

THE MID-CAREER DOCTORAL PROGRAM IN  
**EDUCATIONAL LEADERSHIP**

Innovative  
Smart  
Unmatched



To lead in education today requires passionate and resilient commitment, persistent and disciplined inquiry into practice, and a deep research-based expertise. As in few other eras, our ability as a people to create a more just, productive, civil, and beauty-filled society depends upon that leadership.

## Note from the Director

To build the leadership our world demands, the Mid-Career Doctoral Program in Educational Leadership brings to the Penn campus each year a select and diverse cohort of educational leaders.

It is an extraordinary gathering of talented colleagues; our entering cohorts, on average, bring 450-500 years of experience to the seminar table, drawn from public, private and parochial schools, as well as other institutions and industries, across the country. Over two-thirds of our students have already advanced into expanded leadership positions since joining the program. They are building a powerful and growing network for change already present in 21 different states.

The Mid-Career Doctoral Program—an executive-style, 36-month program—offers a significant departure from most other doctoral programs, and represents a core commitment of Penn GSE to innovative leadership development.

We welcome your interest in the program, and this expanding community of leaders. We invite you to visit us on campus, by phone, online, or at an information session in a city near to you. Please see our website for the latest updates, including a video introduction to the program—[www.gse.upenn.edu/degrees\\_programs/midcareer](http://www.gse.upenn.edu/degrees_programs/midcareer). Feel free to contact us at [midcareer@gse.upenn.edu](mailto:midcareer@gse.upenn.edu) or 215 746-6573.

I look forward to hearing from you.

MICHAEL JOHANEK, ED.D.

SENIOR FELLOW, GRADUATE SCHOOL OF EDUCATION



## The Program

THE MID-CAREER DOCTORAL PROGRAM ACCOMMODATES WORKING PROFESSIONALS IN SEARCH OF EXCELLENCE, INCLUDING THOSE AT THE SENIOR LEVELS OF DISTRICTS AND ORGANIZATIONS, BY ADAPTING THE SUCCESSFUL FORMAT OF LEADING EXECUTIVE-LEVEL PROGRAMS IN OTHER FIELDS. THIS INTENSIVE PROFESSIONAL LEARNING COMMUNITY MEETS ONE WEEKEND A MONTH, ONE WEEK EVERY SUMMER AND ONLINE.



Our program explicitly teaches collaboration and reflective practice. We model a collaborative learning community by forming cohorts of students, including teams within those cohorts, and by placing a high value on a students' ability to problem-solve through the creation and implementation of new ideas and educational approaches. Our use of web-based collaborative platforms allows continuity between weekend sessions, in both real-time and asynchronous modes. In multimedia virtual learning spaces, students, faculty, and adjunct instructors come together to mentor, discuss assignments, share resources, download readings, and reflect upon practice. With the dissertation process and significant support embedded in the schedule, our students are able to complete their coursework and dissertation within three years.

The Mid-Career Doctoral curriculum fosters a deep understanding of organizations, instruction, and learning, and their implications for schooling. Taking a leadership perspective, our program addresses the ongoing transformation of public and private education, focusing on the four core areas of educational leadership described in the following pages: instructional, organizational, public, and evidence-based.

Recognizing the time demands of active leaders we provide the support that frees you to focus on your course work. Once you arrive on campus you can immerse yourself in your studies. We provide meals and hotel accommodations for you while also taking care of course registration, technology access, books, materials, and assistance with administrative processes.

Your studies and work should converge in various ways. We take seriously the intellectual challenges at the core of your work as leaders, and strive to integrate these complex problems into class work. Naming, reframing and resolving these issues leverages the demands of your day job in building an enhanced inquiry stance in your practice.

We also recognize and tap the considerable experience in each cohort, a rich resource for each student outside of classes as well. Program participants meet during meals, before/after classes at the hotel, and during *The Saturday Commons* (see below) for continued conversations.

The Mid-Career Doctoral curriculum fosters a deep understanding of organizations, instruction, and learning, and their implications for education. Taking an inquiry-based leadership perspective toward the ongoing transformation of public and private education, we focus on four core areas:

- Instructional Leadership
- Organizational Leadership
- Public Leadership
- Evidence-Based Leadership

“I understood from the start that the program would create the kind of intellectual community I would appreciate. I also knew that GSE’s commitment to practitioner inquiry would challenge and energize me.”

