525	3.0
EDUC 520	3.0 EDEX 544*	3.0	EDUC 522	3.0
	6	6	3	6

Second Year

Fall	Credits Winter	Credits
EDUC 538 [*]	3.0 EDUC 540 ^{**}	3.0
EDUC 565 [*]	3.0	
6		3

Total Credits 30

* Field Experience required

** 12-week full-time student teaching experience

Program Requirements**Secondary General Science Core Certification Requirements**

EDEX 542	Fundamentals of Special Education	3.0
EDEX 544	The Inclusive Classroom (Field Experience required)	3.0
EDUC 514	Science Teaching Methods (Field Experience required)	3.0
EDEX 568	Literacy and Content Skill Development PK-12	3.0
EDUC 515	Adolescent Learners in Secondary Schools (Field Experience required)	3.0
EDUC 520	Professional Studies in Instruction	3.0
EDUC 522	Evaluation of Instruction	3.0
EDUC 540	Field Experience (12 week Full Time Student Teaching required)	3.0
EDLT 525	Design for Learning with Digital Media	3.0
EDUC 565	Foundations in Instructing English Language Learners (Field Experience required)	3.0

Total Credits 30.0**Sample Plan of Study****First Year**

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDEX 542	3.0 EDEX 544 [*]	3.0 EDEX 568	3.0 EDLT 525	3.0
EDUC 520	3.0 EDUC 515 [*]	3.0	EDUC 522	3.0
6		6	3	6

Second Year

Fall	Credits Winter	Credits
EDUC 514 [*]	3.0 EDUC 540 ^{**}	3.0
EDUC 565 [*]	3.0	
6		3

Total Credits 30

* Field Experience required

** 12-week full-time student teaching experience

Program Requirements**Secondary Mathematics Core Certification Requirements**

EDEX 542	Fundamentals of Special Education	3.0
EDEX 544	The Inclusive Classroom (Field Experience required)	3.0
EDUC 515	Adolescent Learners in Secondary Schools (Field Experience required)	3.0
EDEX 568	Literacy and Content Skill Development PK-12	3.0
EDUC 520	Professional Studies in Instruction	3.0
EDUC 522	Evaluation of Instruction	3.0
EDUC 540	Field Experience (12 week Full Time Student Teaching required)	3.0
EDLT 525	Design for Learning with Digital Media	3.0
EDUC 565	Foundations in Instructing English Language Learners (Field Experience required)	3.0
MTED 519	Teaching Secondary Mathematics (Field Experience required)	3.0

Total Credits 30.0**Sample Plan of Study****First Year**

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDEX 542	3.0 EDEX 544 [*]	3.0 EDEX 568	3.0 EDLT 525	3.0
EDUC 520	3.0 EDUC 515 [*]	3.0	EDUC 522	3.0
6		6	3	6

Second Year

Fall	Credits Winter	Credits
EDUC 565 [*]	3.0 EDUC 540 ^{**}	3.0
MTED 519 [*]	3.0	
6		3

Total Credits 30

* Field Experience required

** 12-week full-time student teaching experience

Program Requirements**Secondary Physics Core Certification Requirements**

EDEX 542	Fundamentals of Special Education	3.0
EDEX 544	The Inclusive Classroom (Field Experience required)	3.0
EDUC 514	Science Teaching Methods (Field Experience required)	3.0
EDEX 568	Literacy and Content Skill Development PK-12	3.0
EDUC 515	Adolescent Learners in Secondary Schools (Field Experience required)	3.0
EDUC 520	Professional Studies in Instruction	3.0
EDUC 522	Evaluation of Instruction	3.0
EDUC 540	Field Experience (12 week Full Time Student teaching required)	3.0
EDLT 525	Design for Learning with Digital Media	3.0
EDUC 565	Foundations in Instructing English Language Learners (Field Experience required)	3.0

Total Credits 30.0**Sample Plan of Study****First Year**

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDEX 542	3.0 EDEX 544 [*]	3.0 EDEX 568	3.0 EDLT 525	3.0
EDUC 520	3.0 EDUC 515 [*]	3.0	EDUC 522	3.0
6		6	3	6

Second Year

Fall	Credits Winter	Credits
EDUC 514 [*]	3.0 EDUC 540 ^{**}	3.0
EDUC 565 [*]	3.0	
6		3

