

College-wide Urban Education Specialization Sequence of Courses for

PhD Students

The Graduate Specialization in Urban Education which is administered by the Department of Educational Administration is designed for students who aspire to be scholars, curriculum developers, and policy leaders in Urban Education at school, district, state, national, and international levels. The specialization focuses on the economics of urban education, urban school policy and reform, historical overview of urban schools, leadership and teaching, theory, research, and education. It is for students who wish to address issues around the racial academic achievement gap, allocation of resources, for urban schools, and the contexts of social, cultural, and economic differences, and the possibilities of transforming how urban school children learn to be active and engaged participants in their communities.

The graduate specialization is available to students who are enrolled in the Doctor of Philosophy degree in Educational Administration, Teacher Education, Educational Psychology, and Curriculum, Instruction. Students must meet the requirements of the specialization specified below, in addition to the requirements for their respective degree programs. With the approval of the department and college that administers the student's degree program, the courses that are used to satisfy the specialization may also be used to satisfy the requirements for the doctoral degree.

Required Course (3 credit hours)

EAD 901 Urban Education: Historical Overview **Fall every year.**

Students will explore the emergence and evolution of urban communities and schools, and examine social and political factors that have impacted its' development.

Selective Courses (9 credits selected from the following courses)

TE 962 Teachers and Teaching in Urban Context. Course provides analysis of historical SES, and political factors influencing urban education; effective Instructional and practice that include positive school culture for learning. (Course is designed for students interested in Teacher Education from an urban school context). **Fall of Even years.**

EAD 940 Perspectives on School Organization

Students will explore concepts and knowledge to critically analyze schools as complex systems and to frame plans for improvement. (Course is designed for students interested in urban school leadership). **Fall Every Year.**

TE 961 Urban Politics, Education, and School Reform. Students will explore challenges that central cities face in initiating and sustaining meaningful reform efforts and factors that constrain and frustrate school reform. **Spring of Even Years.**

TE 963 Critical Race Theories in Education. Explore critical race theory as an analytical framework that provides epistemological, methodological, and pedagogical approaches to study/understand everyday inequalities in P20 education. **Spring of Even Years.**

CEP 943 Multicultural Issues in Special Education

Students will explore relationships among race, gender, culture, social class, and disability. They will examine individual, group, and societal responses to disability. Anthropological, social and psychological theories about origins of cultural diversity will be explored. **Fall of Odd Years,**

EAD 830 Issues in Urban Education: Factors Contributing to the Racial Achievement Gap

Students will examine factors that may contribute to the persistent racial achievement gap. Spring (online) **Every Year**

EAD 822 Diverse Families and Communities **Every Year**

Students will investigate the relationships between schools, families, and communities. Students will explore and understand children who comprise today's school population, family structures from yesterday and today, schools as social institutions, schools in their broader contexts, and examine methods that will lead to improved school, family, and community relationships.

EAD 926 School Finance Operations **To be Determined**

Students will explore school funding, resource allocation, alternative employee compensation, and service delivery options. Students will also examine school facilities and safe and healthy school environments.

Note: Students who seek an endorsement in the Urban Specialization sequence of courses must enroll in an Internship that will involve study in an urban setting. Examples may include work in a school building, Intermediate School District, State or National Department of Education, or a comparable institution upon approval from the Urban Specialization committee.