

# EDUCATION (EDUC)

## EDUC 1000 Foundations of Tutoring Training

This Foundations of Tutoring Training is designed to empower students not only to excel in their studies, but evolve into life-long learners and empathetic leaders. The introductory tutor training is the first step in that development, offering a distinct blend of academic mastery and personal development. Students develop a deeper understanding of concepts while learning tutoring strategies and activities that can be used in a small group and one-on-one setting. This course creates a greater appreciation for the in-depth understanding of content specific concepts and skills, basic tutoring strategies, and small group management techniques, which are integrated throughout the course to provide a productive and engaging environment for meaningful academic learning and to facilitate social and emotional growth. \*\*This course is only available to high school students participating in the Tutor Training Program.

Fall

1 Course Unit

## EDUC 1001 Advanced Tutoring Principles

This Advanced Tutoring Principles builds on the introductory course, empowering students to delve deeper into their tutoring skill set, cultivating advanced tutoring techniques and leadership attributes that can be applied to their own learning and to support students in small group and one-on-one training. This program offers students designing specialized tutoring strategies for diverse learners, demonstrating a deeper understanding of pedagogy, fostering leadership skills by cultivating students' skills in leading tutoring sessions, managing group dynamics, and driving positive change. Students gain systemic knowledge, understanding how systems impact learning, providing them with an edge in comprehending complex academic concepts and real-world applications, delving into subject-specific tutoring techniques, reinforcing specialized knowledge and promoting adaptability. Emphasis is placed on strategic collaboration through advanced group projects, engaging in research-driven projects related to tutoring and education. The program also fosters holistic development by facilitating deep dives into personal growth strategies, fortifying students not only academically but also mentally and emotionally for the challenges of academic life and beyond. \*Must take Foundations of Tutoring Training as a prerequisite.

\*\*This course is only available to high school students participating in the Tutor Training Program.

Spring

1 Course Unit

## EDUC 1450 (Re)Making U.S. Schools

What is the purpose of schooling? Why does education seem to be in a constant state of reform? How best to close the entrenched and pernicious opportunity gaps that characterize school systems in the United States? In this first-year seminar, we will consider and debate these questions as we explore the history and politics of schooling in the U.S. over the last half-century. Topics include political movements for racial justice in schools, policy and legal efforts addressing equal opportunity, the rise of standards-based reform, school choice dilemmas, and community control of schools. Our goal is to develop a deeper understanding of the processes by which U.S. society constructs, prioritizes, and addresses education.

1 Course Unit

## EDUC 2002 Urban Education

This seminar focuses on two main questions: 1) How have US schools and urban ones in particular continued to reproduce inequalities rather than ameliorating them? 2) In the informational age, how do the systems affecting education need to change to create more successful and equitable outcomes? The course is designed to bridge the divide between theory and practice. Each class session looks at issues of equity in relation to an area of practice (e.g. lesson design, curriculum planning, fostering positive student identities, classroom management, school funding, policy planning...), while bringing theoretical frames to bear from the fields of education, sociology, anthropology and psychology.

Spring

Also Offered As: URBS 2020

0-1 Course Unit

## EDUC 2050 Learning from Children

This course is about looking at elementary school classrooms and understanding children's experiences of school from a variety of perspectives, and from a variety of theoretical and methodological lenses from which the student can interpret children's educational experiences.

This course is about developing the skills of observation, reflection, and analysis and to begin to examine some implications for curriculum, teaching and schooling. This course requires you to spend time in an elementary school classroom.

Fall

1 Course Unit

## EDUC 2140 Education in American Culture

This course explores the relationships between forms of cultural production and transmission (schooling, family and community socialization, peer group subcultures and media representations) and relations of inequality in American society. Working with a broad definition of "education" as varied forms of social learning, we will concentrate particularly on the cultural processes that produce as well as potentially transform class, race, ethnic and gender differences and identities. From this vantage point, we will then consider the role that schools can and/or should play in challenging inequalities in America.

Fall or Spring

1 Course Unit

**EDUC 2445 Civil Dialogue Seminar: Civic Engagement In A Divided Nation**

The goal of this course is to help students develop concepts, tools, dispositions, and skills that will help them engage productively in the ongoing experiment of American democracy. This nation's founders created a governmental structure that sets up an ongoing and expansive conversation about how to manage the tensions and tradeoffs between competing values and notions of the public good. These tensions can never be fully resolved or eliminated; they are intrinsic to the American experiment. Every generation must struggle to find its own balance, in no small part because in every era people who previously had been unjustly excluded from the conversation find a way to be heard. That inevitably introduces new values and changes how enduring ones get interpreted. The challenge of each generation is to develop that capacity to its fullest. The goal of this course is to equip you to engage fully in your generation's renewal of the conversation. Class sessions will use a variety of modalities: lecture, discussion, case studies, opportunities to experiment with the tools and techniques of civil dialogue and writing. Each session will include some theory or historical context, a case study, exploration of a key concept of civic dialogue with a related tool or technique, and an interactive exercise. This course is part of a larger effort by the university (called the Paideia program) to help Penn students build these skills

Fall or Spring

Also Offered As: COMM 2445, URBS 2445

1 Course Unit

**EDUC 2535 Psychology of Women**

Critical analyses of the psychological theories of female development, and introduction to feminist scholarship on gender development and sexuality.

Fall or Spring

1 Course Unit

**EDUC 2541 Educational Psychology**

Current issues and research, applying psychological theory to educational practice. As such, this course will explore the fundamental themes in behavioral, developmental, and cognitive areas of psychology as they relate to education. Topics include: learning, motivation, growth and development, cognitive processes, intelligence tests, measurements, evaluations, etc.

Fall or Spring

1 Course Unit

**EDUC 2551 Mindfulness and Human Development (SNF Paideia Program Course)**

This course will introduce the student to the many ways in which mindfulness is currently being implemented to support the health and success of students of all ages. Mindfulness-Based Stress Reduction (MBSR), which utilizes secularized practices from Asian and South Asian traditions for the remediation of various health concerns, has revolutionized behavioral medicine, and the scientific evaluation of MBSR has shed new light on the biomechanical pathways linking mind and body. This course will 1) explore fundamental principles underlying mindfulness, 2) the scientific data on its effects, and 3) the ways in which mindfulness is being applied to clinical and educational settings to support healthy human development. Contemplative practices include all forms of meditation, including contemplative dimensions of yoga, tai chi, qigong and other mind-body wellness activities. By far the most well known contemplative practice in the U.S. today is "mindfulness." Mindfulness meditation was introduced into clinical medicine in the 1980's in the form of Mindfulness-Based Stress Reduction (MBSR) by Jon Kabat-Zinn and his colleagues at U Mass; since that time it has had a significant impact on psychoneuroimmunology, clinical medicine, and especially behavioral medicine. Both psychological theory and practice have slowly been transformed by new findings emerging from mindfulness research. Brain imaging studies of persons engaged in meditation suggest that focused mental activities can actually change cerebral blood flow (Newberg et al 2010), brain morphology and neural circuitry, in addition to strengthening the immune system (Davidson et al 2003) and improving attention skills (Jha et al 2007). MBSR has been repeatedly documented to be effective in treating mental health problems, particularly depression and anxiety, in numerous adult populations (Goyal et al 2014). Now, researchers are testing MBSR and other mindfulness approaches in children and adolescents as both a way to treat social-emotional dysfunction as well as to promote health and enhance

Fall

1 Course Unit

**EDUC 3123 Tutoring School: Theory and Practice**

This course represents an opportunity for students to participate in academically-based community service involving tutoring in a West Phila. public school. This course will serve a need for those students who are already tutoring through the West Phila. Tutoring Project or other campus tutoring. It will also be available to individuals who are interested in tutoring for the first time.

Spring

Also Offered As: URBS 3230

1 Course Unit

**EDUC 3545 Psychology of Personal Growth**

Intellectual, emotional and behavioral development in the college years. Illustrative topics: developing intellectual and social competence; developing personal and career goals; managing interpersonal relationships; values and behavior. Recommended for submatriculation in Psychological Services Master's Degree program.

Fall or Spring

Also Offered As: GSWS 3440

1 Course Unit

**EDUC 3560 Human Development in Global Perspective**

A life-span (infancy to adulthood) approach to development. Topics include: biological, physical, social and cognitive basis of development. Films and guest speakers are often included.

Fall or Spring

1 Course Unit

**EDUC 3726 Tutoring in Urban Public Elementary Schools: A Child Development Perspective**

The course provides an opportunity for undergraduate students to participate in academically based community service learning. Student will be studying early childhood development and learning while providing direct, one-to-one tutoring services to young students in Philadelphia public elementary schools. The course will cover foundational dimensions of the cognitive and social development of preschool and elementary school students from a multicultural perspective. The course will place a special emphasis on the multiple contexts that influence children's development and learning and how aspects of classroom environment (i.e., curriculum and classroom management strategies) can impact children's achievement. Also, student will consider a range of larger issues impacting urban education embedded in American society. The course structure has three major components: (1) lecture related directly to readings on early childhood development and key observation and listening skills necessary for effective tutoring, (2) weekly contact with a preschool or elementary school student as a volunteer tutor and active consideration of how to enhance the student learning, and (3) discussion and reflection of personal and societal issues related to being a volunteer tutor in a large urban public school.

Fall

Also Offered As: URBS 3260

1 Course Unit

**EDUC 4014 Children's Literature**

Theoretical and practical aspects of the study of literature for children. Students develop both wide familiarity with children's books, and understanding of how children's literature fits into the elementary school curriculum.

Fall or Spring

1 Course Unit

**EDUC 4901 Teaching Literature in Secondary Schools**

This undergraduate course introduces students to the processes of selecting, interpreting, critiquing, and teaching literature to adolescent learners in high school classroom settings. The course provides a range of opportunities for undergraduate students to develop a greater appreciation for the myriad ways that reading good books remains relevant to adolescents - even in this age of so many other media options, both social and otherwise. In this course, we will explore literature individually and collectively as readers, each of us bringing our interests, experiences, and questions to the table, while at the same time discussing how we might lead young people in similarly rich explorations in classroom settings. As part of this noble challenge, this course will engage diverse supplementary course readings, videos, podcasts, and music as well as the core literature. Undergraduates will read widely and simultaneously interrogate assumptions about literature and its role in the social contexts of adolescent lives and schooling. The course design will place inquiry, contemplation, and a critical stance toward teaching literature to adolescents at the center, with an emphasis on teaching for both joy and justice.

Spring

1 Course Unit

**EDUC 4920 Language, Culture, and Society in Contemporary Korea**

In recent years, there has been a growing awareness of cultural diversity and linguistic variation within Korea. However, this phenomenon is far from new, as the Korean language has historically acted as both a mediator and a product of societal shifts and influences, including colonization, modernization, and globalization. This course offers a critical examination of the conventional notion of monolingual and homogenous Korea, inviting students to delve into the nuanced realities of language, culture, and society in modern-day Korea. Through a combination of readings, lectures, and discussions, this course will explore a broad range of topics, including language policy, language education, the Korean diaspora, gender and language dynamics, and honorifics. Guided by the central question of how language mediates social perceptions and categorizations, students will consider the complex interplay between language, cultural identities, and sociopolitical issues in Korea. By the end of the course, students will have gained a robust and holistic understanding of the multicultural and multilingual dynamics that characterize contemporary Korea and its position in the world, informed by the view of Korean as an embodied translingual practice. Students interested in sociolinguistics, cultural studies, or international affairs are encouraged to join.

1 Course Unit

**EDUC 5007 Teaching & Learning in Student Centered Classrooms**

Most teachers have ambitious goals for their classrooms. They strive to make their classrooms spaces where students engage in authentic and meaningful work, where students collaborate on challenging and complex tasks, and where students develop deep disciplinary knowledge and the skills and mindsets that are necessary for their success in college, career, and society. However, many classrooms fall short of this ambitious vision. This course explores the challenges and opportunities teachers face when they attempt to build student-centered learning environments, and offers educators tangible insights and practices to support their work.

Fall

1 Course Unit

**EDUC 5007A Teaching & Learning in Student Centered Classrooms**

Most teachers have ambitious goals for their classrooms. They strive to make their classrooms spaces where students engage in authentic and meaningful work, where students collaborate on challenging and complex tasks, and where students develop deep disciplinary knowledge and the skills and mindsets that are necessary for their success in college, career, and society. However, many classrooms fall short of this ambitious vision. This course explores the challenges and opportunities teachers face when they attempt to build student-centered learning environments, and offers educators tangible insights and practices to support their work.

Two Term Class, Student must enter first term; credit given after both terms are complete

0-1 Course Unit

**EDUC 5007B Teaching & Learning in Student Centered Classrooms**

Most teachers have ambitious goals for their classrooms. They strive to make their classrooms spaces where students engage in authentic and meaningful work, where students collaborate on challenging and complex tasks, and where students develop deep disciplinary knowledge and the skills and mindsets that are necessary for their success in college, career, and society. However, many classrooms fall short of this ambitious vision. This course explores the challenges and opportunities teachers face when they attempt to build student-centered learning environments, and offers educators tangible insights and practices to support their work. Two Term Class, Student must enter first term; credit given after both terms are complete

0-1 Course Unit

**EDUC 5015 Field Seminar: Culturally Responsive Teaching**

This seminar is designed to integrate student teaching fieldwork and university course work through reading, discussion, and reflection. Central to this course will be teacher research, an inquiry stance toward learning how to teach, and a social justice approach to education. Throughout the semester, we will be examining a range of issues through theoretical and practice-oriented lenses that will deepen our understanding of teaching and learning. Offered within the Urban Teaching Apprenticeship Program.

Fall

0.5-3 Course Units

**EDUC 5015A Field Seminar: Culturally Responsive Pedagogy**

This seminar is designed to integrate student teaching fieldwork and university course work through reading, discussion, and reflection. Central to this course will be teacher research, an inquiry stance toward learning how to teach, and a social justice approach to education. Throughout the semester, we will be examining a range of issues through theoretical and practice-oriented lenses that will deepen our understanding of teaching and learning. Offered within the Urban Teaching Apprenticeship Program.

Two Term Class, Student must enter first term; credit given even if second term not complete

0-1 Course Unit

**EDUC 5015B Field Seminar: Culturally Responsive Teaching**

This seminar is designed to integrate student teaching fieldwork and university course work through reading, discussion, and reflection. Central to this course will be teacher research, an inquiry stance toward learning how to teach, and a social justice approach to education. Throughout the semester, we will be examining a range of issues through theoretical and practice-oriented lenses that will deepen our understanding of teaching and learning. Offered within the Urban Teaching Apprenticeship Program.

Two Term Class, Student must enter first term; credit given even if second term not complete

0-1 Course Unit

**EDUC 5016A Field Seminar in Secondary Schools**

This seminar is designed to integrate student teaching fieldwork and university course work through reading, discussion, and reflection. Central to this course will be teacher research, an inquiry stance toward learning how to teach, and a social justice approach to education. Throughout the semester, we will be examining a range of issues through theoretical and practice-oriented lenses that will deepen our understanding of teaching and learning. Offered within the Urban Teaching Apprenticeship Program.

Fall

0.5-3 Course Units

**EDUC 5016B Field Seminar in Secondary Schools**

This seminar is designed to integrate student teaching fieldwork and university course work through reading, discussion, and reflection. Central to this course will be teacher research, an inquiry stance toward learning how to teach, and a social justice approach to education. Throughout the semester, we will be examining a range of issues through theoretical and practice-oriented lenses that will deepen our understanding of teaching and learning. Offered within the Urban Teaching Apprenticeship Program.

Fall

0.5-3 Course Units

**EDUC 5018 Integrating the Arts in the K-8 Classroom**

It is an unfortunate state of public elementary and middle level education that programs and time spent in arts education are becoming more and more limited, as school leaders feel the pressure to prepare their students for mandated assessments. In this context, it is essential that K-8 educators enter schools prepared to fill this gap through the development of opportunities for children to explore their worlds and express their knowledge through creative channels. This course has been designed to emphasize student-centered pedagogies and to prepare teachers to utilize the arts as one mechanism for building culturally responsive classrooms. This course will prepare K-8 teachers to enact lessons that support students in authentic, collaborative, iterative learning through the creative integration of visual arts and music. The course is split into two modules, one that focuses on visual arts and one that focuses on integration of music. Additionally, this course supports the development of Pennsylvania Department of Education (PDE) PreK-8 teacher competencies. Prerequisite: Admission to the UTAP program or permission of instructor.

Summer Term

0.5-1 Course Unit

**EDUC 5020 Literacy in Elementary/Middle Schools**

In this course, the interconnections of language, literacy and culture are explored in order to build a knowledge base and understanding of how children learn to read and write. Emphasis will be on how to teach and develop literacy curriculum in the elementary grades, and on how close listening and observation of children in their classroom contexts, combined with a critical reading of research and theory, can inform teaching practices. A central tenet of this course is that the best teachers of reading and writing are themselves active and engaged readers and writers. An important goal is to combine an inquiry approach to teaching and learning with an inquiry approach to thinking about how we teach. Offered within the Urban Teaching Apprenticeship Program.

Fall

1 Course Unit

**EDUC 5021 Science Methods: Project-Based Learning Approaches**

The goal of this course is to prepare teachers to facilitate science learning in the elementary and middle school. Special emphasis is placed on striving for a balance between curricular goals; individual needs and interests; and the nature of science. Offered within the Urban Teaching Apprenticeship Program.

Fall

1 Course Unit

**EDUC 5023 Social Studies in the Elementary and Middle Schools**

This course will focus on teaching and learning in the content area of social studies. Curricular and pedagogical theories and practices will be examined for their educational significance, meaningful integration of content areas, respect for students' cultures (past and present), and contribution to social justice issues. Offered within the Urban Teaching Apprenticeship Program.

Spring

0.5-1 Course Unit

**EDUC 5030 Cultivating Creativity in the K-8 Classroom**

This course is an introduction to maker education and project-based learning, and will prepare K-8 teachers to enact classroom practices that support students in authentic, collaborative, iterative learning through the use of a variety of creative and technological mediums. Classes will consist of a combination of lecture, discussion, and maker lab.

This course is about learning to create and teach others how to make.

Students will explore a variety of techniques including basic circuitry, coding, architecture, and design while seeking a balance between free exploration and discovery within parameters. Prerequisite: Admission to the UTAP program or permission of instructor required.

Summer Term

0.5-1 Course Unit

**EDUC 5031 Mathematics in the Elementary and Middle Schools**

Learning to teach mathematics in ways that foster mathematical understanding and enjoyment for every student requires that teachers draw on different kinds of knowledge, skills, and dispositions. In addition to developing an understanding of central mathematical ideas, learning to teach math involves learning about learners, the understandings and conceptions they hold, and the processes through which they learn. It also involves developing skill in constructing tasks that engage students in mathematical exploration, creating an environment that facilitates reasoning, and finding ways to analyze and learn from one's own teaching. Offered within the Urban Teaching Apprenticeship Program.

Fall

1 Course Unit

**EDUC 5040 Differentiating Instruction for Special Education Learners**

This course engages student teachers working with diverse learners, presenting factual information about specific areas of need situated within a socio-cultural framework. It addresses content related to both special education and English language learners in three areas: (1) Introduction to Special Education; (2) Learning Categories; (3) Issues in Special Education. Offered within the Urban Teaching Apprenticeship Program. Prerequisite: Permission needed from department

Fall or Spring

0.5-1 Course Unit

**EDUC 5041 Differentiating Instruction for English Language Learners**

This course provides teacher candidates with strategies to differentiate instruction for English language learners and culturally diverse populations. Teachers will develop a skill set of inclusive, instructional techniques aligned with the WIDA assessment framework, and other pedagogies that support language learning in the content areas. Teachers will draw on knowledge of federal and state policy, sociolinguistics and culture, collaborative instruction, culturally supportive pedagogy, language assessments, and theories of language development.

Fall or Spring

0.5 Course Units

**EDUC 5054 Managing Collaborative Learning Environments in Urban Contexts**

This course marks the beginnings of your year-long inquiry as preservice teachers, and hopefully your career-long inquiry as committed educational professionals, into the challenges of and opportunities for teaching and learning in urban settings. The theories and practices explored in this course are offered as foundations for instructional approaches that are intentional, reflective, inquiry-based, and learner-centered. As we investigate multiple dimensions of teaching and learning (curriculum design, learning theories, instructional techniques, etc.), you will have opportunities to both clarify and challenge the assumptions, beliefs, hopes, fears, and goals that you bring to your preparation to teach in urban secondary schools. Offered within the Urban Teaching Apprenticeship Program.

Summer Term

1 Course Unit

**EDUC 5055 Advanced Field Seminar: Student-Centered Social Justice Pedagogy**

This course focuses on praxis—the mutually supporting roles of theory and practice that bring rigor and relevance to the work of educational professionals. This course is designed to give student teachers opportunities to develop pedagogical orientations, to learn from "problems of practice" at placement sites, and to enrich student teachers' theoretical and practical knowledge. All of these experiences will inform the master's portfolio and will prepare teachers to continue to see themselves and their practice as continuing sites for research. Offered within the Urban Teaching Apprenticeship Program for UTAP PreK-4 and middle level students.

Spring

0.5-3 Course Units

**EDUC 5057 Advanced Field Seminar in Secondary Schools**

This course focuses on praxis—the mutually supporting roles of theory and practice that bring rigor and relevance to the work of educational professionals. This course is designed to give student teachers opportunities to develop pedagogical orientations, to learn from "problems of practice" at placement sites, and to enrich student teachers' theoretical and practical knowledge. All of these experiences will inform the master's portfolio and will prepare teachers to continue to see themselves and their practice as continuing sites for research. Offered within the Urban Teaching Apprenticeship Program.

Spring

1-3 Course Units

**EDUC 5065 Introduction to Teaching & Classroom Routines**

This course is designed to support summer fieldwork in libraries, and serves as a bridge between fieldwork and course and fieldwork that begins in the fall. The course begins with a set of experiences in local communities which, along with courses, helps apprentices learn about neighborhoods and communities in which schools are located. This course provides apprentices with approaches to establishing classroom/group norms and practices allowing teachers to develop relationships with children. Apprentices will learn to establish routines and activities to be used in summer and fall fieldwork, as well as the professional cycle of planning, enacting, observing, and reflecting in a professional learning community. This course will also contribute to apprentices' understanding of literacy and math learning in the K-8 classroom. Prerequisite: Admission to the UTAP program or permission of the instructor.

Summer Term

1 Course Unit



**EDUC 5100 Experimental Course (Teaching, Learning, and Leadership)**

1 Course Unit

**EDUC 5113 Development of the Young Child**

This course will blend an explanatory and descriptive account of behavioral evolution over the early years of life. After a review of "grand" developmental theory and the major themes of child change (from images to representation; from dependence to independence; from instinctual to social beings), this course will survey the child's passage from infancy through the early school years. While the emphasis will be on the nature of the child—what she/he sees, feels, thinks, fantasizes, wants and loves—these realities will be understood in terms of developmental theory. At each stage, the course will review the development of cognition, personal identity, socialization, and morality in pluralistic contexts.

Fall

0.5-1 Course Unit

**EDUC 5126 Technology for Educators**

The aim of this course is to provide educators with hands-on experience with a range of technologies. During the course we will explore and learn how to handle web-based, free technologies that can be used by educators to design educational activities appropriate for their students.

Summer Term

1 Course Unit

**EDUC 5134 Diversity and Social Justice in American K-12 Education**

In this course, students will develop a critical understanding of how various markers of social difference mediate the privileging of some and the marginalization of others within K-12 schools. Additionally, by considering their potential to act as agents of change, students will devise and share strategies for anti-oppressive educational practices.

Spring

1 Course Unit

**EDUC 5144 Dashboards for Discovery and Learning Applications**

As online learning tools have become more prominent, dashboards have emerged as a way for helping students, teachers, and other stakeholders in navigating learning data. They can provide both formative and summative information about a wide range of data and a wide range of stakeholders. However, learning can take many forms and does not always require (or result from) a linear path. Successful learning often requires persevering in the face of obstacles, but allowing learners to stagnate in such a space for too long can be demotivating. Likewise, we have also seen research that suggests that results in short term learning gains do not always lead to long term success. Even digital learning systems with substantial automation require data to be presented in a way that is relevant for the given stakeholders. This course explores starts with an overview of the kinds of digital learning systems currently available and a high-level view of the kinds of measurement constructs that have been modeled using their data. It then covers the kinds of motivational principles, cognitive biases, and other data visualization principles that are important to communicating different kinds of data. Finally, it culminates in the development of a novel dashboard system, the design of which students will justify both with a review of the literature and with a mini-usability study.

Fall or Spring

1 Course Unit

**EDUC 5150 Educational and Social Entrepreneurship**

This course provides an understanding of the nature of entrepreneurship related to public/private/for profit and non-profit educational and social organizations. The course focuses on issues of management, strategies and financing of early stage entrepreneurial ventures, and on entrepreneurship in established educational organizations.

Spring

1 Course Unit

**EDUC 5151 Outside the School Box: History, Policy and Alternatives**

So, we all know that we've been educated by many factors -- schools, family, media, community organizations, religious institutions, employers, health agencies, social movements, and so on. Yet when we speak about "education," we often collapse it instantly into "schooling." What if we didn't? This discussion-based course takes on that challenge. What if we look at education as it actually happens, in ways inclusive of but reaching well beyond schooling? What if we step outside the school box into which we're often putting education? What are the implications for how we think about education, about particular configurations of educating institutions in any current educational ecosystem, about public and private purposes, and about what it means to be a professional in education? How do we wrap our arms around "education" when it suddenly encompasses, well, all of those entities that intentionally educate us? Viewing education more broadly than schooling, we will pursue a conversation between historical and current challenges, toward understanding the present implications -- for practice, for policy, for professions -- if we were to make such a basic shift conceptually and operationally. Students will explore several historical case studies, conceptual frames, current models in the field, and policy challenges, culminating in a related research project of your choice.

Fall

1 Course Unit

**EDUC 5152 Video Games and Virtual Worlds as Sites for Learning**

Drawing on work from the education, psychology, communication, and the growing field of games studies, we will examine the history of video games, research on game play and players, review how researchers from different disciplines have conceptualized and investigated learning in playing and designing games, and what we know about possible outcomes. We will also address issues of gender, race and violence that have been prominent in discussions about the impact of games.