DELVIN DINKINS, Director,  
Electronic Learning & Career  
Education, Tredegar-Easttown  
School District



## The Program

### **Instructional Leadership**

Educational leaders cannot lead what they do not understand; therefore instructional leadership is at the core of the program. By instructional leadership we mean the ability to know and manage teaching, learning, and performance. Students in the program explore such fundamental questions as: What does instructional leadership look like at the primary and secondary levels? Which practices do successful leaders use to improve teaching and learning in a variety of contexts? How should educational leaders, teachers and facilitators be observed and evaluated? How should educational organizations and their staff be held accountable for their contributions to learning? And most importantly, how can everyone involved in schools promote student engagement and learning?

### **Organizational Leadership**

Professional educators cannot be effective instructional leaders without understanding the complex systems in which teaching and learning take place. The program's approach to organizational leadership includes a focus on developing the emotional intelligence of leaders seeking to manage small groups and teams, intergroup and systems dynamics to promote learning communities. Students in the program learn about efficiently employing and creating resources to promote learning environments and managing change. The goal within this content area is to prepare students to create organizations that foster the continuous improvement of teaching and learning.

### **Public Leadership**

Each organization, in turn, operates within a wider community and policy context. Sustainable instructional and organizational leadership depends on the capacity of educators to understand and engage the ongoing support of one's various public constituencies. Educational leaders must perform as advocates, brokers, and catalysts in their communities in order to support educational success. They need to frame current educational challenges within wider philosophical, historical and sociological contexts, and then find ways to build stronger and more inclusive "publics" for their institutions. They need to model the public problem-solving required to diagnose and engage the educational ecology affecting the educational development of those they serve.

### **Evidence-Based Leadership**

Ultimately, every dimension of school leadership described above is enhanced by a leader's capacity to make evidenced-based decisions. They are constantly faced with a myriad of complex decisions that are best made by accumulating, synthesizing, and analyzing data from multiple sources and in a variety of forms. Those who are prepared to recognize and utilize the wealth of information around them will invariably produce more reasoned and better-informed decisions. This area prepares education leaders to identify and employ data sources and analytic methods to inform decision-making.

“Penn GSE offers prestige, exposure to first-class minds and a really good study environment. It's an honor to be here.”

JOSEPH PETROSINO,  
Director of Special Education,  
Somerset County Vocational  
Tech School

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A separate faculty member heads each of the core content areas and an associated team of faculty colleagues works to integrate course experiences within each domain; the four content heads then also meet monthly for cross-domain coordination and ongoing program evaluation.



## Distinctive Elements

FACULTY IN THE MID-CAREER DOCTORAL PROGRAM INSTRUCT PROFESSIONALS IN EFFECTIVE EDUCATIONAL LEADERSHIP. YOU LEARN TO USE DATA TO MAKE DECISIONS, DISCOVER HOW THE INQUIRY PROCESS CAN SUSTAIN IMPROVEMENT, AND TACKLE REAL-WORLD PROBLEMS.

### Using Varied Data Effectively

You learn to use and produce data more effectively. You learn how to create a culture of inquiry so that evidence-based decision-making becomes embedded in your organization's culture. You deal with issues commonly faced by school leaders: analyzing program effectiveness; investigating curricular and instructional strategies; using assessment data to improve instruction and accountability; and evaluating the evidence behind professional development strategies. You develop the analytical skills, both qualitative and quantitative, required to identify, understand, and assess the quality of evidence in a particular problem.

### Sustaining Improvement through Inquiry

You develop an understanding of the inquiry process—a process used to inform strategic planning. An iterative cycle that paves the way for continuous improvement, the inquiry process designs interventions, evaluates their effects, and then reframes them for the next round of inquiry. Chief elements of the process include: framing questions to guide investigations; conducting needs assessments; analyzing program quality and matching programs to needs; devising internal studies to track progress; creating organizational data/research infrastructures; understanding the capabilities and limitations of quantitative and qualitative methods; assessing the quality of external research; building inquiry processes that develop organizational capacity; and communicating results.