Total Credits 30

* Field Experience required

** 12-week full-time student teaching experience

Program Requirements**Secondary Social Studies Core Certification Requirements**

EDEX 542	Fundamentals of Special Education	3.0
EDEX 544	The Inclusive Classroom (Field Experience required)	3.0
EDUC 515	Adolescent Learners in Secondary Schools (Field Experience required)	3.0
EDEX 568	Literacy and Content Skill Development PK-12	3.0
EDUC 520	Professional Studies in Instruction	3.0
EDUC 522	Evaluation of Instruction	3.0
EDUC 540	Field Experience (12 week Full Time Student Teaching required)	3.0

EDLT 525	Design for Learning with Digital Media	3.0
EDUC 556	Secondary Social Studies Methods (7-12) (Field Experience required)	3.0
EDUC 565	Foundations in Instructing English Language Learners (Field Experience required)	3.0
Total Credits		30.0

Sample Plan of Study

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDEX 542	3.0 EDEX 544*	3.0 EDEX 568	3.0 EDLT 525	3.0
EDUC 520	3.0 EDUC 515*	3.0	EDUC 522	3.0
	6	6	3	6
Second Year				
Fall	Credits Winter	Credits		
EDUC 565*	3.0 EDUC 540**	3.0		
MTED 519*	3.0			
	6	3		
Total Credits 30				

- * Field Experience required
- ** 12-week full-time student teaching experience

Reading Specialist Certificate

Certificate Level: Graduate
Admissions Requirements: Bachelor's degree
Certificate Type: Post-Baccalaureate
Number of Credits to Completion: 31.0
Instructional Delivery: Online
Calendar Type: Quarter
Expected Time to Completion: 2 years
Financial Aid Eligibility: Aid eligible
Classification of Instructional Program (CIP) Code: 13.1315
Standard Occupational Classification (SOC) Code: 25-2022; 25-2031

About the Program

The Reading Specialist Certificate Program is designed for teachers who already possess an Instructional I certificate in PA or another State who has a desire to become literacy coach, a literacy program/curriculum consultant (for a school, literacy center, etc.), a reading intervention specialist, or to supplement existing knowledge/skills in developing expertise as a reading instructor. The program is designed for teachers who want to obtain another certification as a Reading Specialist. Students completing Drexel's Reading Specialist program would also become eligible to obtain the Wilson Language Instruction Level 1 by the Wilson Language Corporation. Through reciprocity agreements among the states, graduates can transfer their certification in almost any state across the United States.

Program Requirements

Reading Specialist Certificate Requirements:		
EDLS 550	Theories of Reading and Writing	3.0
EDLS 555	Understanding Literacy through Sociocultural Perspectives	3.0
EDLS 560	Reading and Writing in the Content Areas (7-12)	3.0
EDLS 565	Constructing Meaning through Reading and Writing	3.0
EDLS 570	Literacy and Evaluation	3.0
EDLS 575	Responding to Children's and Young Adult Literature	3.0
EDLS 620	Applied Methods in Multisensory Reading Instruction	1.0
EDLS 622	Basic Word Study I	3.0

EDLS 623	Basic Word Study II	3.0
EDLS 624	Multisensory Practicum I	1.0
EDLS 625	Multisensory Practicum II	1.0
EDLS 626	Multisensory Practicum III	1.0
EDLS 650	Designing a Literacy Program	3.0
Total Credits		31.0

Sample Plan of Study

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDLS 620	1.0 EDLS 550	3.0 EDLS 555 (10 hr Observation)	3.0 EDLS 560 (15 hr Practicum in-class activities)*	3.0
	EDLS 622	3.0 EDLS 623	3.0 EDLS 570 (5 hr Practicum in-class assessment)*	3.0
	EDLS 624 (20 hr. Practicum working 1 on 1 with student)*	1.0 EDLS 625 (20 hr. Practicum working 1 on 1 with student)*	1.0 EDLS 626 (20 hr Practicum working 1 on 1 with student)*	1.0
	1	7	7	7
Second Year				
Fall	Credits			
EDLS 565	3.0			
EDLS 575 (Practicum - 3 student interviews)*	3.0			
EDLS 650 (20-30 hrs Practicum - clinical component designing literacy program)*	3.0			
	9			
Total Credits 31				

* Courses require all students (regardless of being an in-service teacher) to update and submit all required clearances (FBI and all other clearances required of your State/District) to the Field Placement Office via StuTeach@drexel.edu and electronically complete the AY Field Placement Application Form (<http://drexel.edu/soe/academics/undergraduate/Certification-Information/teacher-certification-forms/academic-year-field-placement-form/>) for courses by term for entire academic year. For all clearance information go to the School of Education's Field Placement Office Website (<http://www.drexel.edu/soe/academics/field-placement-office/>).