Spring

1 Course Unit

**EDUC 5160 Quantitative Ethnography and Epistemic Network Analysis**

This course introduces the theoretical, methodological, and practical foundations of Quantitative Ethnography (QE), a methodology that blends aspects of qualitative and quantitative approaches to illustrate patterns and find meaning in large datasets. Through participation in the course, students will: (1) Examine the theoretical foundations of the emerging QE field (2) Explore applied research and practice examples from leaders and innovators in QE (3) Practice specific QE modeling approaches such as Epistemic Network Analysis (4) Explore techniques and tools for automated data coding, discourse segmentation, and model refinement.

Spring

1 Course Unit

**EDUC 5162 Artificial Intelligence for Children and Youth Learning and Creating in K-12 Education**

In this seminar we will discuss how artificial intelligence (AI) and machine learning (ML) approaches have been adopted for children, youth, and families to learn and make creative applications in K-12 education. Drawing on work from the history of AI, computing education, the learning sciences, child-computer interaction, and ethical issues around digital technologies; we examine how children, youth, and their families can make sense of AI/ML and create various AI/ML-powered applications. As part of the seminar, students will also complete a series of ML tool explorations, with the final class project focused on designing a AI/ML tool, lesson or activity for in or out-of-school learning. The original version of this syllabus was developed and taught together in summer 2023 with Luis Morales-Navarro.

Spring

1 Course Unit

**EDUC 5171 Collaboration & Conflict**

Collaboration & Conflict is an experiential and interdisciplinary exploration of how people work together to solve complex problems. The course explores the deeply intrapersonal and interpersonal demands of exercising leadership within partnerships, teams, and complex organizations. The course seeks to help students understand why effective leadership is a cognitively demanding task, requiring both adept emotional intelligence as well as expert technical skill, and why most of us must develop as individuals in order to develop as leaders. The course draws on relevant research, theoretical frameworks, and best practices from psychology, sociology, business, law, medicine, negotiation, economics, education, and more.

Fall

1 Course Unit

**EDUC 5180 Gender & Education**

This course is designed to provide an overview of the major discussions and debates in the area of gender and education. While the intersections of gender, race, class, ethnicity, and sexuality are emphasized throughout this course, the focus of the research we will read is on gender and education in English-speaking countries. We will examine theoretical frameworks of gender and use these to read popular literature, examine teaching practices and teachers with respect to gender, using case studies to investigate the topics.

Not Offered Every Year

1 Course Unit

**EDUC 5183 Adaptive Learning Systems**

More and more education takes place asynchronously and online, but relatively little asynchronous instruction takes advantage of the technological advancements that have taken place in recent decades, replicating traditional models for instruction online. In this class, you will learn about the pedagogy and technology of adaptive learning systems, individualized and personalized technology that helps students construct understanding and develop skill. We will read and reflect on both classic and recent papers on this technology, and study many of the successful examples of adaptive learning systems, both systems that have scaled and systems that have failed to scale. We will investigate key methods this type of learning leverages, and key pedagogies it affords.

Fall

1 Course Unit

**EDUC 5204 Citizen Sociolinguistics**

In this course we will draw on the Internet and daily news (internet circulated, usually) to find "Citizen Sociolinguists" who speak with authority, while juxtaposing these media with the usual scholarly sources.

Not Offered Every Year

1 Course Unit

**EDUC 5208 Classroom Discourse and Interaction**

In this course students will read research that investigates the role of classroom interaction in learning and human development. Students will also learn how to "do" discourse analysis using real classroom data. Students will practice and critique methods for analyzing classroom discourse data as teachers, with an aim of developing a critical awareness of our own language use and role in society.

Fall

1 Course Unit

**EDUC 5212 Communication and Culture in Context**

This course brings together scholarship in pragmatics, interactional sociolinguistics, and critical discourse analysis to help language teachers and intercultural educators foster pedagogies that respond to the complexities of living in a multilingual/multicultural society. Through a series of readings, small research projects, and activities, participants will develop a collection of educational practices that focus on 1) raising metalinguistic awareness, 2) developing resources and strategies for communicating across perceived social and cultural boundaries, and 3) assessing intercultural interactional competence.

Not Offered Every Year

1 Course Unit

**EDUC 5216 Content-Based Instruction**

This course offers students opportunities to investigate, observe, design practice, and critically evaluate the integration of content and language teaching - Content Based Instruction. The settings investigated include thematic English Language teaching; co-teaching and peer coaching by ESL and content teacher teams; and sheltered content instruction, among others. Standards, integrations of tasks, and special language requirements in various content areas are reviewed.

Summer Term

1 Course Unit

**EDUC 5220 Pedagogy and Action for Critical Education**

This graduate-level course is designed in collaboration with students and is centered on student-facilitated critical dialogue. Students in this course will engage with salient dimensions and theoretical foundations of issues, such as social justice, diversity, intersectionality, oppression, and more, within educational spaces. Through course activities and discussions, as well as student designed and facilitated classes, students will examine issues related to anti-oppressive education and develop skills in workshop design and facilitation that will empower them to work towards social change as community members, educators, and/or researchers.

Spring

1 Course Unit

**EDUC 5224 Curriculum and Materials Development for English Language Teaching**

This course is designed for those who are ready to develop skills in curriculum, course and materials design. The objectives of the course include learning how (a) to become able to analytically respond to readings on curriculum, course and materials development; (b) to analyze the sociocultural, economic, linguistic and occupational contexts of language teaching programs; (c) to design an original semester-long ESL/EFL course; (d) to design original pedagogical tasks and supplementary materials; and (e) to design in a group. EDUC 527 & EDUC 537 provide essential background for this advanced course. Prerequisite: Permission from instructor is required.

Fall

Prerequisite: EDUC 6215 AND EDUC 6205

1 Course Unit

**EDUC 5232 Indigenous Education and Language Revitalization**

The course examines Indigenous education and language revitalization from an international perspective, considering questions like: What policies, ideologies, and discourses shape the history of Indigenous education? What roles do pan-Indigenous and international organizations play? What does decolonizing and Indigenizing schooling look like? How do Indigenous epistemologies, ways of knowing, being and relating influence education? What does culturally relevant schooling mean in Indigenous contexts? What are the roles of Indigenous communities in language revitalization and educational processes?

Not Offered Every Year

1 Course Unit

**EDUC 5236 Intercultural Communication and Miscommunication**

An introduction to basic issues in intercultural communication, reviewing various perspectives on the nature of culture, communication, "miscommunication" and inter-cultural relations. The course criticizes two commonly held assumptions: 1) that "cultures" are unitary and unchanging and 2) that inter-cultural contact and communication is inherently more troublesome than intra-cultural communication. The course considers ways in which intercultural communication has important consequences in education, medicine, social services, business settings, and international contact situations.

Not Offered Every Year

1 Course Unit

**EDUC 5240 Language and Gender**

This course traces the development of research on language and gender, introducing key theoretical issues and methodological concerns in this area. Participants will consider how gender ideologies shape and are shaped by language use, with particular attention to how research findings can be applied to educational and other professional settings.

Not Offered Every Year

Also Offered As: GSWS 5720

1 Course Unit

**EDUC 5248 Language Assessment**

This course concerns a basic theoretical and practical foundation in language assessment, with particular emphasis on assessments used in second and foreign language education. The course covers various kinds of testing (both formal testing and performance-based assessment), theoretical and technical issues associated with test development, administration, the social influences of testing, and future directions in language assessment.

Spring

1 Course Unit

**EDUC 5252 Language Diversity and Education**

Exploration of issues affecting educational policy and classroom practice in multilingual, multicultural settings, with an emphasis on ethnographic research. Selected U.S. and international cases illustrate concerns relating to learners' bilingual/bicultural/biliterate development in formal educational settings. Topics include policy contexts, program structures, teaching and learning in the multilingual classroom, discourses and identities in multilingual education policy and practice, and the role of teachers, researchers, and communities in implementing change in schools.

Fall

Also Offered As: LALS 6610

1 Course Unit

**EDUC 5256 Linguistic Anthropology of Education**

Linguistic anthropologists study the role of language use in culturally patterned behavior. The course focuses on recent research by linguistic anthropologists in educational settings in the US and Europe marked by increasing linguistic and cultural diversity. The goal of the course is to uncover useful tools that contemporary linguistic anthropology offers to educational research.

Spring

Prerequisite: EDUC 6210

1 Course Unit

**EDUC 5264 Structure of English**

The goal of this course is to increase students' explicit knowledge of selected isolatable parts of the English language and to identify their pedagogical applications with respect to the needs of learners of English as a foreign/second language. This goal is realized through an investigation of: 1) frequently occurring linguistic forms and the rules and principles that govern the way that these forms can be combined and ordered; 2) the meanings that can attach to these forms; and 3) the social functions associated with these forms.

Spring

1 Course Unit

**EDUC 5268 Teaching Performance Art for Cross-Cultural Education**

This class examines issues related to cultural communities and the arts, specifically performance, writing and storytelling as an educational tool for generating cross cultural and intercultural understanding, dialogue and exchange. Assignments will focus on, cross-cultural research and dialogue, and skill building in teaching, writing and performance. Students will also develop an understanding of how performance can be used to enhance classroom activities in elementary/middle/secondary/post secondary classroom curricula.

Fall

1 Course Unit

**EDUC 5270 Selected Topics in ELX: Adult Literacy for ELLs**

The focus for each semester will vary to reflect those issues most relevant to current concerns in educational linguistics.

Fall or Spring

1 Course Unit



**EDUC 5271 Technology in Language Education**

This course provides an overview of general trends in Computer Assisted Language Learning (CALL). It equips prospective language teachers with basic skills for designing online materials and using them for teaching in synchronous (real-time) environments. During the course, students will explore several online platforms, such as Zoom and Frame. The course will also involve the use of AI and various technological tools that can be used in both virtual and in-person settings. Throughout the course, students will engage in hands-on activities. Those planning to teach online are especially encouraged to enroll.

Fall or Spring

1 Course Unit

**EDUC 5272 Selected Topics in ELX: Conversation Analysis for Second Language Teaching and Research**

The focus for each semester will vary to reflect those issues most relevant to current concerns in educational linguistics.

Fall or Spring

1 Course Unit

**EDUC 5273 Selected Topics in ELX: Task Based Language Teaching**

The focus for each semester will vary to reflect those issues most relevant to current concerns in educational linguistics.

Fall or Spring

1 Course Unit

**EDUC 5280 Teaching Writing in Multilingual Contexts**

This course introduces participants to a range of theoretical and practical issues related to second language literacy development, with a particular emphasis on writing instruction. An intensive service-learning project offers course participants the opportunity to work with developing writers in a bilingual community organization. The dual emphasis on theory and pedagogy is intended to create space for critical reflection on the characteristics, production, teaching, and assessment of written texts in bi/multilingual educational settings.

Not Offered Every Year

1 Course Unit

**EDUC 5281 Teaching Multilingual Immigrant Youth**

Immigrant youth often face the dual challenge of learning a new language and learning academic content in that language simultaneously. Many educators, however, struggle to identify and implement instructional practices that acknowledge immigrant learners' strengths, while also attending to their linguistic, academic, and social needs. This course brings insights and findings from sociolinguistics to bear on research on teaching practices to develop a situated, interactionally mindful approach to supporting the language and literacy development of multilingual youth in contexts of migration. An intensive service-learning project offers course participants the opportunity to "learn by doing" by working closely with multilingual youth in a community-based, immigrant-serving organization. Although the course takes the case of immigrant and first-generation students attending U.S. elementary and secondary schools as its starting point, discussion of the implications and applications to other educational and national contexts is encouraged. The goal of this course is to prepare educators to work with multilingual immigrant youth in contextually sensitive, theoretically informed, interactionally attuned, and humanizing ways.

Fall

1 Course Unit

**EDUC 5299 TESOL Classroom Fundamentals**

This course focuses on the fundamental teaching skills that you need as a language educator. It is designed to help you develop effective ways of doing as much as knowing and thinking about language teaching and learning within a reflective practice framework.

Spring

Prerequisite: EDUC 6215 AND EDUC 6205

1 Course Unit

**EDUC 5324 Fieldwork in Lang in Education I**

Supervised fieldwork for individuals preparing to work with reading specialist/teachers in school settings. Students taking this course do not have a teaching license/certification and do not have at least a year of teaching experience outside of student teaching.

1 Course Unit

**EDUC 5325 Fieldwork in Language in Education II**

Supervised fieldwork for individuals preparing to work with reading specialist/teachers in school settings.

Fall or Spring

1 Course Unit

**EDUC 5333 Forming and Reforming the Elementary Reading/Writing/Literacy Curriculum**

Students explore the theory and practice of constructivist approaches to teaching reading/writing/talking across the curriculum. They read widely and discuss issues that are informed by theory and research in many fields of inquiry including children's and adolescent literature, educational linguistics, cognitive psychology, curriculum, and anthropology and assessment. They write and share integrative journals; develop, teach and reflect upon holistic lessons; and complete an individual or group project of their own choosing.

Fall

1 Course Unit

**EDUC 5335 Literature for Children and Adolescents**

Theoretical and practical aspects of the study of literature for children and adolescents. Students develop both wide familiarity with children's/adolescents' books and understanding of how literature can be used in elementary/middle/secondary school curricula. Students complete course projects that focus on literature in specific classroom, research, home, or professional contexts.

Fall

1 Course Unit

**EDUC 5340 Literacy In Action**

Join the class 'Literacy in Action: Literacy Internship Experience' for the opportunity to examine literacies in situated contexts through hands-on action. An internship experience with local partners forms the cornerstone of the class, allowing students to pursue interests in preK-8 classroom and out-of-school practice, curriculum development and professional learning, or policy and research. Students will consider their own interests and positionalities, emic and etic perspectives, and the particularities of Discourse(s) within their field sites. Together, they'll unpack literacies to partner meaningfully both inside and outside of educational spaces— that is, entering communities respectfully, assessing organizations' needs, aligning with stakeholders' missions and visions, and creating programming that adds to the overall success of their field site. This class provides all students with an interest in literacy with a supportive space to study and explore contemporary issues in literacy policy, research, and practice that are crucial in creating more just, equitable spaces for learning in Philadelphia and globally. No prior experience necessary.

1 Course Unit

**EDUC 5378 Teaching Reading and Study in Colleges and Universities**

This course is designed for both pre-service and experienced instructors and administrators who are interested in teaching and/or researching the concept of academic literacies and the array of academic skills in postsecondary settings, and/or directing programs in reading, writing and study strategies at the postsecondary level. The course presents theoretical frameworks relevant to the teaching of study strategies, theories of cognitive development, and practical instructional methods. Emphasis is placed on the process and content of such instruction, materials and methods for teaching, and ways to organize postsecondary literacy programs.

Fall

1 Course Unit

**EDUC 5382 Theories and Pedagogies of Teaching Writing**

This seminar examines various theories and pedagogies of teaching writing in multilingual, multimodal contexts. It explores the historical and ideological underpinnings of contemporary theories of writing and attends to how writing, and the teaching of writing, is shifting in a mobile, networked, and global age.

Fall

1 Course Unit

**EDUC 5388 Digital Literacies in a Networked World**

This graduate seminar is designed to explore how literacy and learning are changing as people participate with digital technologies across intersecting local and global networks. Participants will collaboratively investigate how young people's digital literacies—their culturally and socially situated meaning making practices mediated by digital tools—emerge in relation to constantly shifting technologies of communication and are constructed, reconstructed, negotiated, and embodied in multiple semiotic systems across everyday contexts. This course highlights how digital literacies are situated, and how these socio-cultural understandings illuminate issues of power and privilege.

Spring

1 Course Unit

**EDUC 5404 Systems Thinking for International Development and Educational Change**

This course explores what it means to take a "systems approach" to understanding international development, particularly as it relates to the design and implementation of projects supported at least in part by international aid and donor institutions. We focus overall on the education sector, but we begin with a broader view of complex adaptive systems and international development, drawing upon case studies about education, water, sanitation, health, savings groups, empowering the disabled, climate change and community radio, and others. There is ample room for the course to appeal to those focused on sectors other than education. We build upon a deep discussion of the complexity of development contexts. Next, we turn to systems thinking and "theories of change." We ultimately go deepest into educational processes, politics, systems and outcomes. Concerns for governance and accountability have increased attention to "systems thinking" in the design and implementation of public services, including education plans and educational reform; therefore, reformers must grasp the range of meanings of an "education system" as complex, multidimensional processes, interactions, and institutional structures. Students will learn to use systems thinking to approach, define, understand and analyze the biggest challenges to improving social outcomes—so called "wicked problems".

Fall or Spring

1 Course Unit

**EDUC 5406 International Early Childhood Policies and Programs**

This course focuses on early childhood development research, policies, and practices in low and middle-income countries. The first part of the course reviews the evidence for investing in young children from economic, health, and education perspectives. The second part of the course discusses current issues related to designing, implementing, and evaluating quality, contextually-appropriate early childhood interventions.

Fall

1 Course Unit

**EDUC 5412 Policy Planning in International Educational Development: Theory and Practice**

This course focuses on education policy in low and middle-income countries. The first part examines global policy frameworks and international institutions/actors that shape education reform efforts. The second part covers the contexts, processes, and tools for national education policy planning. The third part analyzes a series of current cross-national education policy issues.

Spring

1 Course Unit

**EDUC 5414 Economics of Education in Lower Middle Income Countries**

How can economic tools be used to analyze educational programs and development? This course explores the economics of education, with a focus on low- and middle-income countries (LMICs). Key topics include returns to investment in education, education production, costs and financing, teacher labor markets, the role of education in economic development, public and private education markets, school choice, and equity concerns, including income disparities. The course will introduce key analytical approaches, including economic modeling and policy evaluation techniques. Students will engage with case studies from both high- and low-/middle-income countries, along with interactive activities such as group discussions, panel discussions, and debates. By the end of the course, students will have developed foundational skills in economic analysis of education and gained a deeper understanding of key global challenges in the field, particularly in LMICs. The course is open to graduate students as well as advanced undergraduates from across disciplines. While no prior background in economics is required, familiarity with basic economic concepts will be helpful.

Fall

1 Course Unit

**EDUC 5418 Global Governance and Cooperation: International Education Policy and Practice**

This course examines global governance in education from a policy perspective. Drawing on diverse disciplinary approaches – including international relations, economics, anthropology/sociology, and development studies – students will explore the key actors involved in international educational policy making; how policy is created, financed, and evaluated; and how these actors and policies impact various fields of education (e.g. early childhood education, higher education, EdTech, etc.). The course aims to help students develop the skills needed to critically engage with and design global educational policy in an increasingly globalized yet bordered world. By the end of the course, students will have deepened their understanding of the history, current iterations, and future directions of global governance and international cooperation in education and have acquired the analytical skills necessary to contribute to the global education policy field. The course is open to all graduate students interested in international development, public policy, and global education.

Spring

1 Course Unit

### **EDUC 5428 Participatory Educational Research in Global Perspective: Theory and Practice**

This course examines participatory models and frameworks in relation to international applied educational development research. Through a critical examination of approaches to international applied development research, the course examines real-world models of development research in order to examine questions regarding the nature of knowledge, post-colonial histories, researcher positionalities, and the relationships between concepts, theory, methodology, community, and identity. Course focuses on participatory methodologies as cross-sector strategy frameworks for sustainable, equitable, locally driven educational development efforts.

Fall

1 Course Unit

### **EDUC 5430 Migration, Displacement, and Education**

Migration has long shaped societies, economies, and education systems, influencing policies and lived experiences across the globe. This course explores the intersections of international migration, displacement, education, and policy, with a focus on how migration impacts children, youth, and their communities. We examine key theories of migration and incorporation while critically analyzing issues such as border securitization, forced displacement, and the educational experiences of migrant and refugee learners in a variety of international contexts, including the US. The course also engages with contemporary displacement crises, the role of schools in shaping inclusion and exclusion, and the evolving definitions of refugee status and durable solutions. Through an interdisciplinary lens, students will develop a nuanced understanding of migration's complexities, including its connections to climate change, global governance, and shifting legal frameworks. The course emphasizes migrant agency, advocacy, and alternative migration futures, encouraging students to critically engage with equity, justice, and human rights in migration discourse. As part of the course, students are encouraged to design their own final project related to the topic of migration based on their personal interests.

Fall

Also Offered As: LALS 5430

1 Course Unit

### **EDUC 5431 Global Citizenship**

This course examines the possibilities and limitations of conceiving of and realizing citizenship on a global scale. Readings, guest lecturers, and discussions will focus on dilemmas associated with addressing issues that transcend national boundaries. In particular, the course compares global/local dynamics that emerge across different types of improvement efforts focusing on distinctive institutions and social domains, including: educational development; human rights; humanitarian aid; free trade; micro-finance initiatives; and the global environmental movement. The course has two objectives: to explore research and theoretical work related to global citizenship, social engagement, and international development; and to discuss ethical and practical issues that emerge in the local contexts where development initiatives are implemented.

Spring

Also Offered As: ANTH 5460, URBS 5460

1 Course Unit

### **EDUC 5432 Contemporary Immigration in the U.S.**

While this course will engage immigration issues more broadly, we will centrally focus on questions of immigrant incorporation and the effects of U.S immigration policy. We will start with the broad question of what should be done about the estimated 10.5 million undocumented immigrants living in the United States. Then, we will take a deeper look at the ways in which macro-level forces such as our laws and institutions shape the micro-level, everyday lives of undocumented immigrants and those living in mixed-status families. We will pay close attention to the circumstances of young people, including their experiences of exclusion and belonging across social and educational contexts. More specifically, we will examine how these factors might affect young people's development, schooling experiences, academic trajectories and aspirations, assimilation and ethnic identity, family dynamics, civic engagement, and employment.

Fall or Spring

Also Offered As: LALS 5680, SOCI 5680

Mutually Exclusive: LALS 2680, SOCI 2680

1 Course Unit

### **EDUC 5433 Teaching and Learning in the Global Era**

We are living in an era in which economic, social, cultural, environmental and technological transformations are connecting people across the globe in new and unprecedented ways. Given that our world is increasingly interconnected, it is no longer adequate to prepare students to succeed simply as citizens of a particular nation. Students also must acquire the knowledge, skills, dispositions, understanding and aptitude to engage with people from different regions in the world who may hold varying or conflicting perspectives, forms of knowledge, and ways of knowing that are culturally and historically specific and informed. This course will focus on issues related to teaching and learning in the 21st century, and to preparing young people for global citizenship. We will consider what it means to be a global citizen as well as the various approaches to educating for global citizenship that have emerged in the U.S. and around the world. We will also explore instructional and curricular innovations that aim to enrich how young people learn about world regions and cultural traditions, engage with global issues and come to respect contrasting perspectives.

Not Offered Every Year

1 Course Unit

**EDUC 5434 Decolonizing Education**

Frantz Fanon (1963) writes that decolonization "sets out to change the order of the world." This course approaches decolonization in and around Education not as a "metaphor" for "civil and human rights-based social justice projects" couched in diversity, inclusion, and equity (Tuck and Yang 2012), but as part of a range of political projects and experiments that have sought to fundamentally reorder global structures, systems, and relations of power. Though prevailing philosophies about the meaning and purpose of Education cast schooling as a critical pathway to democratic, socially just, and inclusive societies, the historical foundations and contemporary realities of formal education in the Global South complicate these ideals. For much of the formerly colonized world, Western education was one of the earliest and most enduring imperial projects, which deliberately undermined indigenous systems of knowing and learning in order to produce "good" subjects for incorporation into colonial regimes. Despite the promises of post-colonial nationhood, in most parts of the world, education still retains this function as the primary instrument of elite re/production and social stratification. And, yet, education is also typically imagined as central to decolonial and anti-imperial projects, improving social conditions, and forms of social and political belonging. This course interrogates histories and contemporary realities related to the politics and possibilities of Education from the vantage point of the Global South, which here signals a geography of relative geopolitical power indexing relations of development/underdevelopment, core/periphery, and empire/colony. By considering the various ways education has been part of decolonizing projects, we will investigate the relationships between education and indigenous ways of knowing and learning, colonialism, nationalism, conflict, class re/production, spatial and social mobilities, among other thematic strands. Moreover, in centering the periphery, we will explore the theoretical openings that "theory from the (Global) South" offers for decolonial epistemologies and pedagogies.

Not Offered Every Year

1 Course Unit

**EDUC 5435 Youth Cultural Formations**

This course explores anthropological perspectives on peer-based youth cultures. It explores how educational institutions, media (fashion, music, magazines), and states shape youth cultures in cross-cultural contexts through social processes such as capitalism, nationalism, and increasing globalization. The course emphasizes ethnographies and histories which explore the relationship of these wider social processes to the lived realities of young people, situated in class, gender, national and race-specific contexts.

Fall or Spring

1 Course Unit

**EDUC 5436 Philosophical Aspects of Education Policy**

This course, which is unofficially titled 'Justice goes to School' explores the philosophical or normative foundations of educational policy decisions. School choice, standards-based reform, civic education, children's and parents' rights, school finance reform - how do different arguments for these policies view the role of schools in society? What are their concept of the person, and their view of the educated person? We will consider arguments for and against a variety of contemporary educational policies. Students are encouraged, if they are interested, to bring to class educational policy decision that perplex or intrigue them.

Fall or Spring

1 Course Unit

**EDUC 5437 Interfaith Dialogue in Action (SNF Paideia Program Course)**

This ABCS course explores religious pluralism and interfaith dialogue and action on college campuses. It brings together students with diverse faith commitments (including atheism) to engage with and learn from one another in academic study, dialogue, and service.

Spring

1 Course Unit

**EDUC 5438 Education Law and Policy**

This course examines major court cases in the United States and considers their impact on education policy and practice. We consider the arguments for different court decisions in light of normative principles, precedents, and both intended and actual consequences. The court cases discussed will vary, including topics such as school finance litigation and its impact on equity since Rodriguez; speech protections for students and teachers in K-12 and in higher education since Tinker; integration, affirmative action and racial equity since Brown in both K-12 and higher education; and other cases.

Fall, even numbered years only

1 Course Unit

**EDUC 5439 Examining the School to Prison Pipeline: Implications of History, Policy, and Race**

The term school-to-prison pipeline typically refers to a disturbing trend in which punitive policies have led to children being funneled out of schools and into the criminal justice system at an alarming rate. This course: 1. Examines the historical context and policies that have contributed to the school-to-prison pipeline.

Fall or Spring

1 Course Unit

**EDUC 5443 Education and the American Metropolis**

Education and the American City centers on major trends and factors that have shaped cities and their preK-16 school systems since the Second World War, including racial discrimination, migration and immigration, suburbanization, deindustrialization, U.S. housing policy, social welfare policy, and urban renewal.