### Inquiry and the Scholarship of Leading

The dissertation grows out of this central inquiry process, and is supported throughout the program. Our collective mission is to educate practitioner-scholars who make significant contributions both to practice and to the scholarship of practice, i.e., to the *scholarship of leading*. As our faculty have stated, “Insofar as practitioners in any field have traditionally been assumed to be primarily receivers of knowledge from the university, this movement to generate knowledge by practitioners who are school and educational leaders, committed to ‘inquiry as a stance on practice,’ represents a constructive disruption of some understandings of the relationships of knowledge and practice, in and out of the university. The scholarship of leading foregrounds school and other educational leaders as knowledge generators and posits the Mid-Career Program as a practitioner-scholar community of current participants and graduates wherein students and faculty identify critical problems of practice that merit systematic and intentional inquiry, carry out those studies and seek appropriate venues for dissemination.” (*adapted from Guidelines for the Mid-Career Doctoral Dissertation*)

“As educational leaders, we have a collective responsibility to prepare our young people to lead for tomorrow.”

GLORIA HANCOCK,  
Deputy Commissioner, Department  
of Juvenile Justice, NJ

21  
states represented among  
students and alumni



## Support: An Unmatched Opportunity

Support for the dissertation process, indeed for the entire doctoral program, is embedded throughout, so that you can focus and complete your degree within three years. For example:

**Integrated coursework** – The program, of course, is much broader than the dissertation. Coursework regularly involves the integration of your leadership challenges into the fabric of the course discussions and assignments. Out of this often arise dissertation topics, and some courses explicitly scaffold this development. The program assists in matching you to your dissertation chair. Summer sessions for years two and three include a proseminar course, dedicated to dissertation support at that stage of the effort. A second-year course meets every weekend, with a team of three faculty per cohort, for intensive development of those ideas into research proposals. An Inquiry Community in year three provides a structured peer support for data analysis and input.

**Writing coach** – Often students encounter distinct and intensified demands on their writing during the doctoral program. Explicit instruction in academic writing and on-demand writing support from a program-dedicated writing coach is provided across the three years of the program.

**Alumni Mentors** – A group of program alumni have volunteered as program mentors, offering experience and advice in support of current students.

**Logistics** – A staff coordinator is assigned to each cohort, acting as a one-stop contact for all administrative support in the program. They arrange your registration, deliver your books and materials, arrange your hotel lodging and meals, assist in administrative procedures, etc. They support the electronic resources available to all students.

## Typical Weekend Schedule

Classes in the fall and spring begin on Friday afternoon and continue through mid-afternoon Sunday. Below is a typical weekend schedule.

FRIDAY	SATURDAY	SUNDAY
	<b>8 am</b> Breakfast	<b>8 am</b> Breakfast
	<b>9 am – 12 pm</b> Class Session	<b>8:30 am – 11:30 am</b> Class Session
Announcements	<b>12 – 2 pm</b> <i>The Saturday Commons</i>	<b>11:30 AM – 12:30 am</b> Lunch
<b>3 – 6 pm</b> Class Session	<b>2 – 5 pm</b> Class Session	<b>12:30-3 pm</b> Class Session
<b>6 – 7 pm</b> Dinner	<b>5 – 6 pm</b> Dinner	<b>3 pm+</b> Independent and Group Work
<b>7 – 9 pm</b> Class Session	<b>6 pm+</b> Independent and Group Work	

“The Mid Career program is a first-rate, scholastic forum that enabled me to grow personally and professionally.”

LINDA GROBMAN  
 Superintendent of Schools,  
 Radnor Township School District



## The Mid-Career Network

We strive to contribute to the wider field of educational leadership, and we commit to building an effective supporting network in order to accomplish this.

When we welcome you into the Mid-Career Program, we welcome you as a member of this growing network of practitioner-scholars, including alumni, faculty and guests. A distinguished Alumni Advisory Group spearheads this enthusiastic network, and provides ongoing assistance and guidance to the program. Alumni provide mentoring to current students, co-instruct within courses, assist in recruitment and admissions, share resources and opportunities from the field, and collaborate across the network in a variety of ways.

In addition to a regular e-newsletter and our Summer/Winter social events, several program features support this growing network:

**The Saturday Commons** – A unique feature of the Mid-Career Program, every cohort weekend provides an open time for collaboration across all cohorts and alumni, organized entirely around their interests. From Saturday Noon to 2pm, any member of the Mid-Career Network can engage in whatever discussions or activities most useful in advancing their work and their learning. The Program provides support as needed, including web interfaces allowing remote participation of alumni and invited guests. Areas of interest have included “live” cases workshops, discussions of current “hot” topics, conversations around enduring challenges, professional networking/job transitions, sessions for specific sectors (independent, charter, parochial, public), sessions for certain locations, electronic resource development, discussions of current leading-edge research, offsite visits to community organizations, and so on. Here is the means to leverage the deep talents of this growing network in support of your work and interests.