School Principal Certificate

Certificate Level: Graduate
Admissions Requirements: Bachelor's
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

About the Program

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

Admission Requirements

Applicants come from a variety of undergraduate and graduate backgrounds and typically desire to provide leadership for change as a school principal. The School Principal Certification is available for teachers or counselors who already possess initial teaching or educational specialist certificates. Applicants must meet the general admissions requirements for graduate studies at Drexel University.

Program Requirements

Students will not be recommended for the School Principal Certificate until all course requirements are met, the initial teaching or educational specialist certificate has been received, submitted passing Praxis Exam scores, and three years of satisfactory professional school experience have been completed. Minimum coursework requirements for the School Principal Certificate include 24.0 credits of specific pedagogy as outlined below. Students must achieve the grade of B or better in each graduate-level course needed for certification.

Certification Courses

EDAM 705	School Law and Politics	3.0
EDAM 708	Integration of Technology with School Instruction and Management	3.0
EDAM 710	School Finance and Facilities	3.0
EDAM 712	School and Community Partnerships and Relations	3.0
EDAM 714	Instructional and Curriculum Leadership	3.0
EDAM 715	School Principal Internship: Technology	1.5
EDAM 716	School Principal Internship: Finance	1.5
EDAM 717	School Principal Internship: Leadership	1.5
EDAM 718	School Principal Internship: Relations	1.5
EDCR 510	Leadership in Educational Contexts and Systems	3.0
Total Credits		24.0

Students working toward School Principal Certification engage in a corresponding 1.5-credit school-based internship when enrolled in EDAM 715, EDAM 716, EDAM 717, EDAM 718 related to each course's content.

Sample Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDCR 510	3.0 EDAM 712	3.0 EDAM 714	3.0 EDAM 705	3.0
	EDAM 718	1.5 EDAM 717	1.5 EDAM 708	3.0
			EDAM 715	1.5
	3	4.5	4.5	7.5

Second Year

Fall	Credits
EDAM 710	3.0

EDAM 716	1.5
	4.5
Total Credits 24	

Students who possess a valid state-issued teacher or educational specialist certification and have completed a minimum of three years of satisfactory professional school experience upon successful completion of these certification courses, and who also meet the current state minimum score on the appropriate Praxis Exam may apply for School Principal Certification.

Additional Information

Students can receive a Master of Science degree in Educational Administration while pursuing the School Principal Certification. For more information, visit the Educational Administration (p. 13) catalog page.

Certificate in Social Emotional & Behavioral Wellness

Certificate Level: Graduate

Admission Requirements: Bachelor's degree

Certificate Type: Post-Baccalaureate

Number of Credits to Completion: 12.0

Instructional Delivery: Online

Calendar Type: Quarter

Expected Time to Completion: 6 to 12 months

Financial Aid Eligibility: Aid eligible as of Fall 2020 term

Classification of Instructional Program (CIP) Code: 13.1005

Standard Occupational Classification (SOC) Code: 25-2059

About the Program

The purpose of this endorsement is to further prepare professional educators to build resiliency in students by facilitating social, emotional, and behavioral wellness in order to address non-academic barriers to learning. All courses are grounded in theories of cognitive, social, emotional, and behavioral development and demonstrate research-based practices that enable candidates to gain knowledge and experience needed to work successfully with family members and the broader community in supporting social, emotional, and behavioral wellness of PK-12 students.

Admission Requirements

A bachelor's degree is required. Student must hold their Instructional I certification or be actively pursuing the certification at point of admission.

Program Requirements

EDEX 580	Social Emotional Wellness and Evidence-Based Preventative School Practices	3.0
EDEX 581	Understanding Social Emotional Disorders	3.0
EDEX 582	Evidence-Based School Interventions and Trauma Informed Education/Care	3.0
EDEX 583	Collaboration and Community Based Practices to Promote Social Emotion Wellness	3.0
Total Credits		12.0

Sample Plan of Study

First Year				
Term 1	Credits Term 2	Credits Term 3	Credits Term 4	Credits
EDEX 580	3.0 EDEX 581	3.0 EDEX 582	3.0 EDEX 583	3.0
	3	3	3	3
Total Credits 12				

Additional Information:

For more information about this program, contact the program manager:

Ms. Kyra Dukes, Program Manager
kat353@drexel.edu

Special Education PK-12 Certification

Certificate Level: Graduate
Admission Requirements: Bachelor's degree
Certificate Type: Post-Baccalaureate
Number of Credits to Completion: 27.0
Instructional Delivery: Online
Calendar Type: Quarter
Expected Time to Completion: 2 years
Financial Aid Eligibility: Aid eligible as of Fall 2020 term
Classification of Instructional Program (CIP) Code: 13.1017
Standard Occupational Classification (SOC) Code: 25-2052

About the Program

The Special Education PK-12 Certification program seeks to produce professionals who are equipped with the fundamental skills, knowledge, and competencies necessary to meet the needs of students at risk for school failure and students with disabilities in multiple settings.

This certificate program focuses on students at the prekindergarten through secondary level. The Special Education PK-12 Certification program is intended for those interested in gaining greater skills and expertise in the area of special education and a teaching certificate in the area of PK-12 special education.

This program is a part-time graduate program consisting of 27.0 credits in core special education certification courses. For students who have not completed the prerequisite courses, the program will require 36.0 credits; 27.0 credits in core special education PK-12 certification courses and 9.0 credits in prerequisite courses.

The courses cover all required state and federal regulations as well as the PA General Standards for Special Education and the standards outlined by the Council of Exceptional Children (CEC).

Admission Requirements

Bachelor's degree from a regionally accredited institution.

- Undergraduate GPA of 3.0 or higher (graduate GPAs will be considered along with the undergraduate GPA)
- Completed graduate school application
- Official transcripts from all universities or colleges and other post-secondary educational institutions (including trade schools) attended
- Two letters of recommendation—professional or academic

- An essay describing why the applicant is interested in pursuing graduate study in this field

Program Requirements

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDEX 536	3.0 EDEX 543	3.0 EDEX 552	3.0 EDEX 550	3.0
EDEX 549	3.0 EDEX 555	3.0 EDEX 578	3.0	
	6	6	6	3

Second Year	
Fall	Credits
EDEX 575	3.0
EDEX 588	3.0
	6

Total Credits 27

Sample Plan of Study

First Year				
Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDEX 536	3.0 EDEX 543	3.0 EDEX 552	3.0 EDEX 550	3.0
EDEX 549	3.0 EDEX 555	3.0 EDEX 578	3.0	
	6	6	6	3

Second Year	
Fall	Credits
EDEX 575	3.0
EDEX 588	3.0
	6

Total Credits 27

Additional Information:

For more information about this program, contact the program manager:

Ms. Kyra Dukes, Program Manager
kat353@drexel.edu

Post-Bachelor's Certificate in Special Education Leadership

Certificate Level: Graduate
Admission Requirements: Bachelor's degree
Certificate Type: Post-Baccalaureate
Number of Credits to Completion: 25.0
Instructional Delivery: Online, Campus
Calendar Type: Quarter
Expected Time to Completion: 2 years
Financial Aid Eligibility: Aid eligible
Classification of Instructional Program (CIP) Code: 13.0402
Standard Occupational Classification (SOC) Code: 11-9039

About the Program

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

The program requires 16.0 credits of special education leadership courses and 9.0 credits of leadership core courses for a total of 25.0 credits. The courses in the leadership core focus on areas of change, finance,

evaluation and assessment, and technology. Students must complete all courses and meet the prerequisite standards established by the PA Dept of Education for recommendation for the PA Supervisor of Special Education certification.

Admission Requirements

Students applying to this program should have the following:

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

Program Requirements

Leadership Core Courses

EDAM 708	Integration of Technology with School Instruction and Management	3.0
EDAM 710	School Finance and Facilities	3.0
EDAM 722	Evaluation & Assessment Competencies	3.0
Special Education Leadership Concentration Courses		
EDEX 710	School Law & Policy in Special Education	3.0
EDEX 712	Instructional & Curriculum Leadership in Special Education	3.0
EDEX 714	Development, Supervision, & Support: Special Education Leadership	3.0
EDEX 716	Organization & Administration of Special Education	3.0
EDEX 721	Supervisor of Special Education Internship: Special Education Leadership	1.0
EDEX 722	Supervisor of Special Education Internship: Instructional Leadership	1.0
EDEX 723	Supervisor of Special Education Internship: Collaboration & Personnel	1.0
EDEX 724	Supervisor of Special Education Internship: Finance & Management	1.0
Total Credits		25.0