Not Offered Every Year

1 Course Unit

**EDUC 5445 Ethics & Schools**

This course explores the ethical elements of the work of schooling by examining ethical dilemmas faced by teachers, administrators, and policy makers. This course also explores how ethics should be taught in schools (and if it should be taught at all). The course raises and engages with the following questions: How can educators approach ethical dilemmas in their everyday work? How might an educator respond when she believes school-based policies and procedures are not in a student's best interest? How might an educator balance responses to particular events with system's level transformation? Should policy makers pander to upper-middle class parents to attract them to urban districts? How can individual teachers and entire schools teach ethics?

Not Offered Every Year

1 Course Unit



**EDUC 5448 Politics of School Reform**

In this seminar we'll explore the political causes and consequences of school reform in the post-Brown era. Coverage will be eclectic so as to give participants a broad, interdisciplinary background in the field. We'll draw primarily from politics of education scholarship, but we'll reach beyond and examine work from political science, sociology, and history. We'll structure our exploration by considering five fundamental approaches to school reform: (1) equal opportunity, (2) standards and accountability, (3) professionalization and teacher effectiveness, (4) marketization and private sector initiatives, and (5) community control.

1 Course Unit

**EDUC 5449 The Social & Political Philosophy of Education**

Is the purpose of education to allow individuals to better themselves by pursuing personal tastes and interests, or should education be primarily aimed at creating good citizens or good members of a group? Is there a way of reconciling these two aims? Assuming that adult relations with children are inherently paternalistic, is it possible for children to be educated for future autonomy to pursue major life goals free from such paternalistic control; and if so, how? How much, if any control over education can be allocated to the state, even when this conflicts with the educational goals parents have for their children? Such questions are especially relevant in multicultural or pluralistic societies in which some groups within a liberal state are non-liberal. Should a liberal democratic state intervene in education to ensure the development of children's personal autonomy, or must toleration of non-liberal groups prevail even at the expense of children's autonomy?

Not Offered Every Year

1 Course Unit

**EDUC 5450 Economic Development, Education, and Inequality in East Asia**

Where are East Asian economies and education headed? Can a new model of East Asian economy and education be established to achieve economic sustainability and equity in rapidly changing global contexts? In this seminar, we will survey 1) evolution of the East Asian economic model, focusing on changes in economic development strategies, labor market structures, and relationships with global economies; and 2) features of East Asian educational systems, focusing on educational opportunities and learning outcomes. In reviewing East Asian economy and education, a central question is not only how productive East Asian economy and education is but also how equal economic and educational opportunities are in the region. In the final part of the seminar, students will come up with some policy recommendations for East Asian economy and education to better achieve economic sustainability and equity. This graduate-level course is also open to advanced undergraduate students.

Also Offered As: EALC 5702, SOCI 5450

1 Course Unit

**EDUC 5451 Politics and Education**

How is education a form of political action? In this course we look at the governance of schools, the trust in them and their relations to socio-economic conditions in society, among other topics, using research in education, political science, and political theory.

Fall

Also Offered As: PSCI 5450

1 Course Unit

**EDUC 5453 History of American Education**

This course will examine the growth and development of American schools, from the colonial era into the present. By 1850, the United States sent a greater fraction of its children to school than any other nation on earth. Why? What did young people learn there? And, most of all, how did these institutions both reflect and shape our evolving conceptions of "America" itself? In an irreducibly diverse society, the answers were never simple. Americans have always defined their nation in a myriad of contrasting and often contradictory ways. So they have also clashed vehemently over their schools, which remain our central public vehicle for deliberating and disseminating the values that we wish to transmit to our young. Our course will pay close attention to these education-related debates, especially in the realms of race, class, and religion. When immigrants came here from other shores, would they have to relinquish their old cultures and languages? When African-Americans won their freedom from bondage, what status would they assume? And as different religious denominations fanned out across the country, how would they balance the uncompromising demands of faith with the pluralistic imperatives of democracy? All of these questions came into relief at school, where the answers changed dramatically over time. Early American teachers blithely assumed that newcomers would abandon their old-world habits and tongues; today, "multicultural education" seeks to preserve or even to celebrate these distinctive patterns. Post-emancipation white philanthropists designed vocational curricula for freed African-Americans, imagining blacks as loyal serfs; but Black citizens demanded a more academic education, which would set them on the road to equality. Protestants and Catholics both used the public schools to teach their faith systems until the early 1960s, when the courts barred them from doing so; but religious controversies continue to hound the schools, especially on matters like evolution and sex education. How should our public schools address such dilemmas? How can the schools provide a "common" education, as Horace Mann called it, melding us into an integrated whole while still respecting our inevitable differences?

Spring

1 Course Unit

**EDUC 5455 Merit and America**

What constitutes merit? What should constitute merit? These questions are both philosophical and practical - and are faced by every educator in some form. The notion of meritocracy has long been at the heart of varied discourses about the place of education in American society. Merit is most often understood as inhering in consistent and individual personality traits such as competency, intelligence, and diligence. And yet, every individual is embedded in complex social worlds that are culturally specific and historically contingent. Drawing on a broad array of disciplines and literatures, this seminar-style course challenges students to consider how ideas of merit and its measurement are shaped by American history, culture, and society, and to articulate their own views as they move toward their professional goals.

Not Offered Every Year

1 Course Unit



**EDUC 5457 Education and the Culture Wars: Historical and Contemporary Perspectives**

America is wracked by "culture wars," pitting different moral and religious values against each other. But these conflicts are hardly new. Since the founding of the Republic, we have battled over religion, sex, gender, and race. And many of these conflicts have entered our schools, which remain our primary vehicle for deliberating and determining who we are. What languages should we use in school? What should we teach young people about sex? About race? About religion? Most of all, what stories should we tell about the nation itself? This course will probe these issues and also help students write primary-source research papers that examine different culture wars in American education.

Fall

1 Course Unit

**EDUC 5459 Activism Beyond the Classroom**

ACTIVISM BEYOND THE CLASSROOM (ABC) invites you to engage in participatory inquiry and public scholarship related to grassroots activism around education and social justice, in collaboration with Philadelphia community activists and one another. Together, we will explore how to form the coalition(s), theory, and praxes necessary to transform social conditions. In the first part of the course, we critically examine theories of power, resistance, and liberatory transformation to share knowledges and build a critical vocabulary with which we will investigate the contested rhetorical and political terrain of our present moment. The notion of praxis, a guiding principle of the course, signals the processes through which "theory" is both embodied and realized. As such, in the second part of the course, we will experiment with how theory can be brought to bear on contemporary struggles around education—and, conversely, how the practices of activism can inform our learning, scholarship, and pedagogies. ABC is an Academically Based Community Service course supported by the Netter Center for Community Partnerships. Our work will crosscut three areas: (1) inquiry-based working groups, (2) community engagements, and (3) public forms of scholarship, including a class podcast, opinion essays, and a course website located at: [www.activismbeyondtheclassroom.com](http://www.activismbeyondtheclassroom.com).

Not Offered Every Year

1 Course Unit

**EDUC 5460 American Education Reform: History, Policy, Practice**

An examination of major trends, central tendencies, and turning points in American education reform, giving particular attention to contemporary developments such as accountability laws and school choice. This historical development of the federal role in American schooling is also considered, as is the history of school desegregation. What is the purpose of "school"? How have schools evolved across time, and how have Americans tried to change them? And what can we learn from this long history of reform?

Fall

1 Course Unit

**EDUC 5466 Ethnographic Filmmaking**

This ethnographic methodology course considers filmmaking/videography as a tool in conducting ethnographic research as well as a medium for presenting academic research to scholarly and non-scholarly audiences. The course engages the methodological and theoretical implications of capturing data and crafting social scientific accounts/narratives in images and sounds. Students are required to put theory into practice by conducting ethnographic research and producing an ethnographic film as their final project. In service to that goal, students will read about ethnography (as a social scientific method and representational genre), learn and utilize ethnographic methods in fieldwork, watch non-fiction films (to be analyzed for formal properties and implicit assumptions about culture/sociality), and acquire rigorous training in the skills and craft of digital video production. This is an ABCS course, and students will produce short ethnographic films with students in Philadelphia high schools as part of a partnership project with the School District of Philadelphia. Due to the time needed for ethnographic film production, this is a year-long course, which will meet periodically in both the fall and spring semesters.

Two Term Class, Student must enter first term; credit given after both terms are complete

Also Offered As: ANTH 5830

1 Course Unit

**EDUC 5467 Community Youth Filmmaking**

This course focuses on how the filmmaking medium and process can provide a means for engaging youth in ethnographically grounded civic action projects where they learn about, reflect on, and communicate to others about their issues in their schools and communities. Students receive advanced training in film and video for social change. A project-based service-learning course, students collaborate with Philadelphia high school students and community groups to make films and videos that encourage creative self-expression and represent issues important to youth, schools, and local communities. Stories and themes on emotional well-being, safety, health, environmental issues, racism and social justice are particularly encouraged. A central thread throughout is to assess and reflect upon the strengths (and weaknesses) of contemporary film (digital, online) in fostering debate, discussion and catalyzing community action and social change. The filmmaking medium and process itself is explored as a means to engage and interact with communities. This course provides a grounding in theories, concepts, methods and practices of community engagement derived from Community Participatory Video, Youth Participatory Action Research (YPAR) and Ethnographic methods. For the very first time, Penn students will be trained to operate a state-of-the-art TV studio at PSTV (Philadelphia Schools TV). At the end of the semester approved films will be screened with an accompanying panel discussion at an event at the School District of Philadelphia (SDP). These films will also be broadcast on Comcast Philadelphia's PSTV Channel 52 and webcast via the district's website and YouTube channel. This is an ABCS course, and students will produce short ethnographic films with students in Philadelphia high schools as part of a partnership project with the School District of Philadelphia. EDUC 5466 Ethnographic Filmmaking (or equivalent) is a pre-requisite or permission of instructor.

Spring

Also Offered As: ANTH 5467

1 Course Unit

**EDUC 5480 Education and International Development**

In recent years the construct of "global development" has come under increasing scrutiny, leading some scholars and practitioners to wonder whether development remains a useful concept. In this course, we will actively engage in this debate through a survey of the development literature in the field of education. We will examine theoretical frameworks and historical perspectives that will allow us to develop a better understanding of what is meant by "development" as well as recognize how these concepts relate to basic educational planning and practice in various international contexts. Prerequisite: Prior graduate work in related areas recommended. The course will work from primary and secondary materials on theories, research, and applications used to promote global development and basic education. Some programs are carried out by multinational/bilateral agencies such as World Bank, Unicef, UNESCO, and USAID, while others are undertaken by intermediary organizations (such as NGOs and universities) and local organizations or individual specialists. Issues include a range of social, economic and political obstacles to the provision of quality education. The goal of this course is to improve your understanding of how different theories of education and development influence educational policy, priorities, and programs of international, national, and local institutions. Prerequisite: Prior graduate work in related areas recommended.

Fall

1 Course Unit

**EDUC 5490 School and Society in America**

This course reviews the major empirical and theoretical research from the social history, and social theory on the development, organization and governance of American education, and the relationship between schooling and the principal institutions and social structures of American society.

Fall, Spring, and Summer Terms

1 Course Unit

**EDUC 5495 Anthropology and Education**

An introduction to the intent, approach, and contribution of anthropology to the study of socialization and schooling in cross-cultural perspective. Education is examined in traditional, colonial, and complex industrial societies.

Fall, Spring, and Summer Terms

Also Offered As: ANTH 5470, URBS 5470

1 Course Unit

**EDUC 5522 Psychology of the African-American**

Using an Afro-centric philosophical understanding of the world, this course will focus on psychological issues related to African Americans, including the history of African American psychology, its application across the life span, and contemporary community issues.

Spring

Also Offered As: AFRC 5220

1 Course Unit

**EDUC 5538 Stereotype Threat, Impostor Phenomenon, and African Americans**

This course critically examines stereotype threat and impostor phenomenon as they relate to African Americans. Both stereotype threat and impostor phenomenon negatively affect African Americans. The apprehension experienced by African Americans that they might behave in a manner that confirms an existing negative cultural stereotype is stereotype threat, which usually results in reduced effectiveness in African Americans' performance. Stereotype threat is linked with impostor phenomenon. Impostor phenomenon is an internal experience of intellectual phoniness in authentically talented individuals, in which they doubt their accomplishments and fear being exposed as a fraud. While stereotype threat relies on broad generalization, the impostor phenomenon describes feelings of personal inadequacy, especially in high-achieving African Americans. This course will explore the evolving meanings connected to both stereotype threat and impostor phenomenon in relation to African Americans.

Fall

Also Offered As: AFRC 6020

1 Course Unit

**EDUC 5553 Foundations of Education for Diverse Learners**

An introduction to Special Education including the history, the legal regulation of Special Education, and an examination of critical issues. Not Offered Every Year

1 Course Unit

**EDUC 5557 Developmental Theories: Applications with Adolescents**

Focuses on theories of adolescent development and the nature of transactions among adolescents, peers, teachers, specialists, and significant others. Also covers methods of intervening to promote psychological growth.

Fall

0.5-1 Course Unit

**EDUC 5558 Developmental Theories: Applications with Young Adults**

This course is designed as a collaborative inquiry toward constructing and elaborating upon theories of young adult development and interactions with young adults as counselors, teachers, family members, and higher education administrators. Using a seminar or working group format, participants explore the relationships among developmental theory, sociocultural contexts of young adults, practice (e.g., interventions, relationships), and research. Using literature from empirical and popular, mainstream sources, participants will engage in learning of how young adults navigate the transition from adolescence to adulthood. Specific topics to be addressed include, "the quarterlife crisis," financial needs of young adults, relationships, family, and career exploration and crystallization.

Not Offered Every Year

1 Course Unit

**EDUC 5560 Human Development**

Provides an introduction to physical, social, cognitive, emotional and linguistic development from infancy to adulthood. Major theories related to human development will be discussed along with methods of intervention for individuals in various life stages.

Fall or Spring

1 Course Unit

**EDUC 5561 Adolescent Development**

An interdisciplinary view will be used to frame biological, psychological, and social development among adolescents. Special emphasis will be placed on how contextual factors influence developmental outcomes. Theories of adolescent development and methods of intervention will also be discussed.

1 Course Unit

**EDUC 5562 Personality & Social Development**

The effects of social processes on human development in the interlocking contexts of parents, family, peers, school, communities and culture are considered during the major developmental periods of infancy, childhood, adolescence and adulthood. The course examines what is unique about social developments, how social relationships can be defined, and what are the social precursors and consequences of specific developmental changes.

Fall

1 Course Unit

**EDUC 5568 Cognitive Development**

This course examines the cognitive development of the child from infancy to adolescence with an emphasis on cultural context. Topics include: origins of thinking, Piaget, Vygotsky, intelligence, development of learning and memory, language development, and moral development.

Fall

Prerequisite: EDUC 5560

1 Course Unit

**EDUC 5570 Qualitative Studies of Developmental Interventions**

This course is designed to introduce students to innovative approaches to the psychology of education, especially with regard to populations from at-risk contexts, sociocultural dimensions of education, and social-emotional learning.

Not Offered Every Year

1 Course Unit

**EDUC 5571 Mindfulness for Emerging Adults**

This course is designed to introduce students to the practice of mindfulness meditation using a skills-based approach designed by the Mindfulness Institute for Emerging Adults (MIEA). Students will learn the practice of meditation while exploring the scientific studies on this efficacy.

Not Offered Every Year

Also Offered As: AFRC 5750

1 Course Unit

**EDUC 5573 Psychoeducational Interactions with Black Males**

The founder(s) of this course wondered, in an overtly and covertly racist society: "What if we engaged practitioners, educators and researchers in training (social work, policy, criminal justice, counseling, education, health care, etc.) to develop a more empathic imagination and reflection of the Black male before they encounter them in practice?" Core tenets underlying this class are that racial oppression exists, matters, is ubiquitous and pernicious and that those most affected are ignorant of this reality. Students will learn how to help the Black boys and men they engage to identify and challenge the effects of racial oppression on their academic, occupational, relational and cultural well-being, and to promote post-traumatic growth.

Not Offered Every Year

Also Offered As: AFRC 5573

1 Course Unit

**EDUC 5580 Developmental Theories & Applications with Children**

The purpose of this course is to provide students with an opportunity to consider mandates, models, and methods related to enhancing the learning and development of preschool and early elementary school children. This course emphasizes the application of developmental psychology and multicultural perspectives to the design of effective classroom-based strategies. Students will consider a "whole-child" approach to understanding children's classroom behavior in context. Major assignments will involve gathering and synthesizing information about children in routine classroom situations. This information will be used to better understand children's needs and strengths and how they are manifested in transaction with classroom contexts. Students will focus on one or more students to conduct a comprehensive child study of the child in context. This contact must include opportunities to observe children in a natural setting and interact with them on a regular basis through out the semester. The placement needs to be approved by the professor. If students do not have a regular classroom contact, one will be arranged.

Spring

1 Course Unit

**EDUC 5581 Advanced Psychology of Women**

The course is intended for those who already have a foundation in the study of the psychology of women and want to expand their understanding of the provision of psychological services to include a contextual, feminist, and relational perspective. Theoretical and applied practices regarding women's mental health, issues of diversity, sexuality and relationships for women will be addressed. Prerequisite: Introduction to Psychology and an undergraduate course in the Psychology of Women or approval by professor.

Also Offered As: GSWS 5810

1 Course Unit

**EDUC 5584 Basic Counseling Skills**

This course will teach basic counseling skills to students not seeking a license in professional counseling as a way to help them connect with and work well with others. It will predominantly be oriented towards skill building. We will review/discuss a selection of basic counseling skills and use in-class demonstrations to practice these skills. This course is required for the Counseling and Human Development Skills Concentration.

Spring

1 Course Unit

**EDUC 5585 Advanced Group and Family Counseling**

This course focuses on the basics of systems intervention with a specific focus on families and groups. The purpose is to develop more advanced knowledge of practical therapeutic problem-solving skills at the graduate student level using ecological, systemic, and cultural perspectives. Students will be exposed to advanced group therapy strategies with children, youth, and adults, with family interventions across various mental health diagnostic populations, and how to intervene within groups and families in which cultural differences and styles are key themes. Prerequisite: Students must be enrolled in the M. Phil. Ed. in Professional Counseling Program. Students will also be challenged to develop a preliminary rationale for a systemic theory of behavior change. Given the diversity of clients that counselors see professionally, some advanced and demonstrated knowledge of how cultural differences will be addressed in the counseling session and in the relationships of larger societal institutions will be expected. This course will satisfy the Group work II requirement of the MPE program in Professional Counseling and Psychology. The course also fits within the APHD theme of Applied Psychology: Intervention and Certification. Prerequisite: Students must be enrolled in the M. Phil. Ed. in Professional Counseling Program.

1 Course Unit

**EDUC 5587 Human Sexuality**

All persons have moments that elicit reflection on issues related to myriad aspects of sexuality. When working with people in clinical or school settings, these issues are ubiquitous. This course will provide a broad understanding of sexuality and specific ways to address sexuality problems.

Spring

1 Course Unit

**EDUC 5588 Autism, Language, and Reasoning**

The field of autism has generated growing interest, with increases in diagnosed cases, increased inclusion in regular education classrooms of students with autism spectrum disorders, growing recognition of neurodiversity and concomitant attempts to improve accommodations for and acceptance of adults with autism in society at large, an ever broadening repertoire of interventions and accommodations for autism, and ongoing discoveries in cognitive science and neurobiology. In many ways, examining the issues surrounding autism spectrum disorders provides insights into special needs, neurodiversity, and disability rights in general. This course focuses on the social, linguistic, cognitive, educational, and disability rights aspects of autism, including implications for treatment, accommodation, and counseling. We examine the challenges that individuals with autism have in acquiring language, in deducing the perspectives of other people (Theory of Mind), in engaging in certain types of cognitive tasks, and in having their voices heard by others. We examine, as well, the unusual talents and intellectual strengths that many ASD individuals exhibit. Students interested in working with individuals on the autism spectrum in educational and counseling settings will gain insight into:

- How autism spectrum disorders affect the acquisition of social and academic skills
- The availability and efficacy of different types of interventions and accommodations
- Issues relating to neurodiversity and disability rights
- Strategies for guiding students with autism spectrum disorders through K12 schools and beyond

Fall

1 Course Unit

**EDUC 5594 Race/Ethnicity in Human Development**

This interdisciplinary course will employ a critical perspective on minority youth development, analyze the existing literature, and propose alternative explanations for observed phenomena. It will consider pertinent issues and theories of middle childhood, adolescent and young adult development.

Not Offered Every Year

1 Course Unit

**EDUC 5730 The Evolution of Assessment: Classroom and Policy Uses**

This course explores the evolution and diverse uses of assessment in four major areas: the historical roots of testing and the development of the achievement testing industry; the rising interest and exploration of alternative forms of assessment; how teachers employ a variety of assessments in their classrooms; and how policymakers use assessment for decision-making and accountability purposes. Prerequisite: Permission needed from department.

Not Offered Every Year

1 Course Unit

**EDUC 5760 Applied Research Methods to Inform Policy and Practice**

The class is designed to provide students with a grounding in the theory and application of policy creation and implementation processes, as well as the knowledge and tools to guide program and policy evaluation, including the alignment of questions to appropriate methods of research; judging the quality of research evidence; and designing strong analysis and evaluation strategies.

Fall

1 Course Unit

**EDUC 5782 Sociology of Education**

This course provides an overview of key theoretical perspectives and topics in the sociology of education, including expansion of formal educational systems; the extent to which educational systems contribute to or inhibit social mobility; inequality of educational inputs and outcomes by race, social class, and gender; and the social organization of educational institutions, including sources of authority, community, and alienation. The course includes both K-12 and higher education topics.

Fall

1 Course Unit

**EDUC 5804 Contemporary Issues in Higher Education**

An introduction to the central issues and management problems in contemporary American higher education.

Fall or Spring

1 Course Unit

**EDUC 5805 Globalization & the University**

The aim of this course is to help students understand the basic concept of globalization, how it impacts higher education in general, and how it shapes the global market for human capital and fosters private sector and for profit provision and diversifies modes of delivery of higher education. The seminars cover the nature of globalization and the way it affects the movement of people between economies to gain and apply skills and knowledge, the creation of branch campuses, the growth of transnational education and the importance of brands and information in the global higher education market.

Fall

1 Course Unit

**EDUC 5806 The Americas: Caribbean and Afro-Latin Education Studies**

This course explores the educational experiences of Cubans, Dominicans, Puerto Ricans, and Haitians within the context of AfroLatin American Studies. It examines how geography, history, culture, and race/ethnicity have contributed to the unique educational challenges and opportunities faced by these communities. The course begins with an overview of the history of AfroLatin Americans in the Americas, focusing on the transatlantic slave trade, colonization, and the development of racial hierarchies. It then examines the educational experiences of AfroLatin Americans during slavery and the post-emancipation period. The course then turns to the specific cases of Cubans, Dominicans, Puerto Ricans, and Haitians. It examines the educational systems of these countries, as well as the unique challenges faced by AfroLatinos in each country and their migration to the United States. The course also explores the ways in which AfroLatinos have resisted educational oppression and developed their own educational institutions and practices. Throughout the course, students will engage with a variety of primary and secondary sources, including historical documents, documentaries, and scholarly articles. They will also have the opportunity to learn from guest scholars from the AfroLatin American community.

Fall

1 Course Unit

**EDUC 5812 University-Community Partnerships**

Ranging from civic engagement to economic development, institutions of higher education in the United States have long been involved in a variety of relationships with their local communities; in recent years, there has been increasing attention paid to the opportunities and challenges implicit in those relationships. In this course, students will study and discuss the history, rationales, and manifestations of the partnerships that have developed. Through readings, faculty-and student-led discussions, guest lecturers, and policy-oriented projects, students will develop better understandings of the many topics surrounding university-community partnership activities. Among other themes we will consider institutional roles and relationships, service learning, community perspectives, issues relevant to diverse populations, policy, and evaluation.

Fall

1 Course Unit

**EDUC 5820 Special Topics in Higher Education**

This course aims to enable students to formulate and articulate well-informed viewpoints on a variety of issues affecting higher education institutions. Given the pivotal role of colleges and universities in our knowledge-based society, professionals in these institutions confront intricate and multi-faceted challenges. This is a survey course primarily designed to introduce students to a range of issues pertinent to higher education institutions today and to help understand the complexities of practice- and policy-making for those who work in such institutions. The emphasis lies not only in unraveling the complexities of these issues but also in comprehending the foundations necessary for devising solutions and subsequent actions. Throughout the course, students will engage in in-depth analysis, gain insights from diverse perspectives, and evaluate the potential repercussions of their decisions in domains relevant to them and today's educational institutions. The topics covered in this course will vary from semester to semester, either chosen by students registered for the course and/or the instructor. This dynamic selection aims to guarantee that the topics are pertinent to the current and relevant dilemmas facing higher education institutions at the current moment. The majority of the readings can be found online through the library or Google books. For readings that are inaccessible, copies will be provided through the Teams class website. If you miss class, it is your responsibility to obtain anything distributed or discussed in class.

Summer Term

1 Course Unit

**EDUC 5832 Pursuing Institutions of Excellence: Strategies, Choices, Pitfalls & Possibilities**

The aim of this course is to help students understand how universities pursue excellence by examining national and institutional strategies to become high performing institutions. The seminar series will look at the basic concepts of organizational culture and the merits and flaws of different conceptions of excellence.

Spring

1 Course Unit

**EDUC 5841 Access & Choice in American Higher Education**

College enrollment is a complex process that is shaped by the economic, social and policy context, higher education institutions, K-12 schools, families, and students. The course will examine the theoretical perspectives that are used to understand college access and choice processes. The implications of various policies and practices for college access and choice will also be explored, with particular attention to the effects of these policies for underrepresented groups. As an Academically Based Community Service (ABCS) course, this course is also designed to generate tangible recommendations that program administrators and institutional leaders may be used to improve college access and choice.

Not Offered Every Year

1 Course Unit

**EDUC 5843 Understanding Minority Serving Institutions**

Students taking this course will learn about the historical context of HBCUs in educating African Americans, and how their role has changed since the mid- 1800's. Specific contemporary challenges and successes related to HBCUs will be covered and relate to control, and enrollment, accreditation, funding, degree completion, and outreach/retention programming. Students will become familiar with MBCUs in their own right, as well as in comparison to other postsecondary institutions.