**Alumni Fellowship Program** – Each year the Steering Committee will award up to two Fellowships to graduates of the program, with support for a year-long project of service to the network. Efforts may include an expansion of their research, instruction within the program, and development of a network-wide annual conference.

**Nexus** – The program supports an online resource for publication and dissemination of research from the program, managed by faculty, alumni and graduate assistants. In addition, the program provides structured support for students and alumni as they develop presentations and publications for the field.

**Program Wiki** – The program supports a wiki for both student and alumni use, providing a seamless means of support from the start of the program to beyond graduation.

### **Alumni Advisory Group**

**Bart Anderson**, Superintendent,  
Franklin County Board of  
Education, OH

**Marjorie Beck**, Middle School  
Dean, Moorestown Friends School,  
NJ

**Anne Catena**, Director, Special  
Projects, Program in Teacher Prep,  
Princeton University, NJ

**Sandra Dean**, Consultant, Axiom  
Educational Consulting Services, UT

**Delvin Dinkins**, Director, Electronic  
Learning and Career Education,  
Tredyffrin-Easttown School  
District, PA

**Kathleen Foster**, Assistant  
Superintendent for Curriculum and  
Instruction, Washington Township  
Public Schools, NJ

**Linda Grobman**, Superintendent,  
Radnor Township School District, PA

**T.J. Locke**, Head of School, Isidore  
Newman School, LA

**Karen Kolsky**, Assistant Regional  
Superintendent, Philadelphia School  
District, PA

**Jim Melchor**, Principal, Owen J.  
Roberts School District, PA

**Sister Anne Roderiguez**, Principal,  
St. Aloysius Academy

**Priscilla Sands**, Head of School,  
Springside School, PA

450-500  
average total years of  
experience in each cohort



## Program Impact

Committed to taking an inquiry stance regarding our own work, the Mid-Career Program Research Committee manages an expanding research agenda, regarding both program impact and issues of leadership practice. In addition to standard course assignments and projects embedded in their practice, the Program gathers evidence gauging student development across various stages of the program, including their evolving theory of instructional practice at the onset and midway through their program; gauges of leadership decision-making over time through case study responses; surveys and focus groups regarding the evolution of their leadership; time-use monitoring; and quarterly feedback against personal learning objectives.

In an early finding that informs our design, the cohort support plays a critical role:

*One thing that clearly emerged from students' accounts of their experiences of becoming practitioner-researchers is the importance of support in learning practitioner research and shifting to an inquiry stance on practice. Students often commented that it was the support of their cohort members and professors that helped them to "take the risks" that they associated with these kinds of shifts to practice. Indeed, across the board, students communicated that the camaraderie and critical, intensive, and ongoing feedback that they received from their fellow leaders kept them from abandoning this new stance when it felt intimidating or threatening. The role of inquiry communities in this context cannot be overstated. (Ravitch and Kuriloff, in preparation)*

The Program sponsors a research grant for those interested in leveraging its program data toward a deeper understanding of educational leadership development. We welcome your interest and collaboration in our emerging program of research, and invite you to contact our Research Assistant, Heather Curl at [hcurl@dolphin.upenn.edu](mailto:hcurl@dolphin.upenn.edu).

## Program Calendar

All three cohorts meet on the same weekend each month, in order to support the greatest exchange among experienced colleagues. Tentative weekend dates for the program can be found on our website. Please note that these dates are subject to change. Students who are admitted into the program will receive a finalized list of weekend dates.

## Learn More

The program is a powerful experience and a serious commitment. We want all interested candidates to learn as much as possible about the program in advance. We plan to host information sessions in several cities across the nation, hold a series of live online discussions with the director and alumni, and feature virtual tours of program activities, among other events. We invite you to join us at any time. For the latest information, please see the program website at [www.gse.upenn.edu/degrees\\_programs/midcareer](http://www.gse.upenn.edu/degrees_programs/midcareer).