Sample Plan of Study

First Year

Term 1	Credits Term 2	Credits Term 3	Credits Term 4	Credits
EDAM 710	3.0 EDAM 722	3.0 EDEX 710	3.0 EDAM 708	3.0
EDEX 712	3.0 EDEX 714	3.0 EDEX 721	1.0 EDEX 716	3.0
EDEX 722	1.0 EDEX 723	1.0	EDEX 724	1.0
	7	7	4	7

Total Credits 25

Additional Information:

For more information about this program, contact the program manager:

Ms. Kyra Dukes, Program Manager
kat353@drexel.edu

STEM Education Certificate

Certificate Level: Graduate

Admission Requirements: Bachelor's degree

Certificate Type: Post-Baccalaureate

Number of Credits to Completion: 12.0

Instructional Delivery: Online, Campus

Calendar Type: Quarter

Expected Time to Completion: 1 year

Financial Aid Eligibility: Aid eligible

Classification of Instructional Program (CIP) Code: 13.1316

Standard Occupational Classification (SOC) Code: 25-2022; 25-2031

About the Program

The Certificate in STEM embraces the School of Education's and Universities focus on STEM education. The program creates an opportunity for those individuals who want to gain further understanding of STEM and provides the comprehensive education needed to effectively teach STEM concepts, as well as integrates strategies within the curriculum to effectively enhance student performance in STEM areas. The primary goal for the certificate in STEM Education is to broaden and deepen students' understanding of STEM education.

Admission Requirements

- Bachelor's degree from a regionally accredited institution
- Two letters of recommendation
- Official transcripts from all universities or colleges and other post-secondary educational institutions (including trade schools) attended
- Completed Application Form
- Undergraduate GPA of 3.0 or higher (graduate GPAs will be considered along with the undergraduate GPA)
- An essay describing why you are interested in pursuing graduate study in this field
- International Students must submit a TOEFL score indicating a minimum of 600 (paper exam) or 250 (CBT exam).

Program Requirements

Required Courses

EDUC 840	Theories of Individual Cognition in STEM Education	3.0
EDUC 842	Social Foundation and Group Cognition in STEM Education	3.0
EDUC 844	Creativity and Innovation in STEM Education	3.0
Capstone Course (select one)		3.0
EDUC 514	Science Teaching Methods	
MTED 519	Teaching Secondary Mathematics	

Total Credits

12.0

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

pursing a master's degree. This certificate supports careers in higher education at the university and community college level as well as within higher education organizations. Graduates with this certificate will have a strong understanding of the issues and needs specific to student affairs and student success. Graduates will be well prepared to work in a variety of departments serving students, including academic advising, career services, financial aid, health services, residence halls, student athlete services, and multicultural centers.

Program Requirements

Required Courses

EDHE 501	Foundations of Higher Education and Governance	3.0
EDHE 521	Student Development Theory and Application	3.0
EDHE 531	Legal Issues & Ethics in Higher Education	3.0
EDHE 653	Marketing, Recruitment & Financial Aid	3.0
EDHE 661	Critical Issues & Risk Management in Student Affairs	3.0
EDHE 665	Student Success: Learning and Innovative Support Services	3.0
Total Credits		18.0

Sample Plan of Study

First Year

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
EDHE 501	3.0 EDHE 531	3.0 EDHE 521	3.0 EDHE 653	3.0
	EDHE 665	3.0	EDHE 661	3.0
	3	6	3	6

Total Credits 18

Additional Information

For more information, visit Drexel University's Certificate in Student Development and Affairs (<https://drexel.edu/soe/academics/certificates/student-development-and-affairs/>) webpage or contact he@drexel.edu.

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. 46) initial certification or

advanced track programs. All candidates are also required to complete field experiences ranging from 10 hours to 30 hours per course.

This program satisfies PA State of Education requirements for Program Specialist: ESL endorsement. Interstate agreements generally allow applicability across the US. However, prospective candidates outside of Pennsylvania are advised to check with their state authorities to determine whether this program is appropriate for their case.

Program Requirements

Courses

EDUC 602	Language Learning & Teaching	3.0
EDUC 604	Structure and Sound System of English	3.0
EDUC 606	Design and Assessment	3.0
EDUC 608	The Intercultural Learner	4.5
Total Credits		13.5

Sample Plan of Study

First Year

Term 1	Credits Term 2	Credits
EDUC 602	3.0 EDUC 606	3.0
EDUC 604	3.0 EDUC 608	4.5
	6	7.5

Total Credits 13.5

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