Spring

1 Course Unit



**EDUC 5853 Academic Advising in Higher Education**

Academic advising in higher education differs within and across institutions and has evolved in its method of delivery, yet consistently focuses on and is attributed to student success. Key advising concepts, theoretical approaches, and relational skills to support students in the college environment will be examined in this course. Attention will be given to best practices and advising diverse student populations with academic planning, goal setting, and decision-making. An understanding of policies related to privacy, confidentiality, and university considerations will also be discussed. This course provides a foundation in academic advising, strategies and skills needed to promote institutional mission and goals, and equips aspiring and current professional advisors with the resources to assist collegians in having holistic and gratifying experiences in higher education.

Fall or Spring

1 Course Unit

**EDUC 5856 Higher Education Finance**

Designed for non-financial managers, this course provides students with an introduction to basic concepts related to the finance of higher education. It examines the forces that influence the financing of higher education at both the state and federal levels. It addresses both the macro-economic and micro-economic issues related to higher education finance. In addition, students will be introduced to issues related to institutional finance.

Fall

1 Course Unit

**EDUC 5869 Administration of Student Life**

This course covers a variety of issues in the management of student services on campus. After examining the historical context of student affairs and the theoretical frameworks of student development, students explore ways to most effectively administer the numerous activities that comprise student affairs programs.

Fall or Spring

1 Course Unit

**EDUC 5873 Higher Education Policy : What Can We Learn from Other Countries?**

This course examines the proposition that policy makers, educational leaders and practitioners can learn from what has worked and failed in higher education policy and practice in other nations.

Fall

1 Course Unit

**EDUC 5892 Professional Development in Higher Education**

To prepare for a career in higher education administration, this course emphasizes practical application of theory and skill development. The course provides an overview of different careers in higher education, equips students with tools to embark on a successful job search, offers networking opportunities with administrators in higher education, and introduces students to relevant and timely literature and resources in higher education professional development.

Fall

1 Course Unit

**EDUC 5894 Diversity in Higher Education**

This course explores issues of diversity as they pertain to higher education, including race, ethnicity, gender, class, religion, sexual orientation, ideology, etc. Rather than focusing on specific populations of people, the course will tackle issues of diversity within the context of concrete higher education functions and problems.

Fall

Also Offered As: LALS 5940

1 Course Unit

**EDUC 5901 Radical Reading: Structured Literacy in Context**

Reading is an educational justice issue. Limited reading skills impact communities in many ways, including safety, economics, employment opportunities, health, gender disparities, and democracy. Educators must prepare to assist in mitigating the impact of low literacy levels by supporting the development of reading skills across all grade levels. The Structured Literacy framework has been introduced as a set of competencies to support reading skill development. While structured literacy competencies are designed to ensure all children receive the appropriate support to access reading instruction, educators must carefully provide this instruction in alignment with culturally responsive teaching practices to ensure deep, meaningful engagement and strong learning partnerships. In this course, we will: Deepen knowledge of Structured Literacy competencies. Explore how to connect Structured Literacy and Culturally Responsive Teaching Practices in ways that promote educational justice. Use best practices in providing reading support for literacy skill development in a school setting.

Spring

0.5 Course Units

**EDUC 5910 Applied Network Analysis in Learning**

This course provides an introduction to network perspectives of learning and network analysis of learning processes. Throughout the course, students will be introduced to network theories of learning as well as theories of social, cognitive, semantic, and multidimensional networks. Students will engage in hands-on activities, plan a network analysis project, and apply network analysis techniques to learning contexts of interest to them. Prerequisite: Basic programming skills in R/Python are required. Prior knowledge in learning theories, statistics, and data structure is recommended but not required.

Fall or Spring

1 Course Unit

**EDUC 5911 Artificial Intelligence for Children and Youth: Learning, Creating, and Understanding**

In this seminar we will discuss how artificial intelligence (AI) and machine learning (ML) approaches have been adopted for children, youth, and families to learn and make creative applications in K-12 education. Drawing on work from the history of AI, computing education, the learning sciences, child-computer interaction, and ethical issues around digital technologies; we examine how children, youth, and their families can make sense of AI/ML and create various AI/ML-powered applications. As part of the seminar, students will also complete a series of ML tool explorations, with the final class project focused on designing a AI/ML tool, lesson or activity for in or out-of-school learning.

Not Offered Every Year

1 Course Unit

**EDUC 5912 Math Tutoring in Urban Elementary Schools**

This course is an academically based community service (ABCS) course focused on supporting mathematics learning in ways that are responsive to student needs. Open to graduate and undergraduate students, it is ideal for prospective teachers, educational leaders, counselors, curriculum or instructional designers, or anyone interested in gaining service experience or experience with the education of children in local K-12 schools. The class will meet together twice a week on campus and at the Samuel Powel elementary school\* (3610 Warren St), a 5-minute walk from campus. In the course, students will be introduced to current approaches to making mathematics education more equitable and inclusive, develop understanding of foundational mathematical concepts as well as research on how students develop number sense and computational fluency, and learn effective student-centered instructional approaches (e.g., how to ask questions, support productive struggle, use concrete and visual models). We will also unpack conceptions of teaching and learning, interrogate the "achievement gap" and racialized experiences with mathematics, and reflect on the longstanding, dynamic relationship between the university and the West Philadelphia community. Students will be paired with an elementary student for 12 weeks of one-on-one instructional sessions designed to increase math confidence, engagement, and number sense. The work with students will take place during the scheduled class time on Wednesday and Friday mornings. No specialized knowledge or experience with mathematics content is required. Information on obtaining the required clearances will be provided at the beginning of the semester. \*Course sessions that meet at the Powel Elementary School will end at 11:30 to allow for travel time

Instructors: • Dr. Joy Anderson Davis, Responsive Math Teaching Project, Penn GSE Educator of the Year • Dr. Caroline Ebby, Senior Researcher, CPRE

Not Offered Every Year

1 Course Unit

**EDUC 5913 Programming Fundamentals for Educational Research**

What is computer programming, and how can it be used to improve your research? This course teaches the fundamental concepts and techniques of programming using Python, while emphasizing a variety of applications to educational research, including data analysis, data visualization, data wrangling, data retrieval, and reproducible workflows. The course covers fundamental programming concepts, as well as software engineering topics such as writing robust code, testing, debugging, collaboration, version control, and working with file systems. The course is taught with an active, hands-on approach to programming, including class discussions and group work.

1 Course Unit

**EDUC 5914 Creating Culturally Responsive and Sustaining Classrooms**

In this course, students will explore a variety of approaches as to what makes a classroom culturally responsive and what makes a learning experience culturally sustaining. Coursework will build on a student's own contexts and experiences as they examine teaching and learning practices in K-12 classrooms.

Not Offered Every Year

1 Course Unit

**EDUC 5915 Artificial Intelligence, Learning Sciences, and Education Policy Worldwide**

Artificial Intelligence (AI) is rapidly reshaping education worldwide, presenting both great opportunities and significant policy challenges. From adaptive learning systems and AI tutoring bots to early warning systems and intelligent textbooks, governments and institutions around the world are integrating AI into educational ecosystems. This course explores the global rise of AI in education through the lens of the learning sciences, examining how intelligent educational systems are transforming pedagogy, assessment, and educational equity. Blending theory and practice, we will critically investigate how AI supports (or hinders) cognitive development, motivation, self-regulation, and learning transfer. We'll also engage deeply with the ethical and policy dimensions of this technology: What are the implications of cognitive offloading caused by AI? How should AI be regulated? How can policy ensure responsible AI integration in diverse educational contexts? Through international case studies (e.g., the U.S., Brazil, China, India, South Korea, and others), we will analyze national AI in education initiatives and international guidelines (e.g., UNESCO's recommendations). A strong practical component is included: students will design or critique AI-enabled educational interventions and develop policy briefs and analyses. They can also "play" with various AI technologies and discuss their implications in education policy design. Guest speakers from government, industry, or international organizations will provide real-world insights into AI in education, ranging from the development of national strategies to the implementation of cutting-edge learning technologies in classrooms. By the end of the course, students will be equipped to link AI technologies with the principles of the learning sciences and critically evaluate AI's impact on learning to better design and assess education policies. No previous experiences in AI or education policy are required.

1 Course Unit

**EDUC 5916 Quantitative Ethnography and Epistemic Network Analysis**

This course introduces the theoretical, methodological, and practical foundations of Quantitative Ethnography (QE), a methodology that blends aspects of qualitative and quantitative approaches to illustrate patterns and find meaning in large datasets. Through participation in the course, students will: (1) Examine the theoretical foundations of the emerging QE field (2) Explore applied research and practice examples from leaders and innovators in QE (3) Practice specific QE modeling approaches such as Epistemic Network Analysis (4) Explore techniques and tools for automated data coding, discourse segmentation, and model refinement.

Spring

1 Course Unit

**EDUC 5918 Large Language Model Seminar**

The Large Language Model (LLM) Seminar is designed for graduate students, offering an overview introduction to both theoretical foundations and practical applications of LLMs in education. This seminar focuses on state-of-the-art LLM applications in educational settings, showcasing applied research from distinguished experts in both LLM and education fields. Students will engage with seminal research papers, attend expert-led talks, and participate in interactive discussions with these leading professionals. The course culminates in a collaborative, hands-on project, allowing students to demonstrate their proficiency in applying LLM skills to address real-world educational scenarios. By the end of the course, students will be able to: (1) Understand the advantages and limitations of LLM in educational contexts. (2) Critically analyze educational research and developments in the realm of LLMs. (3) Discuss the ethical considerations and societal impacts of deploying LLMs. (4) Apply LLMs to enhance learning and teaching experiences. (5) Conduct collaborative research on LLM-related topics.

Fall

1 Course Unit

**EDUC 5920 Children's Additional Language Development**

Children learning an additional language (AL) in immersion or instructional contexts are growing worldwide. Their language development has distinct characteristics while also sharing similarities with adult AL development. This course addresses major issues concerning children's (learners up to age 12) AL development and explores their implications for teaching. The completion of EDUC 7225 (Second Language Development) or an equivalent course is a prerequisite.

Not Offered Every Year

Prerequisite: EDUC 7225

1 Course Unit

**EDUC 5930 Arts Integration in the K-12 Classroom**

The course is built on the premise that developing critical arts-based praxis and pedagogies deepens art & academic learning for both students and teachers. In this course, you will explore the critical role that arts-based learning can play in and across disciplines. You will also develop a deep understanding of what it means to implement arts integration in educational settings from a systems approach. We will do this together through building a collaborative art inquiry into teaching and learning. Our work together will combine arts-based educational scholarship with artmaking itself: through guided lessons, you will learn visual art techniques you can bring back to the classroom, but will also serve as the materials for your own visual teaching philosophies. No art experience is necessary.

1 Course Unit

**EDUC 5931 Community-Engaged Teaching and Learning in Philadelphia's Chinatown**

This course will be an inquiry into community engaged teaching and learning (in K - 12 schools, out of school learning contexts, community spaces, youth centered spaces) and integrating critical pedagogies and participatory forms of research. The essential questions that will guide the course will include: With an increased mobilization of community organizing and activism throughout Philadelphia and beyond, how might we co-cultivate learning experiences and invitations that honor what students and families bring into their learning? As we are positioned in varying institutional and neighborhood contexts, how might we engage with these socio-political issues that directly impact their communities and schools? Throughout the course, we will explore various educational theories and theoretical frameworks on how to engage communities, and consider their pedagogical possibilities and implications. We will investigate how power and privilege shape our experiences, and the communities in which we live, and how intersecting issues of race, gender, class, language, and other identities play a pivotal role in our education.

1 Course Unit

**EDUC 5941 Women, Human Rights and Global Transformations**

Women, Human Rights and Global Transformations is a seminar style, graduate course that engages global human rights issues and interdisciplinary research from diverse fields, including anthropology, philosophy, history, education, and law. The course focuses on scholarship and activism around human rights abuses in times of war and peace and the movements that rise in response. It is designed to bring together the distinct voices of artists, advocates, scholars, and survivors. Diverse course material offers practical and theoretical approaches to women's and girls' rights with a particular focus on transnational feminism, storytelling, and online social movements as sources of global transformation. Grounded in feminist theories, we explore systems of historical domination and modes of resistance and alliance. Weekly readings ask students to analyze human rights documents, curricula, websites, and YA novels alongside academic literature and public scholarship. We also engage with a range of multimedia sources, including music, poetry, and film. This course aims to be a deeply reflective and highly engaged academic experience. Students complete public-facing assignments and undertake individualized final projects to be shared in an end-of-semester symposium.

Not Offered Every Year

1 Course Unit

**EDUC 5943 Racialization and Education**

This course asks the following questions: How are the racial meanings made, re-made, and/or unmade through education? How do racializing discourses interact in schools to shape the larger U.S. racial structure(s)? And, how do students engage with racialization processes through educational institutions in ways that disrupt, reproduce, and/or reinterpret their racial position, the broader racial structure, and dominant racial ideologies? This course encourages students to critically investigate how racialized discourses function in schools, and the implications for the purpose of education and racial ideology in the U.S.

1 Course Unit

**EDUC 5944 Education and the Politics of Knowledge in the Global South**

This course investigates the politics of knowledge production, or how knowledge, data, and evidence are claimed, captured, and shared in educational development. Students will examine the logics, histories, actors, and power structures at the foundation of contemporary knowledge production and global governance through multiple disciplinary and theoretical lenses. Throughout the course students will reflect on their own positionality within international educational development and consider alternatives to the dominant modes of knowledge production based on decolonial and indigenous epistemologies, creating opportunities to envision otherwise worlds and reparative futures.

1 Course Unit

**EDUC 5945 Qualitative Methods and the Politics of Knowledge**

This course is designed to help students design, conduct, revise, and analyze qualitative research and modes of inquiry in the social sciences and education. Taking a global perspective, students will have the opportunity to practice qualitative research, including the developing of a research question, designing a study, interviewing, and conducting observations, and analyzing and writing up data. The course provides students with skills in the application of key qualitative methodologies, as well as perspectives of the politics of knowledge production, or how knowledge, data, and evidence are claimed, captured, and shared in educational and international development. Throughout the course students will reflect on their own positionality within international educational development and qualitative modes of inquiry while considering alternatives to the dominant modes of knowledge production through an exploration of decolonial and indigenous epistemologies and practices.

1 Course Unit

**EDUC 5950 Praxis/Developmental Research Methods**

This course is designed for ISHD master's students interested in conducting research and/or participating in an applied or research-based internship setting. The main goals of this course are to: (1) develop students' capacity to connect human developmental theories and related coursework to research and practice, (2) to explore the practical applications of research and theory in human development and (3) to provide an introduction to the essential components of designing, conducting and evaluating research in developmental psychology. The course will cover topics related to developmentally appropriate practice, research methodology and translating research into practice using lecture, discussion, in-class activities, and outside reading and writing assignments. The objectives of this course are to help students develop the skills necessary to: • Critically evaluate research and the conclusions that can be drawn from research (i.e., to promote the skills necessary to be a good consumer of research) • Conduct quality research in developmental psychology • Make connections between theory, research, course material and real life application

Not Offered Every Year

1 Course Unit

**EDUC 5951 Human Development and Media Studies**

Formal schooling isn't the only source of education and socialization made available to the nation's young people. They learn not only from the adults in their lives, but the books, movies, shows, songs which they are exposed to. This course gives particular attention to the effect of storytelling as well as Matters of Representation that inform the child about the world, through concept development and ultimately about their place and/or potential in the world as we unpack Sociocultural Development using theories Self-Efficacy, Possible-Selves/Possibility Development. From Sesame Street to Gracie, Scholastic, Lee&Low as well as Tor Publications to news alert algorithms, TikTok #LifePurpose and similar hashtag trends the influence of media on learning and development is unmistakable. In this course, we explore the contact zones Social Literacy and Human Development to gain insight on these immersive tools to affect best outcomes for developing peoples.

Not Offered Every Year

1 Course Unit

**EDUC 5953 Socialization in Educational Context**

This course explores childhood socialization in school environment. Topics include process of socialization; social systems and school as extension of larger society; different agents of socialization in school; values, attitudes, beliefs, and norms; shaping of behaviors; types of behaviors affected by socialization in school; and role of parents in school.

1 Course Unit

**EDUC 5954 Digital Technology and Child Development**

Digital Technology and Child Development The term "digital natives" is used to refer to the generations of children that have grown up surrounded by technology, making them particularly adept at using digital devices and platforms. However, there is an ongoing debate about the impact of digital technology on children's cognitive and social development. This course explores the effects of digital technology on various aspects of childhood development, providing a view of how technology shapes the modern developmental landscape.

1 Course Unit

**EDUC 5970 Inquiry Fundamentals for Education Policy**

This course emphasizes meaningful and practical learning experiences that will prepare you to be innovative, informed, reflective decision-makers and consumers of research. In addition, this course provides the foundations for students to: Develop/improve the ability to interpret and objectively evaluate studies and research in the field of education; Know the fundamentals of education research with emphasis on the basic quantitative research designs and qualitative research designs; Appreciate the importance of legal and ethical considerations in human subject research in educational settings; Demonstrate an understanding of the appropriate use of statistics and data; and Develop an awareness of program evaluation principals and concepts.

Summer Term

1 Course Unit

**EDUC 5971 Dimensions and Drivers of Educational Inequalities**

Education is often characterized as a means of upward mobility and an equalizer of societal outcomes. This survey course critiques this perspective by exploring the structural factors that give rise to inequity and inequality in education. More specifically, we examine the role of institutions, policies, neighborhoods, and schools in fostering or reducing inequity in educational inputs and inequality in educational outcomes. The specific learning objectives are as follows: Interrogate the goals and functions of education; Explain key concepts such as educational opportunity, educational outcomes, (in)equality, and (in)equity; and Describe the structural forces that create inequities and inequalities in educational opportunities and outcomes.

Spring

1 Course Unit

**EDUC 5972 Economic Perspectives on Higher Education Policy**

This course explores contemporary issues in higher education policy from economic perspectives. Each class will focus on a particular policy issue within higher education and work to understand how economists approach these issues. Policy topics include high school to college transitions, college access and success, student debt and financial aid policy, returns to education, and labor market transitions. Students should come away from the course with (1) an understanding of critical policy issues in higher education (2) economic approaches to analyzing higher education policy and (3) economic theory and empirical evidence supporting or discrediting policies in higher education. Prior course-taking in introductory statistics or causal inference is helpful but not necessary.

Not Offered Every Year

1 Course Unit

**EDUC 5973 Social Capital and Social Networks in Schools**

Schools are key organizational contexts in which students, teachers, and parents develop relationships with one another. Drawing on conceptualizations of social relations as a resource (e.g., Pierre Bourdieu, James Coleman, Nan Lin), a rich scholarship identifies the advantages of school-based relationships, from channeling information and advice, to providing emotional support, to encouraging involvement. This work illuminates how the architecture of social networks and actors' locations within these networks have significant consequences. This graduate seminar offers an introduction to theoretical and methodological approaches to understanding school-based social structures.

Not Offered Every Year

1 Course Unit

**EDUC 5974 The Politics of Policymaking in K-12 Education**

This course will introduce students to the role of politics in K-12 education policymaking. The course will examine policy models and frameworks while exploring the dynamics of individuals, interest groups, and coalitions in the policymaking process. A portion of the course will be dedicated to the application of policy models and frameworks to current policy issues in the K-12 arena.

Fall

1 Course Unit

**EDUC 5975 Software Skills for Policy Analysis and Reporting**

This course is designed to introduce the various techniques and tools used in education policy analysis. Towards that goal, this course aims to introduce students to an array of software platforms and research theory that will help them navigate their course work and individual projects. There are no prerequisites and students will learn the basics of Stata, Excel, R, Qualtrics, Dedoose, and Zotero/Mendeley. The course will give brief introductions to each platform, and instruction on best use in the policy analysis space. This course will teach students to use software to analyze, visualize, and manage data. This course is designed as a preparation for students to conduct data analysis and to build a foundation of the skills necessary to conduct policy analysis.

Summer Term

1 Course Unit

**EDUC 5976 Assessing Research Quality in Education Policy**

This course will introduce tools for conducting literature search and research synthesis. The focus of this course is both practical and methodological. Topics covered involve background on different parts of the research synthesis process, including problem formulation, conducting literature search, data evaluation, effect size coding, and data analysis. Further, statistical methods used for summarizing the effects found in a study (effect sizes) and for combining the results of these studies will be introduced and developed. The statistical package R will be used to conduct the statistical techniques discussed. By the end of the semester, students will be able to conduct replicable search of the literature, evaluate study quality in the context of policy research, extract, and code information from eligible studies, as well as create meta-analytic databases using appropriate statistical techniques.

Not Offered Every Year

Prerequisite: EDUC 6667

1 Course Unit

**EDUC 5980 The Professoriate: Foundations, Careers, and Current Issues**

The goal for this course is to introduce students to the world of academia, with a particular emphasis on the U.S. professoriate. We will review the early beginnings and formation of the academic profession, examine critical junctures in academic careers such as graduate student socialization, hiring, tenure, and teaching, and discuss current issues facing the academy. Those interested in exploring a career in academia are encouraged to enroll.

Spring

1 Course Unit

**EDUC 5983 The Community's College**

This course will examine the history, development, challenges, and future of community colleges in the United States. Students will learn about the unique role that community colleges play in American higher education, as well as the diverse student populations that they serve. They will also explore the challenges that community colleges face, both in terms of funding and in meeting the needs of their students. Finally, students will consider the future of community colleges and the ways in which they can continue to be a vital part of the American education system. In addition to the general overview of community colleges in the United States, this course will also focus on the Community College of Philadelphia. Students will have the opportunity to learn more about the college's mission, its programs, its difficulties and successes in serving the Philadelphia community.

1 Course Unit



**EDUC 5984 Equity and Inclusion in Higher Education and Beyond**

The topics of equity and inclusion have been at the center of debate within U.S. higher education. But the same can be said of other important segments of American society, such as law, medicine, government, and housing. Despite equity being such a pervasive topic, we in higher education rarely - if ever - look across different settings, sectors, and industries for novel approaches to our vexing problems. In this class, we explore the contours and dimensions of equity and inclusion in higher education and stretch them by engaging with literatures, case studies, and speakers from across different sectors and disciplines. In doing so, we glean what higher education can learn from others, and what others can learn from higher education.

1 Course Unit

**EDUC 5986 Mixed Methods in Higher Education**

Studies that implement mixed methods may lead to more nuanced and deeper understandings of research phenomena. Mixed methods, however, may be more expensive in both the time and the resources (e.g., financial capital, human capital, etc.) required to conduct them. However academic journals and research foundations have begun to embrace the benefits that come from rigorous and well-executed mixed methods research studies. In this course, students will be exposed to current and emergent trends in mixed methodologies in the social sciences. We will begin by exploring current approaches to mixed methodologies, such as the convergent design, explanatory sequential design, and exploratory sequential design, and investigate exemplary applications of these designs in higher education research and other fields (e.g., organizational psychology, medicine, etc.). Students will also be exposed to innovative approaches in mixed methods research that are currently emerging, such as equal status design. Ultimately, students will learn how to identify and discern rigorous mixed methods studies, develop compelling and answerable mixed methods research questions. A subsequent course will focus on the use of no-code software applications to analyze qualitative evidence, although some of those tools will be discussed in class when pertinent.

1 Course Unit

**EDUC 5987 Foundations of American Higher Education**

This course provides students with an overview of American higher education, with focus given to the contemporary structures, functions and principal missions of various institutional types (e.g., two-year, four-year; public, private non-profit, private for-profit; teaching-focused, research-focused; specialty institutions). This examination of the American higher education "system" will be organized around several overarching questions: What is the purpose of higher education in the United States, and who are the "clients" of American colleges and universities? How do colleges organize themselves internally and what personnel do they employ to achieve their intended aims? How (and why) does instruction differ across various institutional types, and how is effectiveness assessed?

1 Course Unit

**EDUC 5988 Seeking Global Citizenship at Home and Abroad**

Climate, health, racial equity, human rights: most of the challenges we face require global analysis and location action, but initiatives for global citizenship across educational institutions are frequently under-theorized or marginalized. The ideals of active and analytically robust global citizenship, rooted in common human dignity, inclusion, justice, and sustainability, require simultaneous engagement with local civic entities and the capacity to support global education and critical analysis. In addition to conducting a thorough review of the literature, this course will integrate understandings of emplaced global civic practices, and how the central challenge of building a more just, inclusive, sustainable world is enacted through ethical community-campus partnerships and civil society actions. While local engagement with global issues will be a clear theme, the course will also include voices and perspectives from the Global South and from community partners around the world. Students will gain deeper understanding regarding theoretically robust practices for supporting critical global citizenship education and community-campus partnerships. The Wednesday meeting of this course may occur off-campus in Philadelphia, with rotating community organizations.

Summer Term

1 Course Unit

**EDUC 5989 Leading Change in Higher Education**

The social and political context, the expectations for higher education, and the consumers of post-secondary learning and credentials are changing dramatically in ways that deeply impact the operation of our colleges and universities, the student experience, and the outcomes that result. Why then are learning institutions – ostensibly designed to teach evolving knowledge, nurture open-minded curiosity, and model continuous improvement-- so hard to change, even in small ways? How can we manage the facilitation of change despite institutional inertia? This course is grounded in research and theory on how higher education leaders, at all levels and in all types of institutions, can lead the change process, with close attention to practical, proven strategies from within and outside higher education.

1 Course Unit

**EDUC 6027 Teaching in the Middle and Secondary Schools: Math**

Content-specific sections of this course (math, social studies, science) will examine approaches in planning, implementing and evaluating methods for teaching science, mathematics and social studies in middle and secondary schools. This course is grounded in the belief that teaching and learning require educators to question our teaching purposes and practices through a process of self-reflection, collegial and student-teacher interactions as well as personal and professional growth. Using a variety of learning theories and perspectives as the foundation for interactive teaching strategies, the stories, questions and contradictions of each content area are examined from a variety of perspectives. Offered within the Urban Teaching Apprenticeship Program.

Fall

1 Course Unit

**EDUC 6028 Teaching in the Middle and Secondary Schools: Science**

Content-specific sections of this course (math, social studies, science) will examine approaches in planning, implementing and evaluating methods for teaching science, mathematics and social studies in middle and secondary schools. This course is grounded in the belief that teaching and learning require educators to question our teaching purposes and practices through a process of self-reflection, collegial and student-teacher interactions as well as personal and professional growth. Using a variety of learning theories and perspectives as the foundation for interactive teaching strategies, the stories, questions and contradictions of each content area are examined from a variety of perspectives. Offered within the Urban Teaching Apprenticeship Program.