## Mid-Career Program Open House

The annual Open House, held in January, presents a unique opportunity to meet current students, alumni, and faculty. Please consult the website for the exact date and time: [www.gse.upenn.edu/degrees\\_programs/midcareer](http://www.gse.upenn.edu/degrees_programs/midcareer).

“The group dynamics, a unique synergy of faculty as well as practitioners, takes you somewhere you’ve never been before. You can’t help but come out of here changed.”

SISTER S. ANNE RODERIGUEZ  
Principal, St. Aloysius Academy



## Faculty

OVER FORTY FACULTY WILL BE INVOLVED WITH THE MID-CAREER DOCTORAL PROGRAM THIS COMING YEAR. FACULTY INCLUDES A COMBINATION OF STANDING AND ASSOCIATED FACULTY FROM PENN GSE AND OTHER SCHOOLS AT THE UNIVERSITY, AS WELL AS NOTED PRACTITIONERS AND INTERNATIONAL SCHOLARS. THE STEERING COMMITTEE MEETS MONTHLY TO PROVIDE ONGOING OVERSIGHT AND GUIDANCE.

### Standards and Certification

The curriculum incorporates the Interstate School Leaders Licensure Consortium Standards for School Leaders. In conjunction with the Mid-Career Program, students may pursue a Pennsylvania State Letter of Eligibility for school superintendent. Students who successfully complete the Mid-Career Program, participate in a field experience, complete the Aspiring Superintendents Program offered by the Penn Center for Educational Leadership, and meet additional state requirements (e.g., past professional experience) as specified by law and regulation, may be eligible for Commonwealth of Pennsylvania Administrative Certification. Charges beyond the standard Mid-Career tuitions and fees apply. Students seeking certification outside of Pennsylvania or students with specific questions on eligibility should contact us for details.

### Steering Committee\*

**Stanton Wortham**, Chair, and Associate Dean for Academic Affairs; Judy and Howard Berkowitz Professor in Education; Ph.D., University of Chicago

**Michael Johaneck**, Director & Senior Fellow, Ed.D., Teachers College, Columbia University

**Peter Kuriloff**, Organizational Leadership Strand Leader & Professor, Ed.D., Harvard University

**James Lytle**, Public Leadership Strand Leader & Practice Professor, Ed.D., Stanford University

**Susan Lytle**, Instructional Leadership Strand Leader & Associate Professor, Ph.D., University of Pennsylvania; Chair, Language and Literacy in Education Division, Penn GSE

**Sharon Ravitch**, Senior Lecturer, Ph.D., University of Pennsylvania

**Jonathan Supovitz**, Evidence-Based Leadership Strand Leader & Associate Professor, Ed.D., Harvard University

\* Also serves as program faculty

### Program Faculty

**Sigal Ben-Porath**, Assistant Professor, Ph.D., Tel Aviv University

**Judy Brody**, Lecturer, Ed.D., University of Pennsylvania

**John DeFlaminis**, Adjunct Associate Professor, Ph.D., University of Oregon

**Charles Dwyer**, Associate Professor, Ph.D., Cornell University

**Vivian L. Gadsden**, William T. Carter Professor of Child Development and Education, Ed.D., University of Michigan

**Eva Gold**, Lecturer, Ph.D., University of Pennsylvania

**Frederick Hess**, Lecturer, Ph.D., Harvard University

**Will Jordan**, Lecturer, Ph.D., Columbia University

**Yasmin B. Kafai**, Professor, Ed.D., Harvard University

**Henry May**, Adjunct Assistant Professor, Ph.D., University of Pennsylvania

**Annie McKee**, Adjunct Professor, Ph.D., Case Western Reserve University

**Nicholas Morgan**, Instructor, M.B.A., Dartmouth College

**Jerome T. Murphy**, Visiting Professor, Ed.D., Harvard University

**Leslie Nabors Olah**, Research Assistant Professor, Ed.D., Harvard University

**Steven Piltch**, Lecturer, Ed.D., Harvard University

**Len Reiser**, Lecturer, J.D., University of Chicago

**Matthew Riggan**, Research Specialist, Ph.D., University of Pennsylvania

**Michael Schlesinger**, Lecturer, Ed.D., Temple University

**Katherine Schultz**, Associate Professor, Ph.D., University of Pennsylvania

**Amy Sichel**, Adjunct Associate Professor, Ph.D., University of Pennsylvania

**Harris Sokoloff**, Adjunct Associate Professor, Ph.D., Syracuse University

**Howard Stevenson**, Associate Professor, Ph.D., Fuller Graduate School of Psychology; Chair, Applied Psychology—Human Development Division, Penn GSE