Fall

1 Course Unit

**EDUC 6029 Teaching in the Middle and Secondary Schools: Social Studies**

Content-specific sections of this course (math, social studies, science) will examine approaches in planning, implementing and evaluating methods for teaching science, mathematics and social studies in middle and secondary schools. This course is grounded in the belief that teaching and learning require educators to question our teaching purposes and practices through a process of self-reflection, collegial and student-teacher interactions as well as personal and professional growth. Using a variety of learning theories and perspectives as the foundation for interactive teaching strategies, the stories, questions and contradictions of each content area are examined from a variety of perspectives. Offered within the Urban Teaching Apprenticeship Program.

Fall

1 Course Unit

**EDUC 6030 Teaching in the Middle and Secondary Schools: English**

This course is a collaborative inquiry into the dynamic concept of adolescent literacy and its potential as an organizing construct for improving teaching and learning. It provides opportunities to investigate a variety of resources including our own histories as well as a range of print, digital and visual texts and to conduct fieldwork in various middle and secondary school classrooms where youth are being positioned (and positioning themselves) as literacy learners and literacy is being defined, performed, practiced, interrogated, and interpreted, within and beyond the school curricula. By engaging with youth, in various texts and contexts and for a range of purposes, participants will try to make sense of how adolescents negotiate their worlds, in school and out. The approach to literacy is interdisciplinary, drawing from the domains of literature, composition, linguistics, curriculum theory, anthropology and psychology and from theory, research and practice of both university-based and school-based teachers, writers and researchers. The intent is to pose and refine questions about what it means to teach literacy in ways that take seriously what youth bring to school as their own knowledge and passions, cultural and linguistic resources.

Fall

1 Course Unit

**EDUC 6041 Culturally Responsive Pedagogy in Urban Secondary Schools**

While a wealth of evidence has illustrated the role of culture in mediating learning & engagement in educational spaces, responding to the pedagogical impact of culture remains challenging for many educational practitioners and institutions. This course will tackle that challenge by exploring the affordances of culturally responsive pedagogies, defined briefly as the philosophical beliefs and conceptual understandings of the interactions between cultures, learners, and educational contexts that guide the design and facilitation of learning experiences. Through course texts and discussions, dialogue with local educators, and inquiry- and practice-oriented assignments, this course will expose students to culturally responsive strategies for engaging, educating, and empowering students in urban secondary schools. Prerequisite: Admission to the UTAP program or permission of instructor.

Fall

1 Course Unit

**EDUC 6042 School, Society & Self**

Teaching is a work of the whole self; and teachers are the lynchpins of schools and schooling in American society. The purpose of this course is to develop a critical understanding of the larger forces at play in our work as educators, and conceptualize what that means for the day-to-day of our teaching practice. In this course, we will explore the ways in which American schools have been molded by the social, political, economic, cultural, and ideological forces in society at large. By historically linking the development of educational initiatives to notions of power, nation building, and citizenship, this class furthers an understanding of the assumptions about the purpose of education within this democratic nation, and its role(s) within our current social and political climate. Additionally, we will explore how the work of teaching can support transformation, rather than reproduction, of these macro-level injustices and inequities. We will draw on students' experiential knowledge of schools and teaching to imagine how urban educators can transform the socially reproductive practices of schools. The work of increasing access to opportunity has been a path walked by educators, individually and collectively, and schools, by leaders and as organizations, and by reformers. With these understandings about self, school, and society, we seek to create a community of practice of equity- and justice-minded teachers, driven by the belief that we are all co-learners in our endeavor as teachers and as citizens, and that we are all co-participants in a democratic society. Prerequisite: Admission to the UTAP program or permission of department.

Summer Term

1 Course Unit

**EDUC 6042A School, Society & Self**

eaching is a work of the whole self; and teachers are the lynchpins of schools and schooling in American society. The purpose of this course is to develop a critical understanding of the larger forces at play in our work as educators, and conceptualize what that means for the day-to-day of our teaching practice. In this course, we will explore the ways in which American schools have been molded by the social, political, economic, cultural, and ideological forces in society at large. By historically linking the development of educational initiatives to notions of power, nation building, and citizenship, this class furthers an understanding of the assumptions about the purpose of education within this democratic nation, and its role(s) within our current social and political climate. Additionally, we will explore how the work of teaching can support transformation, rather than reproduction, of these macro-level injustices and inequities. We will draw on students' experiential knowledge of schools and teaching to imagine how urban educators can transform the socially reproductive practices of schools. The work of increasing access to opportunity has been a path walked by educators, individually and collectively, and schools, by leaders and as organizations, and by reformers. With these understandings about self, school, and society, we seek to create a community of practice of equity- and justice-minded teachers, driven by the belief that we are all co-learners in our endeavor as teachers and as citizens, and that we are all co-participants in a democratic society. Prerequisite: Admission to the UTAP program or permission of department.

Two Term Class, Student must enter first term; credit given after both terms are complete

Prerequisite: Admitted to UTAP program

0-1 Course Unit

**EDUC 6042B School, Society & Self**

eaching is a work of the whole self; and teachers are the lynchpins of schools and schooling in American society. The purpose of this course is to develop a critical understanding of the larger forces at play in our work as educators, and conceptualize what that means for the day-to-day of our teaching practice. In this course, we will explore the ways in which American schools have been molded by the social, political, economic, cultural, and ideological forces in society at large. By historically linking the development of educational initiatives to notions of power, nation building, and citizenship, this class furthers an understanding of the assumptions about the purpose of education within this democratic nation, and its role(s) within our current social and political climate. Additionally, we will explore how the work of teaching can support transformation, rather than reproduction, of these macro-level injustices and inequities. We will draw on students' experiential knowledge of schools and teaching to imagine how urban educators can transform the socially reproductive practices of schools. The work of increasing access to opportunity has been a path walked by educators, individually and collectively, and schools, by leaders and as organizations, and by reformers. With these understandings about self, school, and society, we seek to create a community of practice of equity- and justice-minded teachers, driven by the belief that we are all co-learners in our endeavor as teachers and as citizens, and that we are all co-participants in a democratic society. Prerequisite: Admission to the UTAP program or permission of department.

Two Term Class, Student may enter either term; credit given after both terms are complete

0-1 Course Unit

**EDUC 6057 Advanced Methods in Middle & Secondary Schools: Math**

Formal teaching and learning are on-going processes that require an examination of our practice and purpose through self-reflection, self-evaluation, collegial and student/teacher interaction, and personal and professional growth. This course is the second half of a content-specific secondary methods sequence that is geared toward teaching middle and high school English, math, science and social studies in an urban setting. Special focus will be on content, pedagogical strategies as well as specific skills and Pennsylvania and national standards. We will work together as teacher-researchers to combine theory with practice to increase our understanding and utilization of an inquiry based, multiple perspective, constructivist approach to teaching. Offered within the Urban Teaching Apprenticeship Program.

Spring

1 Course Unit

**EDUC 6058 Advanced Methods in Middle & Secondary Schools: Science**

Formal teaching and learning are on-going processes that require an examination of our practice and purpose through self-reflection, self-evaluation, collegial and student/teacher interaction, and personal and professional growth. This course is the second half of a content-specific secondary methods sequence that is geared toward teaching middle and high school English, math, science and social studies in an urban setting. Special focus will be on content, pedagogical strategies as well as specific skills and Pennsylvania and national standards. We will work together as teacher-researchers to combine theory with practice to increase our understanding and utilization of an inquiry based, multiple perspective, constructivist approach to teaching. Offered within the Urban Teaching Apprenticeship Program.

Spring

1 Course Unit

**EDUC 6059 Advanced Methods in Middle & Secondary Schools: Social Studies**

Formal teaching and learning are on-going processes that require an examination of our practice and purpose through self-reflection, self-evaluation, collegial and student/teacher interaction, and personal and professional growth. This course is the second half of a content-specific secondary methods sequence that is geared toward teaching middle and high school English, math, science and social studies in an urban setting. Special focus will be on content, pedagogical strategies as well as specific skills and Pennsylvania and national standards. We will work together as teacher-researchers to combine theory with practice to increase our understanding and utilization of an inquiry based, multiple perspective, constructivist approach to teaching. Offered within the Urban Teaching Apprenticeship Program.

Spring

1 Course Unit

**EDUC 6060 Advanced Methods in Middle & Secondary Schools: English**

Formal teaching and learning are on-going processes that require an examination of our practice and purpose through self-reflection, self-evaluation, collegial and student/teacher interaction, and personal and professional growth. This course is the second half of a content-specific secondary methods sequence that is geared toward teaching middle and high school English, math, science and social studies in an urban setting. Special focus will be on content, pedagogical strategies as well as specific skills and Pennsylvania and national standards. We will work together as teacher-researchers to combine theory with practice to increase our understanding and utilization of an inquiry based, multiple perspective, constructivist approach to teaching. Offered within the Urban Teaching Apprenticeship Program.

Spring

1 Course Unit

**EDUC 6101 Curriculum Development and Enactment**

The purpose of this course is to advance students' understanding of curriculum as a phenomenon and artifact of educational practice. Students will explore curriculum as a social and cultural phenomenon, be introduced to an approach to developing curriculum, and examine factors that influence how curriculum is enacted.

Fall or Spring

1 Course Unit

**EDUC 6108 MaKer Studio**

In this seminar, we will discuss and design projects related to the "maker movement" in education using various materials and technologies as we consider issues of access and diversity around making.

Spring

1 Course Unit

**EDUC 6111 Educational Assessment of and for Learning**

This course introduces the essential theories and practices of cognition based educational assessment and the focus will be on exploring the implications of recent developments in cognitive psychology and learning theories for educational assessment by reviewing available assessment examples and research assessment prototypes. It includes topics like, what is the purpose of assessment, how can we design fair and valid assessments to elicit student cognition, how technologies can support the measurement of student cognition and learning processes, and assessment and social justice and accessibility issues.

Spring

1 Course Unit

**EDUC 6116 Master's Foundations of Teaching and Learning**

The course explores theoretical and empirical perspectives on the questions: What is knowledge and knowing? What is learning? What is teaching? How do contexts influence teaching, knowing, and learning? A central goal of the course is to encourage students to consider these questions and their interconnections for themselves, to examine ways scholars and practitioners have answered them, and to develop an analytical framework to use in examining contemporary practices in settings that include formal and informal, urban and international.

Prerequisite: Permission needed from department.

Fall

1 Course Unit

**EDUC 6118 Leadership in Educational Institutions**

In this course class members will simultaneously engage in an academic study of educational leadership focusing on Pre-K-12 schools and school districts, and in a continuing leadership development laboratory experience designed to increase one's personal efficacy as leader. A basic assumption for the course is that leadership is a central component of schooling; teaching is considered as foremost a leadership activity, whether with five year olds or high school seniors, and successful schools and districts are assumed to have capable leaders. The course will give particular attention to the recent shift in role expectations for school leaders - from competent manager to accountable instructional leader - and what this shift means in relation to the day-to-day work of educational leaders.

Spring

1 Course Unit

**EDUC 6123 Big Data, Education, and Society**

This class discusses the potential and risks of big data-based learning analytics. We will discuss the uses, applications, and benefits of analytics, the relationship between validity and risk, and potential ways to mitigate and reduce risks. We will discuss these issues in the context of existing and emerging educational systems.

Spring

1 Course Unit

**EDUC 6130 Introduction to Mixed-Methods Research**

This course introduces students to the theory, history, and practice of mixed methods research. Students will build skills in design and implementation of studies that incorporate both qualitative and quantitative methods. Theoretical framing, research questions, design and selection of methods, sampling, instrumentation and data collection, and analysis are addressed.

Spring

1 Course Unit

**EDUC 6137 Contemporary Issues in Science and Technology Education Research**

This course focuses on topics that represent some of the most salient and contemporary issues in science education research today. The syllabus moves through four sections that address: 1) Curriculum and Content (What and Why); 2) Learning Processes (How); 3) Contexts (When and Where); and 4) Teaching and Teacher Education (Who).

Not Offered Every Year

1 Course Unit

**EDUC 6139 Design of Learning Environments**

This course is a survey of the kinds of theories, methods, design considerations, and applications through which educational researchers understand and design environments to improve learning. The course features the most recent trends in learning primarily through educational technologies. It includes perspectives that consider, who is learning, how it is being learned, what design characteristics are needed to ensure learning takes place in different learning environments, and societal and technological influences on learning. Four main learning goals underpin the course content: 1) Understanding learning needs of youth and adults as they interact in school and in society; 2) Investigating the main learning theories and methods influencing the field and how they are instantiated in practice; 3) Examining and reflecting on how technologically designed learning environments address important learning challenges; and 4) Evaluating how these learning environments and applications have helped learning, how they have not, and how they can be improved. Prerequisite: EDUC 616 or learning theories is preferred and will be reviewed at registration.

Fall or Spring

Prerequisite: EDUC 6116

1 Course Unit

**EDUC 6144 Learning Sciences: Past, Present, Future**

This course is a survey of the kinds of theories, methods, and applications through which educational researchers understand learning and how to improve it. The course is designed to provide information about how the field of the learning sciences emerged, has evolved, and is growing to address current and future learning needs. The learning sciences is a relatively new field of research in education that began in the late 80s. It is an interdisciplinary field consisting of researchers who study among other things, cognition, science and math education, language literacy, anthropological and sociological perspectives, computer science, and educational psychology. Learning scientists study learning as it happens in real world contexts and design resources and environments to improve learning in those contexts. This can happen in school, in informal places, at work, and online. Although the learning sciences is continually evolving, what remains true of the tenets of this educational field is that learning happens through mediated processes that most often require collaboration with others whereby learning is inextricably linked to context and culture. Prerequisite: EDUC 6116 or learning theories course is preferred and will be reviewed at registration

Fall or Spring

1 Course Unit

**EDUC 6150 Technologies for Language Learning and Teaching**

In the last decade, the landscape of second language learning and teaching has moved online. Numerous edtech ventures have funneled hundreds of million dollars into online tutoring in English for young students by companies like VIPKid, mobile apps like DuoLingo have used gamification to keep millions of learners of second languages motivated, and social robots are being developed to support young children's language development. In this course we address critical questions: How can technology applications be supportive of second language learning and teaching for young and adult learners? What works and what doesn't work? What evidence do we have? To answer these questions, we bring together research and design two academic fields: (1) Theories and instructional approaches for teaching and learning a second language; and (2) Theories and designs using technologies for learning and teaching. Our goal is to examine how the integration of these two efforts can result in more supportive and effective learning and teaching in a time, in which technologies provide new opportunities and challenges for second language learning and teaching.

Fall

1 Course Unit

**EDUC 6159 How Innovations Flourish**

A common misconception is that innovations are self-contained ideas, but in fact they arise from the more complex interplay between the ideas and the surrounding environment. This course is a survey of contemporary innovative developments, topics, and trends taking place in education across the world. It focuses on the education innovations themselves, the conditions under which they succeed or not, their interactions with context, and their underlying processes and mechanisms for change. Close analysis will be directed at the core methods people use to bring these current innovations to the field in a variety of new ways to improve learning and the multiple frameworks by which they can be assessed and applied to real-world examples. The course examines new pedagogies and approaches to teaching and learning, learning sciences research and its growing influence on solution development, technologies that continually respond to and lead change, and an emerging culture where learning takes place anytime, anywhere. The course will explore how these innovations can transform education systems to offer equitable access, experiences and outcomes for all.

Spring

1 Course Unit

**EDUC 6160 Museum Education**

Since the nineteenth century, museums have played a key role in the collection and dissemination of knowledge, and today their educational programs play a vital role for an array of communities. This seminar provides an introduction into museum education, the fields that influence it, pedagogical approaches used, and contemporary challenges.

Spring

1 Course Unit

**EDUC 6165 Research on Teaching**

This course is designed to explore the research literature on classroom teaching processes as well as the contrasting conceptual and methodological approaches upon which this literature is based. The course introduces students to the major substantive areas in the field, develops a critical perspective on contrasting paradigms, and raises questions about the implication of research on teaching for curriculum, instruction, evaluation, and teacher education.

Spring, odd numbered years only

1 Course Unit



**EDUC 6168 Master's Seminar in Teaching, Learning, and Leadership**

This seminar explores key foundational questions for graduate-level work: How is academic knowledge formed and reproduced? How do we engage with and interrogate the scholarly research? And, how do we participate in the academic conversation around a topic? The Master's Seminar introduces students to academic discourse, disciplinary writing conventions, and research practices. As part of this course, students are guided through preparing a literature review on a topic of their choice. This review, in turn, forms the foundation for their Capstone Proposal and Project that are required for the completion of the M.S.Ed. degree.

1 Course Unit

**EDUC 6177 Whiteness and Education**

Whiteness as a sociopolitical formation has shaped the very essence of educational spaces and processes in the United States. Drawing upon scholarly perspectives from whiteness studies and educational studies, this course will examine the material and ideological effects of whiteness on teaching and learning in American K-12 and higher educational institutions. By identifying the dilemmas associated with uncritical attitudes toward whiteness as a sociopolitical and pedagogical phenomenon, this course will encourage students to consider more liberatory approaches to naming and negotiating whiteness in American education. This is a graduate-level course that presumes introductory-level prior knowledge in educational studies and critical studies of race.

Not Offered Every Year

1 Course Unit

**EDUC 6178 Gender and Sexuality in Education**

This seminar gives an overview of the intersections and interplay among gender, sexuality, and education through theory, practice, current discussions, and analysis of varied contexts in English speaking countries (e.g. the United States, Canada, Great Britain, and Australia). After examining the theoretical foundations of genders and sexualities, we will look at their histories and effects in K-12 schools and colleges and universities as well as explore special topics.

Fall

Also Offered As: GSWS 6780

1 Course Unit

**EDUC 6181 Applied Research in the Learning Sciences**

This course will introduce students to basic skills necessary to plan, conduct, analyze, and report on a research project. Activities will include literature review, formulating research questions, describing appropriate research methods, managing and analyzing data, and reporting on progress. Students will work on a research team with their peers and will complete hands-on activities that culminate in a conference paper describing their research. In this course, we will work with publicly available data using a qualitative content analysis approach. We will not be conducting human subjects research. It is recommended students take EDUC 6144 Learning Sciences Past Present and Future before taking this course

Fall

1 Course Unit

**EDUC 6185 Databases and Data Management**

The course in Databases and Data Management offers students a comprehensive coverage of databases and data management, tailored to both industrial and educational contexts. Students will learn basic concepts and practical skills for storing, manipulating, and working with data in real-world scenarios using real-world data. Key topics covered in this course consist of databases, including data design, data modeling, data querying, and reporting, as well as data management, including data selection and appraisal, data storage and security, legal and ethical considerations, data sharing, data archiving, and data preservation. Students will learn the structured query language (SQL) for database operations in this course.

Fall

1 Course Unit

**EDUC 6186 In/formal Learning Experience**

The In/formal Learning Experiences Internship covers the theory, research, and practice of informal learning. The course is designed to provide background readings, a discussion forum of central issues in informal learning, and a place to share and exchange internship experiences. This course does not provide students with an internship. Internships are optional and must be secured independently.

1 Course Unit

**EDUC 6189 Contemporary Issues in Mathematics Curriculum**

Educational leaders and policy makers in the U.S. have long used curriculum reform to drive change in K-12 teaching and schooling practices. This course examines the assumptions underlying this approach and examines the related research evidence.

Spring, odd numbered years only

1 Course Unit

**EDUC 6190 Feature Engineering**

This course provides fundamental techniques for extracting, processing, and transforming complex data into formats ready for use within machine learning (ML) models. The course is designed to equip students to understand the underlying principles and practical implementation of these techniques using standard Python packages. Prerequisite: Prior experience with either statistics or computer science. Basic Python programming language skill is required.

Spring

Prerequisite: EDUC 6191

1 Course Unit

**EDUC 6191 Core Methods in Educational Data Mining**

Students will learn how to execute core educational data mining methods in standard software packages, the limitations of existing implementations of these methods, and when and why to use these methods. The course will also cover how EDM differs from more traditional statistical and psychometric approaches. Prerequisite: Prior experience with either statistics or computer science recommended.

Fall

Prerequisite: EDUC 6667

1 Course Unit

**EDUC 6192 Large Language Model Applications in Education**

Large Language Model (LLM) Applications in Education is designed for graduate students, offering an overview and introduction to both the theoretical foundations and practical applications of LLMs in education. The course focuses on leveraging LLMs, particularly through the OpenAI API, to address real-world challenges in education, such as personalized learning, content generation, automated grading, and learning analytics. Students will gain hands-on experience in using LLMs to develop tools and solutions that enhance teaching and learning processes. The course is divided into three parts: Introduction to LLMs: Covers the history, evolution, and ethical considerations of LLMs, along with hands-on experience in setting up and using the OpenAI API. LLMs in Education: Explores applications of LLMs in education, including content generation, personalized learning, automated grading, and chatbots. Concerns and Future Directions: Discusses ethical challenges, bias, and future trends in LLMs, with a focus on their implications for learning analytics and AI in education. Prerequisite: Python required; EDUC 6190 Feature Engineering (or Equivalent) and EDUC 6191 Core Methods in Educational Data Mining (or Equivalent) are recommended

Fall

1 Course Unit

**EDUC 6195 Capstone Seminar: Learning Analytics**

The Learning Analytics Capstone Project is the culminating experience for students pursuing a major in Learning Analytics, demonstrating their acquired knowledge and skills to real-world projects in the educational realm. Throughout the Capstone Seminar course, students will embark on a journey of developing, proposing, and presenting their capstone project proposals. This process adheres to comprehensive methodologies and best practices for designing and developing learning analytics projects. The combination of practical application and theoretical knowledge equips students with the essential skills to excel in the field of Learning Analytics through hands-on activities and online discussions. Prerequisites: To enroll in the Capstone Project Seminar, students must have successfully completed the prerequisite courses listed below. Only students who have successfully passed the following three courses are eligible to register for the seminar. 1. EDUC 6191 Core Methods in Educational Data Mining 2. EDUC 6123 Big Data, Education, and Society 3. EDUC XXXX Feature Engineering

Summer Term

Prerequisite: EDUC 6191 AND EDUC 6123

1 Course Unit

**EDUC 6200 Introduction to Applied Linguistics**

This course introduces first year students in the LGIS and TESOL specializations to critical issues, perspectives, and practices central to the study of applied linguistics. The purpose of this course is to build a preliminary conceptual framework and strong practical foundation for understanding the interactional dynamics of intercultural encounters and the socio-cognitive dimensions of language education. Through weekly readings, brief lectures, and discussions, students will explore the origins and purposes of applied linguistics as an academic discipline, analyze some ways in which applied linguists have conceptualized language and language learning, and consider how perspectives from applied linguistics can be used to understand and address questions and problems involving language in educational, institutional, and community settings. In addition, through in-class activities, short homework assignments, and focused writing tasks, students will examine, engage in, and reflect on an array of linguistic issues and practices central to the work of applied linguistics and begin to form their own identities as applied linguists.

Fall

1 Course Unit

**EDUC 6205 Linguistics in Education**

For students with little or no linguistics background. An introduction to the basic levels of language (phonetics and phonology, morphology and semantics, syntax, pragmatics) with special emphasis on the relevance of linguistic concepts to education. Other topics may include bi/multilingualism, language variation, and language acquisition.

Fall

1 Course Unit

**EDUC 6210 Sociolinguistics in Education**

The educational consequences of linguistic and cultural diversity. A broad overview of sociolinguistics, introducing both early foundational work and current issues in the field. Topics include language contact and language prestige, multilingualism and language ecology, regional and stylistic variation, verbal repertoire and communicative competence, language and social identity, codeswitching and diglossia, language socialization and language ideology, as they relate to educational policy and practice in the United States and around the world.

Fall or Spring

1 Course Unit

**EDUC 6215 Approaches to Teaching English and Other Modern Languages**

This course provides students with an introduction to theory and practice in second and foreign language teaching. Students will (a) develop an understanding of the history of language teaching practice and how such a perspective informs current day approaches, (b) explore the relationship between the context in which the language is learned and taught and classroom practice, and (c) develop an awareness of teaching principles central to a personal pedagogical approach and teaching philosophy. Students should have a field site where they can observe, participate, and collect classroom data.

Fall

1 Course Unit

**EDUC 6216 Approaches to Teaching Chinese**

This course provides an overview of the theory and practice of Chinese language teaching. Students will explore current issues pertaining to Chinese teaching pedagogy and curricular. There will be opportunities for students to lead discussions, observe classes, create lesson plans, and teach Chinese classes at local Chinese schools.

Spring

1 Course Unit

**EDUC 6220 Discursive Approaches in Language, Globalization, and Intercultural Studies**

This course offers a discourse-based approach and hands-on introduction to the field of Language, Globalization, and Intercultural Studies (LGIS), from the micro-level of interpersonal interaction to the macro-level of institutional practice. Through a series of readings and service learning projects in multicultural settings, students will hone their observational and analytic abilities, while gaining an appreciation of and facility for participating in the communicative diversity around them. Topics will include a repertoire approach to examining language in use, interpretation and metacommentary, and the possibility of intervention to facilitate new communicative patterns.

Fall

1 Course Unit

**EDUC 6299 Ethnography for Language, Globalization, and Intercultural Studies**

This course functions as a platform for collaborative data-analysis and “workshopping” activities based on each student’s uploaded samples of data. The goal is to develop a focused and cumulative discussion that will enable students to link their own ethnographic observations to issues of continuing concern in the field of Language, Globalization, and Intercultural Studies (LGIS), as exemplified in suggested readings. Fluency in the theoretical and methodological vocabulary of LGIS will enable participants to see how key concepts—from ‘face’ to conversational inference to codeswitching to communicative repertoires and beyond—are exemplified in their own and each other’s material. The course will enable students in the LGIS MS.Ed. Program to organize and begin to interpret data from their internship site in preparation for their culminating Capstone project.

Fall

1 Course Unit

**EDUC 6306 Literacy Research, Theory, and Practice**

This graduate seminar is a capstone course in the Reading, Writing, and Literacy master’s program, designed to help students develop understandings about key theoretical underpinnings of literacy research. As a foundational course, the seminar will explore how literacy has been conceptualized over time and across disciplines, examining how literacy has functioned as a touchstone issue in policy and practice as people debate what ‘counts’ as literacy. While we explore these debates, we focus particularly on contemporary literacy theories that understand literacy to be multiple, ideological, and socially situated - practices grounded in specific contexts that are fundamentally linked to broader social, cultural, and political power structures. Inquiry sits at the heart of the course, with students developing an online learning portfolio centered around their individual research, course readings, and prior experiences. Students will reflect on their RWL program of study, write about conceptual territories at the heart of the program, and curate materials from the semester and their program of study to demonstrate their learning and development over time. Students will work with coaches as well as engage in a workshop learning environment, culminating in an online learning portfolio and presentation to RWL faculty.

Prerequisite: EDUC 5333

1 Course Unit

**EDUC 6323 Multicultural Issues in Education**

This course examines critical issues, problems, and perspectives in multicultural education. Intended to focus on access to literacy and educational opportunity, the course will engage class members in discussions around a variety of topics in educational practice, research, and policy. Specifically, the course will (1) review theoretical frameworks in multicultural education, (2) analyze the issues of race, racism, and culture in historical and contemporary perspective, and (3) identify obstacles to participation in the educational process by diverse cultural and ethnic groups. Students will be required to complete field experiences and classroom activities that enable them to reflect on their own belief systems, practices, and educational experiences. This is a Masters level course.

Also Offered As: AFRC 6323

1 Course Unit

**EDUC 6326 Literacy, Discourse, and Interaction**

This course draws on varying pedagogical and personal perspectives to explore conceptions of reading comprehension and how it can be taught to children and adolescents. Focus will be given to how certain ways of structuring dialogue about a text profoundly change how readers think about and do reading.

1 Course Unit

**EDUC 6329 Teaching English/Language and Literacy in Middle and Secondary Schools**

This course is a collaborative inquiry into the dynamic concept of adolescent literacy and its potential as an organizing construct for improving teaching and learning. It provides opportunities to investigate a variety of resources including our own histories as well as a range of print, digital and visual texts and to conduct fieldwork in various middle and secondary school classrooms where youth are being positioned (and positioning themselves) as literacy learners and literacy is being defined, performed, practiced, interrogated, and interpreted, within and beyond the school curricula. By engaging with youth, in various texts and contexts and for a range of purposes, participants will try to make sense of how adolescents negotiate their worlds, in school and out. The approach to literacy is interdisciplinary, drawing from the domains of literature, composition, linguistics, curriculum theory, anthropology and psychology and from theory, research and practice of both university-based and school-based teachers, writers and researchers. The intent is to pose and refine questions about what it means to teach literacy in ways that take seriously what youth bring to school as their own knowledge and passions, cultural and linguistic resources.

Fall

1 Course Unit

**EDUC 6333 Selected Topics in RWL: Literacy and Learning Differences**

Examines a topic of current interest to theory, research, and practice in writing.

Summer Term

1 Course Unit

**EDUC 6334 Selected Topics in RWL: Critical Literacies**

Examines a topic of current interest to theory, research, and practice in writing.

Summer Term

1 Course Unit

**EDUC 6335 Assessing Language and Learning Differences**

This course exposes students to a wide variety of assessments used to look closely at growth in reading/writing/literacy. Students critique both formal and informal approaches to assessment as well as complete structured observations of learners within diverse instructional contents. Emphases include contextual and affective components of reading/ language difficulties, innovative assessment procedures, observational strategies and collaborative inquiry. Auditors not permitted.

Spring

Prerequisite: EDUC 5333

1 Course Unit

**EDUC 6336 Young Adult Literature, Media & Culture**

This course acquaints students with the ever-expanding body of literature written for young adults, considering the theoretical and pedagogical issues it raises. Readings include many young adult novels; empirical research on adolescent response to literature; and literary theory.

Spring

1 Course Unit

**EDUC 6345 Issues in Education and Health: Disparities and Prevention in Schools and Communities**

Drawing upon research and scholarship in health and education, this course aims to deepen our knowledge, understanding, and ability to effect positive change in the health and health practices of students and families in urban settings, using schools and community agencies as sites of engagement.

Spring

1 Course Unit

**EDUC 6362 Picturebooks and the Practice of Literacy**

This course examines the formal properties of picture books and their use in enabling literacy development. The course uses aesthetic theory, theories of text-picture relationships, theories of literacy and theories of literary understanding, and also exposes students to empirical research on children's responses to this literary form.

Spring

1 Course Unit

**EDUC 6369 Participatory Methods in Education**

This course is designed as a collaborative investigation into practitioner inquiry and the work of inquiry communities in K-16 and graduate/professional school settings, professional networks and community-based organizations. The focus is on conceptual and methodological frameworks and methods of practitioner inquiry and the contexts, purposes and practices of differently situated inquiry communities. Participants will explore a range of practitioner inquiry traditions and texts that go by terms such as action, collaborative, critical, community-based, participatory, autobiographical, emancipatory, narrative and pedagogical. They will also conduct an inquiry based on their particular interests and contexts. The course will emphasize practitioner inquiry that intentionally engages issues of equity, access and culture in educational settings.

Spring, even numbered years only

1 Course Unit

**EDUC 6371 Adult Literacy**

Teaching reading/writing/literacy to adults for whom English is a first or second language. Topics include contrasting conceptions of literacy and learning; participatory literacy programs; instruction and curriculum for adults with diverse cultural and linguistic backgrounds and nationalities; alternative/performance-based assessment; and practitioner research in adult literacy education.

Fall

1 Course Unit

**EDUC 6381 Literacy and Illustrated Texts: Picturebooks, Comics and Graphic Novels**

Students develop familiarity with illustrated materials - including picture books, comics, and graphic novels - while cultivating understanding of how illustrated texts like these can be used in 21st century elementary/middle/secondary literacy curricula. Students complete individualized and group course projects that focus on illustrated texts in specific classroom, research, critical, theoretical, home, community, and/or professional contexts.

Not Offered Every Year

1 Course Unit

**EDUC 6402 Curriculum & Pedagogy in International Contexts**

This course explores the problems, issues, and approaches to teacher preparation and the development of curricula and instructional materials, particularly (though not exclusively) in developing country contexts through a seminar styled class and a hands-on semester long project.

Spring

1 Course Unit

**EDUC 6410 Global Perspectives on School Climate & Soci-Emotional Learning**

There is a growing interest in school climate research and practice around the world. School climate refers to the quality and character of school life and is based on patterns of school community's (students', parents', school personnel's and community members) experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures. This course provides an international and comparative perspective on school climate and social emotional learning using available relevant articles, case studies, and examples from both low as well as middle- and high-income countries. Topics include definitions, dimensions and models of school climate and social emotional learning, trends in the field, assessment mechanisms, policy discussions, school climate practice, challenges in the field, etc. At the end of the course, students will get a solid understanding of school climate and social emotional learning concepts as well as research, policy, and practice on school climate from a global perspective.

Spring

1 Course Unit

**EDUC 6460 Qualitative Methods: Principles and Techniques**

This course surveys the field of qualitative research and focuses on foundational philosophies of and approaches to qualitative research. The course focuses on the stages of qualitative research including the development of researchable questions, research designs, conceptual frameworks, methodological stances, data collection and analysis and instrument design and implementation.

Fall, Spring, and Summer Terms

1 Course Unit

**EDUC 6462 Principles of Monitoring & Evaluation in International Education Development**

This course covers theories, methods, and applications of monitoring and evaluation for educational and social programs, with special emphasis on international education development. Topics include basic statistical concepts, program theory, process and outcome assessment, concepts in survey methods, introduction to causal inference, introductory regression analysis, and an overview of impact assessments and cost-benefit/cost-effectiveness analysis.

Fall

0-1 Course Unit

**EDUC 6465 Social Capital and Social Networks**

Schools are key organizational contexts in which students, teachers, and parents develop relationships with one another. Drawing on conceptualizations of social relations as a resource (i.e., social capital), a rich scholarship identifies the advantages of school-based relationships — from channeling information and advice to encouraging involvement, from providing emotional support to creating opportunities to socialize. The scholarship on social capital illuminates how the architecture of social networks and actors' locations within these networks have significant consequences. This graduate seminar offers both an introduction to theoretical and methodological approaches to understanding school-based social structures.

Summer Term

1 Course Unit



**EDUC 6480 International Educational Development in Practice: Tools, Techniques and Ethics**

This course covers the broad arena of international educational development practice by introducing students to a variety of tools used in international educational development work. It is a required course for IEDP Masters students and is offered in the Fall semester only. Coursework is built around the project cycle and will acquaint you with current approaches to development and accompanying tools employed by a variety of international development organizations. Specifically, you will gain skills to determine how to gather adequate information, interpret information and put this information into clear and helpful frameworks for formulating recommendations for action. To learn these skills, you will work in small groups on a technical proposal throughout the semester. Throughout the semester, we will seek a more nuanced understanding of the general context and the role of institutions in global development work, while being aware of local realities and ethical issues that make development as contested locally as it is at national and global levels. Development from this perspective is not primarily a technical enterprise, although it does require skill with "techniques". Rather it involves a process of heralding the best available information to facilitate the mobilization of resources and people to engender development - a development process whose focus is broadening people's capacities, opportunities, choices, and access to social justice.

Fall

0-1 Course Unit

**EDUC 6482 Masters Proseminar in International Educational Development**

This course covers the broad professional arena of international educational development. It is designed to provide an analytical perspective on applied research and policy as undertaken by UN, donor and non-profit agencies, with a focus on developing countries. Such work will require analyzing intellectual and technical challenges of working in international education and human development, especially around issues of social and public policy as developed through writing policy briefs. Several specialists and speakers will be invited as guests throughout the semester.

Spring

0-1 Course Unit

**EDUC 6490 Master's Seminar in Education, Culture, and Society**

This seminar explores key foundational questions for graduate-level work: How is academic knowledge formed and reproduced? How do we engage with and interrogate the scholarly research? And, how do we participate in the academic conversation around a topic? The Master's Paper Seminar introduces students to academic discourse, disciplinary writing conventions, and research practices. As part of this course, students are guided through preparing a Capstone Project on a topic of their choice (TLL MSED and LST MSED students) or a literature review of a topic of their choice (ECS MSED students). This review, in turn, forms the foundation of their Capstone Proposal and Capstone Project (TLL and LST students) or 30-40 page paper (ECS students) that are required for the completion of the M.S.Ed degree.

0.5-1 Course Unit

**EDUC 6503 Wellness and Addictions Counseling**

This course will provide an overview of addictions and addiction counseling from research, theory, and applied perspectives. It will also explore contemporary conceptions of "wellness" and wellness-promotion strategies, particularly for people struggling with addictions. Applied skills for addressing wellness and addiction will be framed within current evidence-based research. Prerequisite: Students must be enrolled in the M. Phil. ED. in Professional Counseling Program.

Fall

1 Course Unit

**EDUC 6510 Cultural Perspectives on Human Development**

This course focuses on children's and adolescents' development from cultural and cross-cultural perspectives. Topics include traditional and recent theories of cultural influence on development, research strategies, socialization values and practices, and socioemotional and cognitive functions such as aggression and conflict, shyness, and academic achievement in cultural context. Issues involving ethnicity and social and cultural changes are also discussed.

1 Course Unit

**EDUC 6512 LGBT Counseling & Development**

In the past quarter century, the awareness of the unique issues facing lesbian, gay, bisexual and transgender (LGBT) individuals has expanded and become essential knowledge in our work as educators, providers of psychological services, and other service provision fields. This course provides a contextual and applied understanding the interactional processes facing LGBT individuals.

Not Offered Every Year

Also Offered As: GSWS 6120

1 Course Unit

**EDUC 6513 Group Counseling**

Through didactic and experimental learning activities, students will explore various theoretical approaches to groups, learn and apply principles of group dynamics, develop familiarity with ethical, legal and professional standards relative to group leadership, learn member roles and functions in group, examine group counseling in a multicultural context, and relate these issues to the leader's interpersonal style and behavior. Applications to specific developmental stages and contexts will be explored.

1 Course Unit

**EDUC 6515 Parenting and Children's Educational Development**

Theory and research on family influences on achievement development, models of the home-learning environment; parental involvement in schools.

Not Offered Every Year

1 Course Unit



**EDUC 6517 Counseling for School to Career Transitions**

This course is designed to provide an overview of career education and counseling principles, and to make connections between school, work and career at all levels of education and personal development. It will explore the transition process from school to work, and the relationships among work, career and well-being. "Possibility development" and "inventing the future," will be guiding themes for the course which provide that preparing for college and career is essential to inventing a positive future. The following general topics will be covered through a combination of lecture, experiential activities, readings, and guest speakers: - Career counseling theories - Career decision making processes - Possibility development counseling and mentorship - Identifying and cultivating student strengths - Approaches to career development education in K-12 and college - School to work transitions - Legal issues in the workplace - Resume writing and interviewing

Spring  
1 Course Unit

**EDUC 6558 Diagnosis and Psychopathology**

In this course, students will explore the etiology, course, and prevalence of psychological disorders of childhood and adolescence. Particular focus is on the role of these issues in the developing person within the context of family, school, and culture. Major clinical and empirical classification systems (DSMIV and the new DSM5) are examined, as well as some of the diagnostic and assessment strategies used to aid the conceptualization and treatment of these disorders.

1 Course Unit

**EDUC 6563 Sociocultural Foundations in Counseling**

The course provides an understanding of sociocultural concepts essential to the work of counselors and providers of psychological services. This course provides a contextual and applied understanding of working with socioculturally diverse clients. The purpose of this course is to expand one's understanding of the impact of sociocultural and contextual factors, social-psychological influences, the role of values, and the interaction of identities in counseling and psychological services. Both intervention and prevention strategies will be addressed. The student will be required to demonstrate a working knowledge of key concepts in sociocultural psychology and the topical areas addressed in the course.

Spring  
1 Course Unit

**EDUC 6577 EdTech and International Development**

The importance of the relationship between education, technology, and social-economic development is increasing in the U.S. and around the world. What are new information and communications technologies (ICTs), how are they being deployed, and for what reasons? Are new ICTs a means for delivering skill-based or distance education information, and in what ways are they becoming a part of societies today? What constitute, then, ICTs for Development (ICT4D), and what role do they play in societies that are 'industrialized' and 'developing'.

Spring  
1 Course Unit

**EDUC 6580 Early Childhood, Early Literacy, and Parent-Family-Community Engagement**

Within and across national and international settings, there is no shortage of discussions about the issues facing early childhood as a critical area of inquiry or about the diversity of children and families served by early childhood programs. Developmental science's increasing attention to early child development and its implications for learning and teaching point to the need and the potential to improve the education and well-being of all young children. Such attention is especially significant for children and families in marginalized and historically disenfranchised communities. In studying the broad dimensions of education and schooling, early childhood specialists draw from fields as different as neurobiology and housing to areas traditionally associated with young children's learning and schooling, e.g., literacy and language. Despite the heightened awareness regarding the problems and incremental change in the circumstances of some children, our responses to the issues fall short of understanding the complexity of dilemmas or addressing the multiplicity and depth of need facing young children and the diversity of families and communities of care who support their education, health, safety, and well-being.

Spring  
1 Course Unit

**EDUC 6585 Career Counseling and Development**

Career development is studied as an aspect of general development theories of educational and vocational choice and adjustment; psychological aspects of occupations. Prerequisite: Permission needed from instructor.

Summer Term  
1 Course Unit

**EDUC 6586 Counseling Interventions**

This course will provide an overview of the approaches to various psychological interventions with a focus on theory, key concepts, and therapeutic processes. The purpose of this course is to develop a knowledge base of the underlying principles and approaches of psychological interventions. Students will be required to demonstrate a working knowledge of the key concepts of the psychotherapeutic approaches presented, distinguish between different approaches, and make a preliminary rationale for the use of a particular approach. Students also are expected to develop a critical perspective and demonstrate the ability to analyze theories and interventions.

Prerequisite: Admission to Counseling and Mental Health Services.  
Fall  
1 Course Unit

**EDUC 6587 Counseling Ethics & Professional Principles**

This course will provide the student with an opportunity to learn and incorporate the multifaceted roles of the professional counselor and assist the student in developing a sense of their professional identity. In this process, the course will focus on the professional role of the counselor; ethics and their application across situations and professional settings; and gaining strong professional communication abilities. The primary goals of the course are to develop the student's awareness of their roles and responsibilities as a professional, incorporating ethical standards as a counselor, increasing professional communication skills, and understanding the roles of counselor across professional settings.

Fall  
1 Course Unit

**EDUC 6588 Counseling Practicum**

Seminar and lab to accompany supervised practicum or apprenticeship experiences in schools, colleges, or community agencies. Placement to be arranged by instructor.

Two Term Class, Student must enter first term; credit given after both terms are complete

1 Course Unit

**EDUC 6625 Data Processing and Analysis**

Use of Statistical Software including Statistical Analysis (SAS) to effectively build a wide variety of datasets for use to address a range of empirical research questions. Evaluate conventional methods for dealing with missing data and apply contemporary methods using SAS.

Fall

Prerequisite: EDUC 6667

1 Course Unit

**EDUC 6667 Introductory Statistics for Educational Research**

Scales of measurement; indices of central tendency and variability; product-movement correlation; introduction to the chi-squared; Z, T, and F distributions.

Fall, Spring, and Summer Terms

1 Course Unit

**EDUC 6680 Evaluation of Policies, Programs and Projects**

Basic evaluation policy and methods for determining nature and severity of problems, implementation of programs relative effects and cost-effectiveness of interventions to reduce problems, design and conduct of evaluation studies in education, social services, crime and delinquency, in the U.S. and other countries.

Fall

Prerequisite: EDUC 6667

1 Course Unit

**EDUC 6683 Survey Methods & Design**

This course covers the methods and design of field surveys in the U.S. and other countries in education, the social sciences, criminal justice research, and other areas. It covers methods of eliciting information through household, mail, telephone surveys, methods of assuring privacy, enhancing cooperation rates and related matters. Finally, the fundamentals of statistical sampling and sample design are handled. Much of the course is based on contemporary surveys sponsored by the National Center for Education Statistics and other federal, state and local agencies.

Spring

Prerequisite: EDUC 6667

1 Course Unit

**EDUC 6684 Measurement & Assessment**

Analysis of primary assessment concepts including basic theoretical principles, types and purposes of assessment devices, levels of measurement, standardization and norming, and methods to support reliability and validity; special focus on appropriate test interpretation, fairness, measurement of change, and incremental validity; application of standards for test development, usage, and critique in education, health care, public policy, and scientific inquiry.

Fall

1 Course Unit

**EDUC 6715 Public Communications in Education: Challenges and Strategies**

If it's not on social media, did it even happen? Does anyone other than grad students even read journal articles? Where do policymakers get their ideas? Our problem diagnosis begins with an assessment of the communicative gaps between education journalism, education research, education policymaking, and what happens in the classroom. We will explore the role of mass media in the public's understanding of the field of education, and discuss strategies for bridging these gaps. Practically, students will learn to develop assets such as educational narratives, media outreach plans, policy memos, and social media campaigns for communicating on education issues, skills that are particularly useful for students interested in working in think tanks, local/state/federal education agencies, or education research centers.

Spring

1 Course Unit

**EDUC 6720 Methods of Economic Evaluation in Education**

Methods of economic evaluation are a critical component of evidence for policymaking. Economic evaluations, mainly cost-effectiveness and benefit-cost analysis, contribute information about costs relative to impacts. Rigorous evidence on effects, and the resources used to produce them, aids in selecting between policy alternatives. This course is designed to provide a strong foundation to prepare researchers to apply the "ingredients method", a rigorous method of evaluating the costs of educational programs. The course is structured to build understanding of the concepts and methods of economic evaluation, the consumption and critique of economic evaluations, and the application of the ingredients method to conduct economic evaluations. More specifically, the goals of the course are: 1) development of a clear and strong understanding of economic evaluation in education; 2) ability to discuss and write about concepts of economic evaluation; 3) assess work for strengths and weaknesses of rigor; 4) design research on cost-effectiveness; 5) conduct research applying methods covered in class to contribute to the field. To achieve these goals, the course will focus on reading and discussion of the textbook and methodological papers on concepts and methods; reading, presenting, discussing, and critiquing published research articles and reports; applying methods and concepts in exercises, group projects, and independent research proposals. Prerequisites: Prior coursework in regression, causal analysis, and program evaluation are helpful but not required. Experience in economics or calculus is not required for this course.

1 Course Unit

**EDUC 6725 The Politics of Policymaking in K-12 Education**

This course will introduce students to the role of politics and public policy in K-12 education. The course will examine policy models and frameworks, and their application to current policy issues in the K-12 policy arena. The specific learning objectives are as follows: Understand the stages of the policymaking process; Gain a broad understanding of the models and frameworks that can be applied to understand policymaking; Understand the dynamics of individuals, interest groups, and coalitions in the policymaking process; and Apply policy frameworks and theory to current political issues in education.

Fall

1 Course Unit

**EDUC 6734 Child Development and Social Policy**

The purpose of this course is to focus on major US social policies impacting our most vulnerable subpopulations of children living in poverty. The class will explore how developmental science can provide a broad conceptual framework to inform the construction of social policies for children and evaluate their effectiveness. Since much of the social policy issues for children in the US public square are currently hotly debated, the class format will incorporate debate and require students to actively research and defend positions on existing policies. Class size will be set at a level to maximize interaction and involvement.

Spring

1 Course Unit

**EDUC 6736 Education Finance Policy**

This course examines the legal, political and economic issues surrounding how public schools are funded, including equity, productivity and the interaction of finance and school reform. Through readings, discussion and written assignments, students will develop and apply policy analysis skills to the area of education finance.

Fall or Spring

1 Course Unit

**EDUC 6738 Education Policy Issues**

This course will provide you with a deep dive opportunity to advance your presentation, peer review, and research development abilities. In addition to the diverse content areas that you will experience from your colleagues' real-time research agenda presentations throughout the semester, you will also garner different perspectives in different methodological approaches being used at a research university, including qualitative, quantitative, and mixed methods. An emphasis will be placed on your presentation and feedback to others' presentation.

Fall or Spring

1 Course Unit

**EDUC 6739 Applied Policy Analysis**

This course emphasizes meaningful and practical learning experiences that will prepare students to be informed about and reflective of empirical policy analyses. In addition, this course provides the foundations to develop/improve the ability to interpret and objectively evaluate studies and research in the field of education; know the fundamentals of policy analysis; demonstrate an understanding of the appropriate use of which method to select; and cultivate the skills to critically assess educational research. These aims are achieved through lecture, textbook and journal readings, powerpoint presentation, and grant proposal writing.

1 Course Unit

**EDUC 6784 Economics of Education**

This course has two main goals. One is to teach students to apply economic principals to analyze a wide range of educational policy issues. The other is to provide students with a foundation in contemporary education policy issues. The course is designed to address analytic issues relevant to a wide range of educational professionals, including managers, policy makers, and evaluators. The course will be divided into five units: (1) principles of economic analysis in the context of education policy; (2) the economics of early care and education; (3) cost-effectiveness analysis; (4) human capital investment; and (5) education finance.

Fall or Spring

1 Course Unit

**EDUC 6804 Ethics and Leadership in Higher Education**

This course looks critically at the various theories of leadership with a special emphasis on the ethical dimensions of leadership. Leadership theory and practice reveal that there is no one approach that is best or that works in all situations. Aspiring leaders must have a variety of lenses through which they can analyze and understand the elements involved in ethical leadership. At the end of the course students will be able to apply essential concepts of ethical decision making and leadership - the role of trust and the ability to build trust, the uses of power, the importance of good decision-making, the conflicting priorities that arise from living out your core values in the workplace.

Fall

1 Course Unit

**EDUC 6807 Faculty and Academic Governance**

Introduction to selected issues pertaining to faculty and academic governance, such as: Who governs American colleges and universities? What are the respective roles of the president, the board of trustees, the faculty, and students in institutional decision making? The course will also explore key contemporary governance issues.

Fall

1 Course Unit

**EDUC 6808 Organizational Change in Higher Education**

Colleges and universities today face tremendous challenges—calls by external constituents for greater accountability, scarcity of resources, greater competition, and pedagogical innovations. The need for change, and for change agents, in our institutions of higher learning has never been greater. This course examines organizational change both theoretically and practically in college and university settings. Students will be introduced to many of the most current, influential, and promising theories about how change occurs at the departmental, institutional and system level. Using case studies, we will apply these frameworks in order to diagnose and develop constructive strategies for meaningful change.

Not Offered Every Year

1 Course Unit

**EDUC 6811 Higher Education Data Systems**

Being a proficient consumer or capable producer of data-driven insights requires knowledge of higher education context and policy, a firm handle on research methods, and familiarity with the various sources of available data. In this class, we will explore postsecondary data sets at the national, state, and institutional levels, discuss the kinds of insights these data sets allow, and investigate the shortcomings inherent in these data. By reading recent examples of published work using these data sets and through hands-on activities, we will explore social, political, financial, and ethical issues related to evaluation in higher education. A central goal of this class is to give students the opportunity to work with a variety of data sets and learn to report key findings from the data.

Fall or Spring

1 Course Unit

**EDUC 6819 College Student Health**

College Student Health explores postsecondary student health issues from historical and research perspectives, including stress, sleep, sexual health and safety, alcohol and other drugs, and mental health and wellness, among other topics. This course surveys the roles, responsibilities, and best practices of campus health professionals.

Not Offered Every Year

1 Course Unit

**EDUC 6820 Enrollment Management**

Enrollment management is an organizational concept of strategies for achieving institutional goals. The course provides an overview of multiple enrollment management models, the evolution and maturation of these models, the related implications of these organizational structures and strategies, and the benefits and drawbacks on institutions and their markets.

Spring

1 Course Unit

**EDUC 6824 Gender in College**

Examined in this course are theories and interdisciplinary perspectives pertaining to gender on college and university campuses. Emphasis is placed on the social construction of gender, gendered institutional norms and practices, gender disparities on college campuses, and the unique experiential realities of women, men, and transgender persons in a variety of roles and postsecondary educational contexts.

Not Offered Every Year

1 Course Unit

**EDUC 6831 Research Topics**

This seminar offers students a collaborative setting in which to explore a topical area, craft a literature review and refine their research questions. The course will be of special interest to doctoral candidates who are drawn to an area of inquiry (e.g., presidential leadership, diversity, access, organizational change) but now wish to elicit from it a discrete "researchable" question. Prerequisite: Permission needed from department.

Not Offered Every Year

1 Course Unit

**EDUC 6840 History of American Higher Education**

This interactive course focuses on the history of American higher education from the Colonial period through the current day. An emphasis is placed on underrepresented institutions and individuals. Students will have the opportunity to make connections between historical trends and movements and current issues.