**Jeanne Vissa**, Lecturer, Ed.D., Teachers College, Columbia University

**Diane Waff**, Practice Professor, Ed.D., University of Pennsylvania

**Elliot Weinbaum**, Research Assistant Professor, Ph.D., University of Pennsylvania

**Chris Whitbeck**, Lecturer, Ed.D., Boston College

**Christine Woysner**, Lecturer, Ed.D., Harvard University

**Susan Yoon**, Assistant Professor, Ph.D., OISE/University of Toronto

**Jon Zimmerman**, Lecturer, Ph.D., Johns Hopkins University

# APPLICATION PROCESS

## Who Should Apply

The Program seeks educational leaders deeply committed to enhancing the learning opportunities for all our children. Candidates need to bring strong academic preparation, including a master's degree, along with at least three years of significant educational leadership experience. Successful candidates will demonstrate the willingness and ability to commit to an intensive academic program while continuing their professional life. We encourage interested candidates to explore the program thoroughly through public information sessions, online events, and discussion with program staff.

Students complete a minimum of 27 CUs at Penn. Participants pay a single price for the program, which includes all tuition and fees, books, technology access, materials, meals, and hotel lodging during program weekends and summer session. (Hotel accommodations are included as a program benefit as of 2010.)

### Admissions

#### Step 1: Complete the online application form.

All degree applicants must complete the online application form. Go to <https://app.applyyourself.com/?id=upenn-ed> to access the online application. Please be sure to indicate the degree you are seeking and the program in which you wish to study.

#### Step 2: Complete the essay section.

The online application system supports the electronic submission of the essay section of the application, previously entitled the "statement of purpose." Please answer both of the following questions: (1) "Identify a critical incident in your leadership experiences, an incident occurring at least a year ago but no more than 5 years ago. Describe the incident, the critical issues it presented, and how you acted. Reflect on lessons you learned from that incident, and describe any ways in which you might analyze or act differently now if a similar incident presented itself." (750-1,000 words). (2) "How do you see this program furthering your aspirations?" (250-500 words). The questions are also posted on the Mid-Career Program's website, at [www.gse.upenn.edu/midcareer/appl-caitonessay](http://www.gse.upenn.edu/midcareer/appl-caitonessay).

#### Step 3: Submit a copy of your résumé.

The online application system supports the electronic submission of the résumé. Applicants should submit a résumé with details of relevant work and other experiences.

#### Step 4: Request two letters of recommendation.

The online application system supports the electronic submission of the letters of recommendation. Applicants should request letters of recommendation from two individuals who can speak to your ability to complete the program and to your career potential.

#### Step 5: Standardized test scores

The GRE is not required for admission to the program; however, the admissions committee reserves the right to request your GRE scores as additional admissions criteria.

#### Step 6: Collect all academic transcripts.

Admission requires satisfactory completion of a baccalaureate and master's degree at an accredited U.S. university or its equivalent. Arrange for all academic transcripts from all higher education institutions you have attended, or are currently attending, to be sent to you or directly to Penn GSE.

#### Transcripts should be mailed to:

Graduate School of Education  
Mid-Career Doctoral Program  
Office of Admission  
University of Pennsylvania  
3700 Walnut Street  
Philadelphia, PA 19104-6216

You may elect to submit additional materials that provide direct evidence of your leadership practice, in support of your statement of purpose. This is not required, and the materials will not be returned. We strongly recommend that applicants avoid submitting materials not clearly linked to their statements. All supplementary materials should be clearly labeled as such when submitted.

Interviews by phone or in person, individual or group, may be requested by the program. Your application indicates your willingness to participate in an interview, should it be requested.

There is no application fee for the program. If you accept our offer of admission, there will be a deposit required to hold your place in the class.

**Our priority deadline is February 15th, and our regular deadline is March 1st. We recommend that you submit your materials at the earliest possible date, as we anticipate that admission to the program will be highly competitive and slots for the next July cohort are limited.**

### Tuition and Fees

The tuition for the Mid-Career program is paid for three semesters per year—summer, fall and spring. Students are charged a set tuition (not based on credit hours) and a program fee, which includes books, all course materials, all meals, and hotel accommodations for class weekends and summer semester. It does not include travel expenses to the program from the student's home location.