Fall

1 Course Unit

**EDUC 6845 Geography of Opportunity**

This course is designed to explore the subfield of urban geography and its use in education and higher education scholarship. Readings will cover theoretical and conceptual foundations such as postcolonial theory, nationalism, Black geographies, and AfroLatin American hemispheric thought. Students will engage in ethnographic research methods for their culminating paper, exploring the City of Philadelphia and its "education" landscape. We engage questions such as: What does educational opportunity consist of in Philadelphia? How do we define the construct of education? How is opportunity conceived? What are the spatial and non-spatial parameters?

Fall or Spring

1 Course Unit

**EDUC 6856 College and University Teaching**

In this class, students will learn how to systematically plan for a university course, develop a teaching philosophy, create a course syllabus relevant to their discipline and expertise, design and implement evaluation instruments to assess teaching and learning, experiment with a range of technologies to advance teaching, and participate in a teaching simulation. This course also incorporates issues of diversity with regard to teaching.

Not Offered Every Year

1 Course Unit

**EDUC 6858 The College and University Presidency**

Explores the role of the most senior campus leader, with attention to the various types of non-profit colleges and universities in the U.S. As chief executive, the president or chancellor is ultimately accountable for the academic, extracurricular, athletic, student life, and residential experience, while assuring that the physical plant and facilities, campus safety, technology and information services, administrative operations, and legal affairs are well-managed and maintained, and that the needs of students, faculty, staff, and trustees are addressed. The president is also responsible for fiscal success, donor and alumni relations, marketing and communications, community and government relations, and for guiding a campus through crises. As the institution's primary advocate, spokesperson and cultural steward, they build relationships with a wide array of constituents, and set and guide progress toward the mission, vision, and strategy for this complex, dynamic organizational system. Examines how presidents are selected, how they successfully navigate the nuances of their multi-faceted roles, and how to work with a president in any campus role.

Spring

1 Course Unit

**EDUC 6871 The High Impact University: the Social Purposes of Universities**

This course focuses on the social and civic role universities and colleges in diverse national contexts. It explores the diverse national and social contexts in which universities both respond to and help to shape. It explores the role of university as citizen and social and economic actor. Finally, it focuses on the changing role of higher education in knowledge economies with a focus on diverse contexts.

1 Course Unit

**EDUC 6871A The High Impact University: the Social Purposes of Universities**

This course focuses on the social and civic role universities and colleges in diverse national contexts. It explores the diverse national and social contexts in which universities both respond to and help to shape. It explores the role of university as citizen and social and economic actor. Finally, it focuses on the changing role of higher education in knowledge economies with a focus on diverse contexts.

0-1 Course Unit

**EDUC 6871B The High Impact University: the Social Purposes of Universities**

This course focuses on the social and civic role universities and colleges in diverse national contexts. It explores the diverse national and social contexts in which universities both respond to and help to shape. It explores the role of university as citizen and social and economic actor. Finally, it focuses on the changing role of higher education in knowledge economies with a focus on diverse contexts.

0-1 Course Unit

**EDUC 6872 The Evolving Global Landscape**

Higher education, while a national (or local) responsibility, is shaped by global forces – economic, social, political and technological. This course focuses on the trends in globalization and the ways in which those forces impact universities positively and negatively. It addresses globalization and its discontents; the disruption and innovation that globalization creates and reinforces, and the ways in which global forces make universities more, rather than less, important in the global dialogue of human development.

1 Course Unit

**EDUC 6872A The Evolving Global Landscape**

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0-1 Course Unit

**EDUC 6873 Magnifying the Mission**

The traditional mission of teaching, research and service continues to evolve in response to changing public expectations for higher education. This course focuses on ensuring meaningful and impactful student engagement; the foundational role of research and the ways new knowledge can be leveraged to address problems; and the ways in which the teaching and learning functions are changing in light of technology innovation and increased demands for measurable outcomes.

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0-1 Course Unit

**EDUC 6874 Governance, Change, & Strategy**

Effective universities require effective management and governance to lead change and drive innovation. This course focuses on how leaders lead and affect intentional institutional change; the role of strategy and planning as vehicles for intentional long-term change; and the ways in which institutional level governance can positively impact the trajectories of institutions.

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0-1 Course Unit

**EDUC 6875 University in its External Context**

The notion of higher education being an Ivory Tower, separate from the world, is nostalgia if not outright myth. Universities are very much shaped by the contexts in which they operate. They need to be responsive to political, economic and social trends. What happens outside universities impacts what happens inside of them. This course seeks to understand how universities must operate in and leaders must shape the political context; the role regulation and politics play; and how university leaders must ensure quality and relevance.

1 Course Unit

**EDUC 6875A University in its External Context**

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0-1 Course Unit

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0-1 Course Unit

**EDUC 6876 Designing the Future**

University leaders need to think about and prepare for the future. Universities risk becoming stagnant and outdated if they do not continually innovate. This course focuses on the principles of design thinking, how leaders can engage campus communities to design and bring about a desired future. It will explore new models of universities and how universities, even long-established ones, can become the disruptors.

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0-1 Course Unit

**EDUC 6877 The Challenges of Leading**

Universities never have a slow day. There are constant demands on leaders' time, talent, and skills. To be effective leaders must have the skills to use data to understand their problems and opportunities, the capacity to lead in times of crises, and leverage the skills and talents of individuals collectively to advance the university and its priorities. Leadership is a collective pursuit, one that requires intentionality and agility, and is shaped by context and circumstance.

1 Course Unit

**EDUC 6878 The Human Enterprise**

At their core, universities are human endeavors. Their primary output is human, citizens active in social and economic pursuits. Their primary input is human, the faculty who deliver the core functions of the university. This module focuses on the human dimension of higher education with a particular focus on equity and inclusion in diverse contexts; how to effectively build and manage teams essential to deliver on the mission; and how individuals can manage and benefit from being intentional stewards of personal, professional and organizational transitions.

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0-1 Course Unit

**EDUC 6879 The Business of the Academic Business**

Universities are not businesses (far from it with their social missions, academic core, and public policy ties), but they do have business functions. This module explores three areas related to the business functions of higher education. Their entrepreneurial activities, the ways they project (intentionally or not) their brand identities into the broader world, and how they engage alumni as active contributors to the university, and well beyond their simple donor role. University leaders need to understand the ways their universities can create and sustain entrepreneurial cultures to secure needed resources and leverage resources and assets to positively impact the university.

1 Course Unit

**EDUC 6880A Action Lab: Problems/Opportunities of Practice**

Unlike other modules in this program, this course is the equivalent of three modules. It will take place over three points in time during the spring and summer semesters. This program is based on the premise that it will help develop knowledgeable, skills leaders to effect change in their higher education contexts. To that end, this capstone course will allow students to frame a problem of practice through an Action Lab, which is a highly engaging, problem-based, and solution-orientated, course. To say higher education has problems is a gross understatement. (We also have a lot of opportunities too, not all negative, thank you very much....) Reading the news headlines from around the world, or even holding a simple conversation with a faculty member, administrator, trustee, alumnus or student will yield a list of challenges the need to be addressed or opportunities of which to take advantage. Challenges and opportunities know no country boundaries as we have all learned in this program. This course does not attempt to address everything, but rather to work with each student or teams of students to identify, frame, articulate, understand, and contextualize a meaningful problem of practice and propose a well-grounded strategy to make positive progress. This work can be done alone or in pairs. The assignment expectations outlined below will be adjusted for those working together.

0-1 Course Unit

**EDUC 6880B Action Lab: Problems/Opportunities of Practice**

Unlike other modules in this program, this course is the equivalent of three modules. It will take place over three points in time during the spring and summer semesters. This program is based on the premise that it will help develop knowledgeable, skills leaders to effect change in their higher education contexts. To that end, this capstone course will allow students to frame a problem of practice through an Action Lab, which is a highly engaging, problem-based, and solution-orientated, course. To say higher education has problems is a gross understatement. (We also have a lot of opportunities too, not all negative, thank you very much....) Reading the news headlines from around the world, or even holding a simple conversation with a faculty member, administrator, trustee, alumnus or student will yield a list of challenges the need to be addressed or opportunities of which to take advantage. Challenges and opportunities know no country boundaries as we have all learned in this program. This course does not attempt to address everything, but rather to work with each student or teams of students to identify, frame, articulate, understand, and contextualize a meaningful problem of practice and propose a well-grounded strategy to make positive progress. This work can be done alone or in pairs. The assignment expectations outlined below will be adjusted for those working together.

0-1 Course Unit

**EDUC 6893 Student Development in College Environments**

Student development refers to the ways a student grows, progresses, or enhances their developmental capabilities through enrollment in higher education. In this course, we will examine student development in college settings using the theoretical frameworks of adult development, positive psychology, and social cognitive theory. We will focus on the first three steps of adult development: identity development, relationship skills development, and career development. In this course, we will use an evidence-based approach by learning to interpret correlational studies (quantitative) and by conducting in-depth interviews (qualitative). Additionally, the course will focus on student development through the lens of diversity, equity, belonging, and inclusion, exploring how college environments can foster the psychological conditions essential for student development.

Fall or Spring

1 Course Unit

**EDUC 6894 College Athletics and Higher Education: Money, Power, Politics**

Higher Education campus leaders should understand the roles and issues facing college sports in the 21st century. This course provided a holistic view of the impact of athletics has on enrollment and retention, institutional finances, diversity and inclusion, and the legal and risk management challenges it brings to your campus organization. The course will also examine the powerful external influences on athletics, including trustees, donors and sports media.

Fall or Spring

1 Course Unit

**EDUC 6910 Classroom Discourse**

This seminar invites students to grapple with the question of "Why Classroom Discussion Matters?" Drawing from readings in philosophy, learning theory, and empirical research on discussion-focused classroom interventions and teacher professional development, we will consider the purposes of and challenges to open classroom discourse.

Not Offered Every Year

1 Course Unit

**EDUC 6940 Evidence in International Education: Design, Implementation, and Impact**

This course explores the use of evidence in international primary education and child development efforts. It begins with an overview of how evidence is used in three phases of reform or intervention: design, implementation, and impact. It offers a framework for thinking about where research questions are in a project cycle. Students will be asked to systematically consider who is asking the question and the implications of the answer for whether and how evidence is used. The course uses real cases from international education to explore key topics, such as: structured pedagogy, education technology, bi- and multi-lingual classrooms, time on task, equity, learning materials, school readiness, social-emotional learning, girls education, parents' roles in learning, teaching at the right level, and scaling. With each topic, the class will read current evidence syntheses and explore the production and use of evidence in at least one real-world setting. Guest speakers from several of these efforts will share their experience and engage the class in learning in more depth about evidence use in ongoing reforms. We'll explore concepts of replicability, external validity and evidence use in adaptive management. Students will also learn about the types of outcome measures commonly used in generating this evidence – assessments of basic reading and math skills, holistic child development and social-emotional, or "21st century skills" – as well as some of their challenges. They will learn about measures commonly used to capture implementation fidelity and quality of learning environments. Students will become familiar with current debates in international basic education and child development. They will know the current state of the evidence that underpins these debates, and the measures used to move these fields of inquiry forward. Assignments will challenge students to analyze evidence and interventions, as well as to design studies to move the field forward.

1 Course Unit

**EDUC 6980 Intro to Academic Writing and Methods in Higher Education Research**

This course provides an introduction to academic writing and research methods in the field of higher education. In the first half of this course, students will develop strong academic writing skills and habits. Students will learn how to identify an area of research, propose one or several research questions, assess and synthesize scholarly literature for the purposes of conducting a literature review, and deploy theory to study their phenomenon. In the second half of this course, students will be introduced to popular research methodologies used to study higher education topics. This includes qualitative approaches (e.g., case study, grounded theory, narrative inquiry, portraiture, etc.), quantitative approaches (e.g., descriptive statistics, multiple regression, path analyses, etc.), and mixed methods approaches (e.g., explanatory designs, exploratory designs, complex and newly emergent designs, etc.). By the end of this course students will complete their own original research proposal using insights from the course.

1 Course Unit

**EDUC 6988 Humanizing Data: Storytelling, Folklore and Ethnography**

How can stories illuminate human experiences? How can patterns in data amplify the power of storytelling? This course examines narrative, folklore and ethnographic research, as well as their intersection, providing students with the tools to uncover, analyze, and communicate complex aspects of human experience. By combining storytelling techniques and ethnographic inquiry, students will learn to transform data-driven insights into compelling narratives that resonate with multiple audiences.

Not Offered Every Year

1 Course Unit

**EDUC 7102 Conceptual Models of School Leadership & Organization**

We will explore conceptual models of organization and leadership in order to develop our knowledge of how classrooms, schools, and education systems function. Our approach will be to consider foundational theoretical works alongside their recent empirical applications.

Throughout the semester we will use case studies to help illuminate our understanding.

Fall or Spring

1 Course Unit

**EDUC 7119 Research on Teacher Education and Learning to Teach**

This course focuses on issues of research, practice, and policy related to teacher education at the preservice, induction, and continuing education levels in the United States and internationally. The course is designed as a seminar to engage participants in the study of teacher education through interaction with researchers and policy-makers, through in-depth study of critical issues in the field, and through engagement with teacher education programs. It is anticipated that each course participant will develop a literature review focusing on one or more topics related to critical issues in teacher education.

Fall

1 Course Unit

**EDUC 7122 Reforming Philadelphia Schools: A Research Practicum on Community Engagement**

This Academically Based Community Service (ABCS) course offers a unique opportunity for students to directly contribute to school improvement efforts in Philadelphia. Teams of students will consult with a local public school with the goal of conducting actionable research with broad policy relevance to the community engagement in education sector. Teams will submit a final report and present their findings at a public venue. The course is designed as a research practicum because understanding community engagement in education as it occurs in practice will provide insights that are unlikely to surface if we merely considered it in the abstract. The experience will provide students a set of skills appropriate to the design, interpretation, and presentation of research on community engagement in education. But we are much more ambitious in our aims. Our consultancies are also meant to help a local community solve an immediate problem of educational relevance. The course is suitable for graduate and undergraduate students with an interest in education, policy, and civil society.

Fall or Spring

1 Course Unit

**EDUC 7132 Doctoral Proseminar on Education Research**

This seminar is designed to enable first-year doctoral students at Penn GSE to understand the broad and diverse field of educational research and the driving debates within the broader field and sub-fields. A primary goal of the course is to support students' developing identities as educational scholars and to help them develop the intellectual skills and stances they will draw upon in doctoral work. We will pay particular attention to the multidisciplinary nature of education research, how individual disciplines and theoretical traditions approach education problems in complementary or contrasting ways, and how educational research functions at the intersection of policy and practice. The seminar seeks to encourage an intellectual community among doctoral students across Penn GSE divisions and programs and to build familiarity with professional norms and expectations. This seminar is intended to build on and complement related courses and activities that are offered by individual Penn GSE divisions.

Fall

1 Course Unit

**EDUC 7140 Social Foundations of Teaching and Learning**

Teaching and learning are social phenomena that reflect and inform the aims, anxieties, and conflicts of the social contexts within which they unfold. Engagements in thoughtful and effective educational research and practice demand nuanced understandings of the complicated and evolving relationships between educational enterprises and the societies that shape them. In this course, we will examine the social foundations of teaching and learning. Specifically, through a series of theoretical lenses, we will question how social formations like democracy, capitalism, race, feminism, and networked publics have attempted to define the goals and substance of educational endeavors. Additionally, we will consider the implications of the social foundations of teaching and learning for our own work as educational scholars and practitioners.

Spring

1 Course Unit

**EDUC 7201 Methods of Discourse Analysis**

This course introduces several methodological approaches that have been developed to do discourse analysis. The course intends primarily to provide students with various methodological tools for studying naturally-occurring speech. Assignments include both reading and weekly data analysis exercises.

Not Offered Every Year

1 Course Unit

**EDUC 7220 Seminar in Microethnography**

This course provides an introduction to theory and method in the unified analysis of verbal and nonverbal behavior as it is culturally patterned, socially organized, and socially organizing in face-to-face interaction, in an approach that integrates participant observation with the detailed analysis of audiovisual records. Students read relevant literature in linguistic anthropology, interactional sociolinguistics, conversation analysis, and embodiment in social interaction. Class requirements include in-class reading presentations, a small microethnographic research project, and several short data analysis reports drawing on differing levels of analysis and differing theoretical orientations. Students review and apply methods of audiovisual data collection, transcription, processing, archiving, and presentation.

Spring

1 Course Unit

**EDUC 7225 Second Language Development**

This course provides an introduction to theory and research on second/multilingual language development. Linguistic, cognitive, social, political, and educational perspectives are considered through readings, lectures, activities, and assignments. Students gain an understanding of research design, methodology, and documentation through guided analysis of published studies and an opportunity to design research projects.

Spring

1 Course Unit

**EDUC 7230 Experiential Learning Design for Language, Globalization, and Intercultural Studies**

Provides new and experienced educators the opportunity to learn and practice training design and facilitation using the principles of experiential and adult learning. Prerequisite: If course requirement not met, permission of instructor required.

Spring

Prerequisite: EDUC 6220

1 Course Unit

**EDUC 7313 Responding to Literature: An Interdisciplinary Perspective**

This course deals with the ways in which readers respond to and transact with literary texts, and aims at helping students understand the nature of the variety of ways in which literature interfaces with our lives. Three different types of discourse are read: literary criticism; empirical research on response to literature; and literary texts themselves. Various types of literary criticism are considered, including (but certainly not limited to) what is commonly called "reader response criticism"; text-based criticism; and criticism that contextualizes literature socially and historically. The empirical research on response deals with ways in which readers of various ages interact with literature, mostly in school settings; some attention is given to instructional design and critique of methodology. The literary texts range from picturebooks to literature for young adults.

Fall

1 Course Unit

**EDUC 7323 Multicultural Issues in Education**

This course examines critical issues, problems, and perspectives in multicultural education. Intended to focus on access to literacy and educational opportunity, the course will engage class members in discussions around a variety of topics in educational practice, research, and policy. Specifically, the course will (1) review theoretical frameworks in multicultural education, (2) analyze the issues of race, racism, and culture in historical and contemporary perspective, and (3) identify obstacles to participation in the educational process by diverse cultural and ethnic groups. Students will be required to complete field experiences and classroom activities that enable them to reflect on their own belief systems, practices, and educational experiences.

Fall

Also Offered As: AFRC 7230

1 Course Unit

**EDUC 7324 Literacy: Social and Historical Perspectives**

A review of the cross-cultural and historical literature on writing and reading with emphasis on the identification of norms and practices which affect the teaching and learning of reading and literacy today. Special attention to the social functions of literacy in work, home, and school settings and to myths regarding the consequences of literacy for cognition, socio-economic mobility, and predictability, and the predictability of citizen behaviors.

Not Offered Every Year

1 Course Unit

**EDUC 7335 Culturally Relevant and Sustaining Approaches to Literacy Tutorial Work**

Tutorial in Reading Writing and Literacy, is designed for participants to gain knowledge and insight into the major challenges facing learners in their quest for proficiency in literacy. The course participants investigate and develop instructional plans for the literacy needs of learners in pre-K to 12th grade settings. Course participants will investigate the roles and responsibilities of the literacy specialist as related to identifying the needs of learners and planning appropriate instruction to meet those needs. Prerequisite: Permission needed from instructor.

Spring

1 Course Unit

**EDUC 7337 Research in Teaching Writing**

This doctoral seminar explores theories and research on writing, investigating current and traditional areas of inquiry in the field of writing studies. As class participants review and analyze theoretical and empirical literature on writing and teaching writing, the seminar will offer students opportunities to compose texts and reflect on their roles as writers in the academy through collaborative inquiry. Participants will think together about the purposes, functions, and consequences of writing in diverse communities and across school and out-of-school settings. The course will pay particular attention to how writing is shifting in a mobile, networked, global age, and how multimodality, interactivity, and hybridity characterize our composing lives.

Spring, odd numbered years only

1 Course Unit

**EDUC 7350 Qualitative Digital Methods in Educational Research**

As digital technologies infuse and shape people's everyday worlds, educational researchers are faced with emerging and dynamic questions about the role of digital tools and spaces in their methodological practices. This doctoral seminar (also appropriate for advanced master's students) is a hands-on, workshop-style qualitative methods course designed to help students explore these questions in relation to their research interests. We will engage with a range of methodological approaches for understanding learning with/through/about digital technologies, with students experimenting with different tools for data collection, analysis, dissemination, and workflow in the context of a semester-long inquiry into a topic of their choosing. Whether students are considering studying an online community, using video in classroom research, analyzing data using QDA software, or conducting Zoom interviews, all are welcome - no prior experience with digital methods necessary.

Not Offered Every Year

1 Course Unit

**EDUC 7460 Qualitative Research: Concepts, Methods and Design**

This course surveys the field of qualitative research and focuses on foundational philosophies of and approaches to qualitative research. The course focuses on the stages of qualitative research including the development of researchable questions, research designs, conceptual frameworks, methodological stances, data collection and analysis and instrument design and implementation.

Fall, Spring, and Summer Terms

1 Course Unit

**EDUC 7462 Advanced Monitoring & Evaluation in International Education Development**

This advanced-level course builds on foundational statistical knowledge to provide students with practical, hands-on experience in quantitative methods for monitoring and evaluation (M&E) in international education and development contexts. Open to graduate students across programs, the course combines theoretical understanding with applied data analysis using STATA, emphasizing essential methods such as randomized experiments, and various quasi-experimental designs for causal inference. Students will explore a range of quantitative methodologies, including logit/probit models, propensity score matching, difference-in-differences, regression discontinuity, and other quasi-experimental approaches. Through interactive labs, research papers/case studies, and guided practice, students will strengthen their ability to analyze complex data, interpret results critically, and design effective research tools—skills vital for careers in research, policy evaluation, and international development. Prerequisites: Introductory Statistics and basic familiarity with STATA.

Spring

1 Course Unit

**EDUC 7464 Advanced Qualitative and Case Study Research**

This course explores epistemological and methodological choices and stances in qualitative research as well as advanced research methods including qualitative research design and concept mapping, sampling/participant selection, interviewing, coding and data analysis, instrument development and triangulation techniques.

Spring

Prerequisite: EDUC 6460 OR EDUC 7460

1 Course Unit

**EDUC 7468 Ethnographic Research Methods**

A course in ethnographic participant observational research; its substantive orientation, literature, and methods. Emphasis is on the interpretive study of social organization and culture in educational settings, formal and informal. Methods of data collection and analysis, critical review of examples of ethnographic research reports, and research design and proposal preparation are among the topics and activities included in this course. Prerequisite: This course is designed to follow after Qualitative Modes of Inquiry (EDUC 682) and as such it is suggested that students have some background in qualitative methods before enrolling.

Not Offered Every Year

Also Offered As: SOCI 7468

1 Course Unit

**EDUC 7509 Peer Relationships in Childhood and Adolescence**

This course focuses on various aspects of children's peer relationships, especially with regard to their significance for human development. The roles of family, community, and socio-cultural contexts in the development of interpersonal competence and relationships are discussed. The course explores possible intervention strategies to help children with peer relationship difficulties.

Spring

1 Course Unit

**EDUC 7517 Professional Internship in Counseling I**

The course will consist of experiential and small group learning, with a focus on practicing and refining skills related to advanced work in psychological services, including the application of various techniques of counseling, ethical considerations, and critiques of live and simulated counseling sessions through role-playing, audio and visual taping.

Prerequisite: Formal admission into Professional Counseling and Psychology M. Phil. Program.

Fall

1 Course Unit

**EDUC 7518 Professional Internship in Counseling II**

Lab seminar group with a seminar group leader is the second component of the Professional Counseling Internship course. Lab will provide students with exposure to others' experiences in different types of internships, working with a variety of different client populations.

Prerequisite: Students must be enrolled in the M. Phil. Ed. in Professional Counseling Program. A primary goal of this course is to help each student refine his/her evolving knowledge of self as a provider of psychological services to others. Students will also evaluate contexts of practice and the professional skills, ethics and practices inherent in effective provision of counseling and psychological services. This course consists of two components: CLASS MEETINGS, during which the full group will meet to address issues related to work in various internships, as well as discuss the development of advanced counseling skills and issues; and, LAB SEMINAR GROUP, which consists of 7-8 masters students with a seminar group lab leader. Prerequisite: Students must be enrolled in the M. Phil. ED. in Professional Counseling Program.

Spring

0-1 Course Unit

**EDUC 7525 Advanced Professional Practice in Communities, Agencies and Organizations**

The purpose of this course is to expand the student's awareness of the multifaceted responsibilities and roles of school counselors in primary and secondary school settings. Through readings, class discussions and guest lectures, it is intended that students will acquire additional competencies and a broader appreciation for professional issues confronted by school counselors and varied responsibilities they have in helping students focus on academic, personal, social and career development in an effort to achieve success in school and lead fulfilling lives. An important emphasis of this course will be on school counseling from an ecological and multicultural perspective. Prerequisite: Students must be enrolled in the M. Phil. ED. in Professional Counseling Program.

Spring

1 Course Unit

**EDUC 7531 Risk, Resilience, and Prevention Science**

Examines the definition and measurement of risk and resilience from the perspectives of developmental psychology and ecological theories of development; introduces students to the conceptual and practical integration of intervention and prevention sciences to address social, emotional, educational, and health problems across childhood.

Fall

1 Course Unit

**EDUC 7539 Poverty and Child Development**

The goal of this course is to help students develop a coherent understanding of the ways in which poverty affects families and children, the different needs of families and children across different developmental stages of childhood, and the intersection between poverty and education.

Spring

1 Course Unit



**EDUC 7548 Neuroscience, Brain Development, and Learning**

Neuroscience has made tremendous progress toward understanding the neural bases of cognition. The development of the human brain in response to maturation and learning is of particular interest to educators. This course provides an overview of brain development and methods used in cognitive neuroscience and how research in the brain sciences can inform educational practices and policies. Topics include brain development, methods of cognitive neuroscience, neural development in audition, vision, and motor skills, neural processing of language, neuroscience of learning differences, and changes in the brain associated with environment, such as socioeconomic status.

1 Course Unit

**EDUC 7550 Trauma & Counseling**

Due to the overwhelming incidence of trauma, adversity, and toxic stress among consumers of mental health services and the potential profound and pervasive impact of trauma on development, it is essential that mental health professionals gain the necessary knowledge, competencies, and skills to foster resilience and healing. This course explores how trauma impacts not only one's cognitive and emotional processing, but also dysregulates one's neurophysiology, and discusses evidence-based assessments and interventions that counselors can use to help alleviate the negative impact of trauma with their clients. This course is designed to provide foundational trauma education for students who aspire to work within school and/or mental health settings and to promote their ability to recognize trauma responses, to create trauma-sensitive educational and clinical environments to foster learning, growth and health and to develop trauma responsive counseling skills.

1 Course Unit

**EDUC 7564 Cognitive Processes**

Basic concepts, theory, and research in cognitive science, problem-solving, psycholinguistics, memory, perception and social cognition. Special topics may include reading, bilingualism, computer modeling, and cognitive theory applied to education and non-education settings.

Prerequisite: EDUC 5568

1 Course Unit

**EDUC 7566 Advanced Professional Counseling Interventions**

This course will focus on advanced issues in the clinical practice of professional psychology with children, adolescents and adults where students will practice clinical skills in role-played therapeutic situations. Students will be using this class as preparation for the formal clinical examination required by all Master of Philosophy in Education students prior to graduation from the Professional Psychology and Counseling program. Prerequisite: Admission into Professional Counseling M. Phil. Ed. Program

Fall

1 Course Unit

**EDUC 7582 Assessment for Counselors I**

A critical analysis of tests and clinical methods in assessment as related to theories of intelligence, and includes: 1) factors influencing assessments; 2) assessment theory; 3) assessment practices; 4) interpretations of assessments. Prerequisite: Admission to Professional Counseling M. Phil. Ed. Program.

1 Course Unit

**EDUC 7585 Selected Topics in Professional Psychology**

Consideration of research and theory, on selected advanced topics. Prerequisite: Admission to Counseling & Mental Health Services or Professional Counseling M. Phil. Program

Not Offered Every Year

1 Course Unit

**EDUC 7665 Introduction to Causal Inference for Educational Research**

Offers applied introduction to methods of causal inference for evaluation research; introduces students to statistical models for causal inference based on randomized controlled trials and observational studies; includes discussion of special topics such as replication and generalizability that touch upon issues related to implementation and implications of experimental/quasi-experimental research.

Spring

Prerequisite: EDUC 6667

1 Course Unit

**EDUC 7667 Regression and Analysis of Variance**

This course covers design of controlled randomized experiments, analysis of survey data and controlled field experiments, including statistical models, regression, hypothesis testing, relevant data analysis and reporting.

Fall or Spring

Prerequisite: EDUC 6667

1 Course Unit

**EDUC 7668 Measurement Theory and Test Construction**

Design of ability, achievement, and performance measures such as those applied for high-stakes decision making in large-scale assessment and for diagnosis and classification of individuals; advanced true-score and item response theory; item formatting, analysis, selection, calibration, linking, and scaling; analysis of reliability for continuous, ordinal, nominal, and composite scales; analysis of differential item functioning; unidimensionality, and local independence; model contrasting, test equating, and scaling for longitudinal assessment; standards and cut-point setting.

Not Offered Every Year

Prerequisite: EDUC 6684

1 Course Unit

**EDUC 7671 Factor Analysis and Scale Development**

Advanced measurement theory; exploratory and confirmatory item factoring and clustering for self-report, observational, rating, performance, and personality instruments; factoring of dichotomous and ordered categorical data, full-information factoring; scaling procedures, hierarchical structure, full-information bifactor structure, invariance, generality, reliability, validity, interpretation, and scientific reporting.

Fall

Prerequisite: EDUC 6684

1 Course Unit

**EDUC 7677 Structural Equations Modeling**

Theory and application of means modeling and longitudinal analysis through structural equations, including observed variable regression with multiple equations simultaneously estimated, confirmatory factor analysis measurement models using multiple observed indicators to define sets of latent variables, and regression relationships among multiple latent variables; advanced applications for repeated measures and multilevel growth modeling in educational and social science research. Prerequisite: Introductory Statistics

Spring

1 Course Unit

**EDUC 7708 The Social Organization of Schooling**

In this graduate-level seminar, we will explore educational and sociological concepts of organization, leadership, and the professions in order to develop our knowledge of how classrooms, schools, and school systems function. Our approach will be to consider foundational theoretical works alongside their recent empirical applications. Our goal is to understand and assess how different conceptual perspectives on the organization of schools inform educational research, policy, and practice.

Spring

1 Course Unit

**EDUC 7742 Teachers and Teaching Policy**

As teachers are the largest determining factor to a student's success in school, school districts set goals that all students have access to an effective teacher. This course will examine the local, state, and federal policies that can impact and/or support this goal. The course will review policies as seen through the life cycle of a teacher (recruitment through retention and retirement), including policies such as certification, evaluation, and tenure, as well as issues that impact retention such as compensation and work rules. Taught by a former district administrator who has worked on these issues directly with multiple large urban school districts, this course places teacher policy at the intersection of research and practice, using a policy lens.

Fall or Spring

1 Course Unit

**EDUC 7762 Introduction to Applied Quantitative Methods for Education Research: Pre-K to 20**

An introduction to the interpretation and use of data about education policy issues through the use of computer-assisted methods of statistical analysis. Emphasis is on the implications for educational policy and research design.

Fall

1 Course Unit

**EDUC 7770 Education Policy Research Practicum**

This course will partner students with educational leaders to conduct client-based, applied education research projects. Students will engage in original empirical analysis, learning how to use empirical evidence to support the work of policymakers and practitioners, and will complete written policy reports and present their findings to clients.

Spring

Prerequisite: EDUC 6667

1 Course Unit

**EDUC 7771 The Intersection of Leadership Theory and Practice**

With a growing recognition of the complexities that face leaders in education and other social organizations, understanding the work of leadership is paramount. Theoretical and practical scholarship has provided insights and guidance about different lenses on leadership and how these understandings can help leaders develop more functional, resilient, and productive professional environments. This seminar will examine the major theories of leaders and bridge leadership ideas with practical application through case studies of leadership in different context. It will introduce students to the perspectives, typologies and conceptual frameworks that situate and guide current and future leadership in organizations.

Spring

1 Course Unit

**EDUC 7772 Expanding Civic Opportunities for Youth (Practicum)**

This Academically Based Community Service (ABCS) course is designed for Penn graduate and undergraduate students invested in youth civic empowerment. Students design multi-session, project-based lessons on collective problem solving on a contemporary issue (for example, climate justice, political redistricting, or school gentrification). Students will then facilitate their workshops in Philadelphia public school classrooms.

As part of the course, students will develop and implement an internal assessment plan that may include observation protocols, post-lesson debriefings, participant focus groups, and teacher interviews. The data from these assessment tools will contribute to a final report.

Spring

1 Course Unit

**EDUC 7804 Economics of Higher Education**

Covers selected topics in the economics of higher education, including investment and consumption theories, cost functions, university investment practices and principles, and academic labor markets.

Fall

1 Course Unit

**EDUC 7805 Proseminar in Research & Analysis**

This course is designed to provide students with the skills, information, and resources that are necessary to develop a research proposal. This course will also examine strategies for completing proposals and dissertations. A variety of research designs and approaches to educational research will be explored. Through this course, students will become both informed consumers of research and effective designers of research. Prerequisite: Permission needed from department.

Fall

1 Course Unit

**EDUC 7814 Law and Higher Education**

An examination of the most important state and federal laws governing U.S. colleges and universities, with an emphasis on current legal problems.

Fall

1 Course Unit

**EDUC 7815 Case Studies in Higher Education Administration**

This course is designed to enhance understanding of decision making in higher education administration. Based on case studies, students will analyze, propose policies, generate action plans and implementation procedures, and assess the potential consequences of their administrative decisions.

Not Offered Every Year

1 Course Unit

**EDUC 7816 Public Policy Issues in Higher Education**

A study of the most influential federal and state policies, legislation and practices affecting colleges and universities.

Spring

1 Course Unit

**EDUC 7828 Advanced Public Policy Seminar in Higher Education**

Students explore higher education in one state and collaboratively develop a case study to understand the relationship between state policies and higher education performance. Through readings, interviews and student presentations, students learn about the context, the performance, and the public policies influencing higher education performance.

Spring

1 Course Unit

**EDUC 7833 Students' Transitions from High School to College and to the Job Market**

Scope and Audience: This course is appropriate for both masters level and doctoral level students in fields relevant to education, policy, or social science. Special emphasis will be given to develop research proposal that address gaps detected in the literature pertaining to issues and factors affecting students' transitions from high school to college and to the job market. The ultimate goal of the coursework is to critically analyze and have informed opinions of the state of knowledge regarding factors affecting students' college choice, access, and success, as well as how these choices impact their job market prospects. Course Description and Objectives: This course examines existing research on the analysis of college access and success, the transition from high school to college, community colleges, labor market opportunities, and the policies, interventions, and initiatives that have been developed to address inequities and inequities in students' college plans, academic preparation, and financial access. Particular attention will be paid to issues of poverty, race, and ethnicity. The topics studied are informed by sociological, economic, and anthropological theories. Given that community colleges enroll close to 50% of total undergraduate students, and serve as the primary provider of college education for underrepresented, first-generation, low-income, and minoritized students, their role as a potential equalizing engine in the American higher education system will be studied. Specifically, we will study the diverse set of theoretical frameworks and methods that researchers have been using to understand these institutions and will assess the extensive evidence we have to date regarding their effects on education and labor market outcomes. Expectations: Students are expected to be engaged intellectual thinkers and active participants in the pursuit of knowledge, not just passive recipients of information. This course is reading intensive and the majority of class time will be spent in a seminar format discussing the assigned readings. There will be opportunities for students to take turns leading discussion sessions using a set of guiding questions generated by the students own creative and original thinking with the help of the instructor. These student-professor led discussion sessions will occupy about half of our class time while the other half will be lecture and presentation by the instructor along with presentation of work in progress of final papers to gain collective feedback.

Fall

1 Course Unit

**EDUC 7836 Quasi-Experimental Design**

Quasi-experimental design is the set of statistical procedures designed to reduce bias inherent to the analysis of observational data. This course covers the most pressing quasi-experimental techniques employed in the social sciences, with an especial emphasis on education issues. The class combines lecture and lab exercises complemented with real-life examples.

Spring

1 Course Unit

**EDUC 7844 Building Inclusive Communities in Higher Education**

This course provides students an opportunity to apply their knowledge related to the practice of higher education administration. The goal of the course is to advance students' understanding of climate on today's campuses and to utilize diverse methods to create inclusive spaces on campus for all institutional stakeholders.

Spring

1 Course Unit

**EDUC 7847 Social and Statistical Network Analysis**

Network analysis aims to find structure among a variety of connections/ settings. This course highlights the inferential/statistical aspect of network analysis which overcomes its main limitation of being depicted as a descriptive tool. Since applications of network analysis to education research are emerging, course participants will gain a competitive job-market advantage.

Fall

1 Course Unit

**EDUC 7848 Spatial Socio-Econometric Modeling**

Despite the vast availability of data that can be linked to earth's surface (AKA geo- referenced or geo-located), most research continue to ignore or omit the influence of location on the outcomes of interest. For example, assume one is interested in measuring the impact of an intervention taking place in some school districts across a given state. Assume further that a variety of school-level administrative indicators are readily available for model inclusion, whereas other place-based indicators require extra data gathering, management, and methods before they can be statistically accounted for. In scenarios like this, researchers typically proceed to model the intervention effects without considering other place-based variables that surely impact students' performance over and above their within school experiences. That is, given that where individuals experiences life transcends school boundaries, the omission of out-of-school localized factors such as neighborhood-level poverty, crime, or unemployment levels, equates to ignoring and/or assuming that those factors bear no effect on such individuals' prospects of success. The overarching purpose of this course is threefold. First, it discusses the most recent theories on neighborhood effects, equality of opportunity and environmental determinism as the foundations for the applications and methods covered in the course. Second, the course moves to introduce a survey of geolocated data sources that can be incorporated in traditional socio-econometric research. Third, the course provides participants with tools and methods to visualize and model datasets with spatial elements in order to reach conclusions and offer recommendations that consider the relevance of place and space. It is hoped that the incorporation of these place-based indicators may provide more robust and precise evidence, (as) compared to evidence reached with methods that ignore such a structure contained in places where units of analyses are spatially situated.

Fall

1 Course Unit

**EDUC 7849 Modeling Leadership Resilience through Chaos, Crisis, Calamity, Calumny, and Catastrophe**

All institutions are vulnerable to disruptions that can escalate rapidly to truly catastrophic conditions. Local, national, and international events can pose serious threats to the health and wellness of individuals and cohort groups of community members and to the normative functioning of institutional entities. Contemporary leaders model resilience through these crises through their imaginative and agile stewardship. Core goals of the Modeling Resilient Leadership through Catastrophe course are to help students understand: categories of crises endemic to institutions, agencies, and systems; the importance of crisis mitigation advance planning including the elements of a crisis management plan and the value of "tabletop" practice, and those leadership styles and characteristics that contribute to highly-effective leadership resilience in catastrophic events from incidence through to recovery.

Fall

1 Course Unit

**EDUC 7870 New Models for Postsecondary Education**

Not Offered Every Year

1 Course Unit

**EDUC 8215 TESOL Practice Teaching**

Fieldwork course for TESOL students. This course focuses on reflective teaching practice, providing a space for students to combine theory and practice as they apply the theoretical constructs of TESOL coursework to their own language teaching. Students will become accurate and systematic observers of and thinkers about their own teaching methodology, in order to continue to develop into increasingly effective language teachers. The theme of a student-centered language classroom will be explored through scholarly literature, pedagogical techniques, and students' own classroom teaching. To participate in this course, a student must be teaching a language class for the majority of the semester. Prerequisite: Permission needed from the department.

Fall

Prerequisite: EDUC 6215 AND EDUC 6205

1 Course Unit

**EDUC 8225 TESOL Seminar**

A weekly seminar that seeks to consolidate, broaden, and deepen knowledge of the main themes, trends, issues, and practices in the field of TESOL. Students will demonstrate their ability to observe, analyze, and reflect upon their teaching as they make connections between theory and practice, all critical skills for ongoing professional development which relate to the students' final project, a reflective-analytical or action research paper. The project is based on a thirty-hour teaching internship completed during the semester in which the students are enrolled in EDUC 563. The project is individually designed and subject to the instructor's approval. All students in the M.S.Ed./TESOL and Language & Literacy must submit a proposal for the internship in the semester before they take the Seminar. Prerequisite: Permission needed from the department.

Fall, Spring, and Summer Terms

Prerequisite: EDUC 8215

1 Course Unit

**EDUC 8230 LGIS Seminar**

Prior to enrolling in this course, all students in the M.S.Ed LGIS program must conduct ethnographic (participant-observation) fieldwork in the context of a supervised internship of at least 160 hours, usually during the summer between the first and second year. The supervised internship, involving placement of the student in an approved field site, is individually designed and is subject to approval; students must submit a Proposal describing their ethnographic project in the semester prior to undertaking fieldwork as a requirement of EDUC 7220: Seminar in Microethnography. This course offers guidance as students complete the portfolio or reflective paper, which is based on their experience and the ethnographic data they collected during their fieldwork placement. Through this course, students in the M.S.Ed. LGIS program will discuss ways to conceptualize their fieldwork experience, situate it meaningfully within the field of Language, Globalization, and Intercultural Studies, locate and analyze relevant research literature, and prepare the portfolio or reflective paper, with an overall goal of developing the ability to communicate clearly and effectively for an academic and/or professional audience. Prerequisite: Eight or more courses toward M. S. Ed. degree in Language, Globalization, and Intercultural Studies. Permission needed from department.

Spring

1 Course Unit

**EDUC 8334 Critical Literacy: Reading the self, texts and the world**

This course is designed as a collaborative inquiry toward constructing and elaborating theories of practice as teachers and/or researchers of reading. Using a seminar or working group format, participants explore the relationships among theory, reading, practice, pedagogy and research. The course's conceptualization is informed primarily by (1) frameworks from critical, feminist and culturally-centered literatures which foreground issues of equity, representation, and ethics; and (2) current conversations in the field of literacy where the definitions, purposes, and practices of reading have been made problematic. It also invites participants to engage the notion that knowledge for teaching and research comes from inquiry into the questions, issues, and contradictions that arise from everyday life. The course provides historical lenses for comparative analyses of theoretical frameworks and research paradigms as well as opportunities to investigate participants' individual histories as well as teaching and research interests.

Fall, even numbered years only

1 Course Unit

**EDUC 8336 Issues in Instructional Leadership in Reading and Writing**

Participants will consider current critical issues in Reading, Writing, and Literacy, such as: improving accountability and assessment; approaches to professional development and curriculum development; and the use of scientifically "valid" research to advance literacy learning.

Spring

1 Course Unit

**EDUC 8405 Culture/Power/Subjectivities**

This doctoral level course will introduce students to a conceptual language and theoretical tools for analyzing and explaining the complex intersection of racialized, ethnic, gendered, sexual, and classed differences and asymmetrical social relations. The students will examine critically the interrelationships between culture, power, and subjectivity through a close reading of classical and contemporary social theory. Emphasis will be given to assessing the power of various theories for conceptualizing and explaining mechanisms of social stratification as well as the basis of social order and processes of social change.

Not Offered Every Year

Also Offered As: ANTH 7040, URBS 7060

Prerequisite: EDUC 5495

1 Course Unit

**EDUC 8436 Narrating the Self**

This seminar explores, in some linguistic detail, how narrators can partly construct their selves while telling autobiographical stories. The seminar addresses three questions: What is the structure of narrative discourse? How might we construct ourselves by telling stories about ourselves? If narrative is central to self-constructions, what is "the self"?

Not Offered Every Year

1 Course Unit

**EDUC 8466 Craft of Ethnography**

This course is designed to follow after Ethnographic Research Methods (EDUC 7468). In the introductory course, students learned how to use qualitative methods in conducting a brief field study. This advanced level course focuses on research design and specifically the craft of ethnographic research. Students will apply what they learn in the course in writing a proposal for a dissertation research project. Prerequisite: Must have completed EDUC 7468 or equivalent introductory qualitative methods course.

Not Offered Every Year

Also Offered As: ANTH 7070

1 Course Unit



**EDUC 8480 International Educational Development Doctoral Proseminar**

The IEDP Doctoral Proseminar covers the broad arena of international educational development. Drawing on the research experiences of the faculty and of the enrolled doctoral students, the course allows for the analysis of intellectual and technical challenges of working in international education and development, especially around issues of social and public policy.

Fall or Spring

1 Course Unit

**EDUC 8490 Education, Culture and Society**

This course surveys basic issues in the philosophical and social foundations of education, addressing basic questions about the purpose of education, mostly through reading primary texts. Intended for incoming doctoral students.

Fall

1 Course Unit

**EDUC 8560 ISHD Proseminar**

This course gives students the opportunity to better understand their own psychological development and how this interacts with their scholarship and professional development. Required course for ISHD students.

Fall

1 Course Unit

**EDUC 8629 Policy Research**

Study of the roles of scientific inquiry in development and assessment of contemporary educational and social policy. Analysis and application of foundational research, statistical and psychometric methods to inform a variety of policy topics and related issues and problems encountered in policy formation and evaluation.

Spring

Prerequisite: EDUC 6667

1 Course Unit

**EDUC 8671 Randomized Trials and Experiments**

This course will cover three alternatives to conventional modeling in the social sciences: (1) design and execution of field trials in education and other social sectors including criminology, (2) quasi-experiments especially contemporary research comparing results of randomized and non-randomized trials, and (3) analysis for descriptive and exploratory purposes. The course themes include causal inference, vulnerability of models applied to observational data, recent developments computer-intensive inductive approaches to data, and related matters. Although some methodological background papers will be discussed, the seminar is case study oriented with readings from contemporary research on the topics from peer reviewed journals and well-vetted reports issued by governmental and nongovernment agencies. Cases will include work supported by IES on effects of Odyssey Math, for example, and work in the crime and justice arena. We will study the work of scholars affiliated with Penn who are actively involved in randomized and non-randomized trials, for instance, and the work of colleagues at other universities (Berkeley, Northwestern, Wisconsin, Princeton, others) and colleagues in non-profit and for profit research organizations such as Analytica, AIR, Mathematica and others that contribute to learning in this arena.

Fall

1 Course Unit

**EDUC 8680 Complex, Multilevel, and Longitudinal Research Models**

Strategy, application, interpretation, and reporting for simple and complex factorial, repeated measures, time series, higher-order growth, unbalanced, and multiple constant and inconstant covariates designs; error covariance structure modeling, hierarchical linear modeling, multilevel cross-classification modeling, multilevel individual growth-curve modeling, multiple-group multilevel modeling, multilevel generalized linear modeling for discrete outcomes (multilevel multiple logistic regression); Receiver Operating Characteristic curve analysis; latent growth mixture modeling.

Fall

Prerequisite: EDUC 7667

1 Course Unit

**EDUC 8681 Classifications, Profiles, and Latent Growth Mixture Models**

Multivariate strategies for prediction of binary, ordered and categorical outcomes and for classification accuracy and hypothesis testing; finite mixture modeling for discovery, validity and explanation of latent subgroups of profiles and change trajectories. Methods include multiple logistic and multinomial logistic regression, Receiver Operating Characteristic curve analysis, multiple discriminant analysis, hierarchical cluster analysis, multidimensional classification analysis, latent profile analysis, latent transition analysis, and latent growth mixture modeling.

Spring

Prerequisite: EDUC 7667

1 Course Unit

**EDUC 8710 Advanced Analysis in the Economics of Education**

This course will review current papers in the economics of education, with a focus on policy research related to the provision and regulation of publicly provided education. The course pays special attention to: i) the use of causal research designs in answering questions relevant for policy, and ii) the application of economic principles to issues in education. The course is designed as a seminar for Ph.D. students to build skills in critiquing studies that employ experimental and quasi-experimental methods, such as randomized control trials, regression discontinuity, instrumental variables, etc. The papers covered in the course will examine questions in education policy through the perspective of economics and issues related to trade-offs, incentives, the analytic process, and the distribution of costs and benefits. Students will also be asked to consider applications of these methods and their related assumptions, in their own work. The course is intended for students who have a solid understanding of methods typically used in econometrics or statistics to estimate causal effects. Prerequisite: This course is primarily intended for Ph.D. students who have taken or who are currently taking a course on experimental and quasi-experimental methods of causal inference and who have had an introductory course in economic perspectives in education research.

1 Course Unit

**EDUC 8762 Applied Research & Reporting**

Hands-on experience presenting applied research. Students will be guided through a research project of relevance to education or social policy chosen by the student, with assistance from the instructor. The course entails presenting findings from the analysis of one or more data sets of the students' choosing. The students will present work based on journal-length paper expectations based on their research and respond to the reviews of classmates and the instructor. Prerequisite: Competence in basic statistics and computer literacy.

Fall

1 Course Unit



**EDUC 8930 Literacy Studies Research Advisory Committee**

This seminar is designed to enable and mentor doctoral students at Penn GSE to understand the diverse field of educational research. The seminar seeks to encourage an engaging community among doctoral students across Penn GSE divisions and programs and to build familiarity with professional norms and expectations.

0.5 Course Units

**EDUC 9126 How People Learn: Theoretical Foundations**

The course explores theoretical and empirical perspectives on the questions: What is knowledge and knowing? What is learning? What is teaching? How do contexts influence teaching, knowing and learning? A central goal of the course is to encourage students to consider these questions and their interconnections for themselves, to examine ways scholars and practitioners have answered them, and to develop an analytical framework to use in examining contemporary practices in settings that include formal and informal, urban and international.

Spring

1 Course Unit

**EDUC 9205 Research Seminar: Language Policy and Education**

Seminar participants are introduced to concepts, theories, and methods in the field of language planning and policy, which they then apply in developing their own library-based research on specific language planning cases from around the world. Cases may include: official language decisions, instructional medium choices, literacy initiatives, gender-neutral language reforms, foreign/heritage/second language pedagogy and policy, indigenous language revitalization efforts, or other language-related decisions and policies at international, national or local levels. Prerequisite: Permission needed from instructor.

Not Offered Every Year

1 Course Unit

**EDUC 9210 Issues in Second Language Acquisition**

This course is designed for students to be able to analyze, synthesize and discuss second language acquisition theory and research on the basis of intensive reading of work that reflects perennial and current issues in the field. Comparisons and connections are drawn from theoretical and empirical literature on second language acquisition processes, constraints, and interventions. Relevant research methods are also addressed. Topics, issues, and readings are updated each time the course is offered. Prerequisite: Permission needed from instructor.

Not Offered Every Year

Prerequisite: EDUC 7225

1 Course Unit

**EDUC 9215 Genealogies of Race and Language in Educational Research**

This course explores the historical and contemporary co-construction of race and language in educational research. As opposed to treating race and language as self-evident and universal concepts, the course adopts a genealogical perspective that examines their historical development within the context of European colonialism and critically analyzes the legacy of these colonial ideologies in contemporary educational research, policy and practice. Students engage with a range of foundational theoretical and methodological texts to develop a robust understanding of the historical and contemporary relationship between race and language. Students also read, analyze and critique educational research that has sought to apply these theoretical and methodological insights. The course will culminate in students undertaking genealogical research projects on questions of race and language connected to their own educational research interests.

Fall

Also Offered As: LALS 9215

1 Course Unit

**EDUC 9317 Research Seminar: Language and Power**

The course examines the relationship between language, meaning and power in their social context. The course is organized around a number of core themes; Language studies rooted in Critical Discourse analysis; The application of Bourdieu's concepts to this field; multi modality; the growing concern with 'Superdiversity' that links Local/ Global; academic literacies, with particular reference to the writing required in students' own contexts; and methodological issues in researching language and power; and we then bring all of this to bear on our own context under the heading 'language in education'.

Not Offered Every Year

1 Course Unit

**EDUC 9320 Proposal Writing Seminar**

For doctoral candidates and others engaged in research and advanced professional study in the field of literacy.

Spring

1 Course Unit

**EDUC 9560 Advanced Research in Human Learning and Development**

Selected topics from human learning, human development, cognitive processes, social psychology, and personality.

1 Course Unit

**EDUC 9580 Mixed Methods Research: Counseling & Development**

This course is designed to position students to acquire a more sophisticated understanding of research methods in order to conduct and critically evaluate empirical research in applied and clinical settings.

Not Offered Every Year

1 Course Unit

**EDUC 9764 Research Seminar in Applied Research Synthesis Methods**

Issues in research design, development of a literature review, and dissertation proposal.

Fall

1 Course Unit

**EDUC 9901 Executive Education MEd Thesis/Fieldwork Seminar**

Fall, Spring, and Summer Terms

0 Course Units