To view current year tuition and program fees please go to [http://www.gse.upenn.edu/midcareer/admissions\\_tuition.html](http://www.gse.upenn.edu/midcareer/admissions_tuition.html).

### Financial Aid

The Penn Graduate School of Education is committed to helping students meet the costs of receiving an education at the University of Pennsylvania. The Mid-Career Doctoral Program does not offer fellowships at this time, but instead encourages students to pay for the program through a combination of federal student loan programs, private scholarship programs, employer support, university payment plans, and personal finances. Mid-Career students qualify as full-time students and, as such, are eligible for the corresponding financial aid resources. We encourage students to investigate new federal loan forgiveness provisions for public service professionals, along with other emerging supports.

For further information, please contact Rona Rosenberg at 215-573-2872, [rona@gse.upenn.edu](mailto:rona@gse.upenn.edu) or via fax at 215-746-4868.

## PENN GSE ADMINISTRATION

**Andrew Porter**  
Dean

**Stanton Wortham**  
Associate Dean for Academic Affairs

## PROGRAM ADMINISTRATION

**Michael Johaneck**  
Senior Fellow and Director  
e-mail: johaneck@gse.upenn.edu  
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**Rona Rosenberg**  
Assistant Dean, Executive Programs  
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**Martha Ford Williams**  
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**Jessica Lundeen**  
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**Heather Curl**  
Research Assistant, Alumni  
Coordinator  
e-mail: hcurl@dolphin.upenn.edu

# About Penn GSE

The Penn Graduate School of Education is one of the best graduate schools of education in the United States, as ranked by *US News and World Report*. One of only three Ivy League schools of education, the Penn GSE offers programs leading to the Doctor of Philosophy (Ph.D.), the Doctor of Education (Ed.D.), and the Master of Science in Education (M.S.Ed.).

Ensuring that research is always relevant to practice is a keystone of our programs at the Penn GSE. Our school is a small, nurturing environment with faculty who are leaders in both educational research and practice. Through studies at Penn GSE, you will work closely with faculty to formulate questions and analyze solutions to some of today's most pressing educational issues. You will find opportunities to study and practice your discipline with Penn's world-renowned faculty in the culturally complex neighborhoods, schools, and social services organizations of Philadelphia and the Penn campus.

Penn GSE is vested and involved in its community. Working with local schools and community organizations is a mainstay of our programs. Today, Penn GSE is taking this involvement a step further with the opening of the Penn-Alexander School, a university-assisted public PreK-8 neighborhood school in West Philadelphia. Penn-Alexander is a hub of professional development and community activity and presents an enormous opportunity for Penn GSE students to work and study more closely with teachers.

For students interested in a global perspective on teaching, learning, research, and management, Penn GSE offers unparalleled opportunities. Our academic programs draw students from more than thirty countries, and our Office of International Programs serves as a hub for scholarly activities here and abroad.

## About the University of Pennsylvania and Philadelphia

The University of Pennsylvania, America's first university and a member of the Ivy League, is globally recognized for the caliber of its graduate and professional schools as well as its leadership in research. Founded in 1740 by Benjamin Franklin, the University has a legacy of educational innovation that includes establishing America's first medical school, first collegiate business school, first university teaching hospital, first journalism program, and first modern liberal arts curriculum.

Penn's diverse student community participates in academic opportunities that are intellectually rigorous and personalized to students' needs. Through multiple interdisciplinary programs that combine academic theory with professional practice, students get an education that fits their individual interests and professional goals.

Within the heart of West Philadelphia and a short walk from Center City, Penn is located in a vibrant residential and commercial neighborhood. As one of America's oldest cities, Philadelphia is a thriving mix of ethnic neighborhoods, historic colonial streets, and contemporary architecture. With close to one hundred institutions of higher learning, Philadelphia is a magnet for students from around the world and supports many thriving cultural, athletic, and intellectual venues.

Philadelphia is conveniently located in the cradle of metropolitan Northeastern United States, within two hours of New York, Washington, D.C., and Baltimore.



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University of Pennsylvania  
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Fax: 215-746-4868  
[www.gse.upenn.edu/degrees\\_programs/midcareer](http://www.gse.upenn.edu/degrees_programs/midcareer)